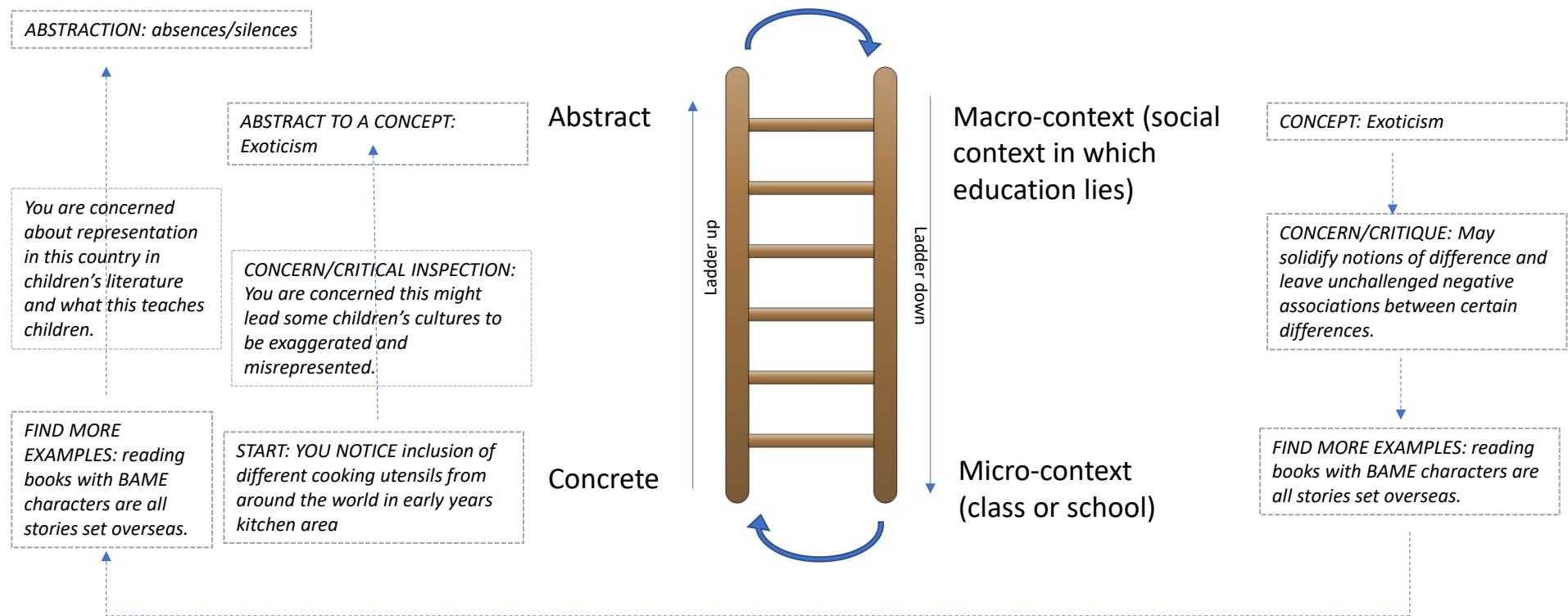


ACTIVITY 4: Laddering Activity

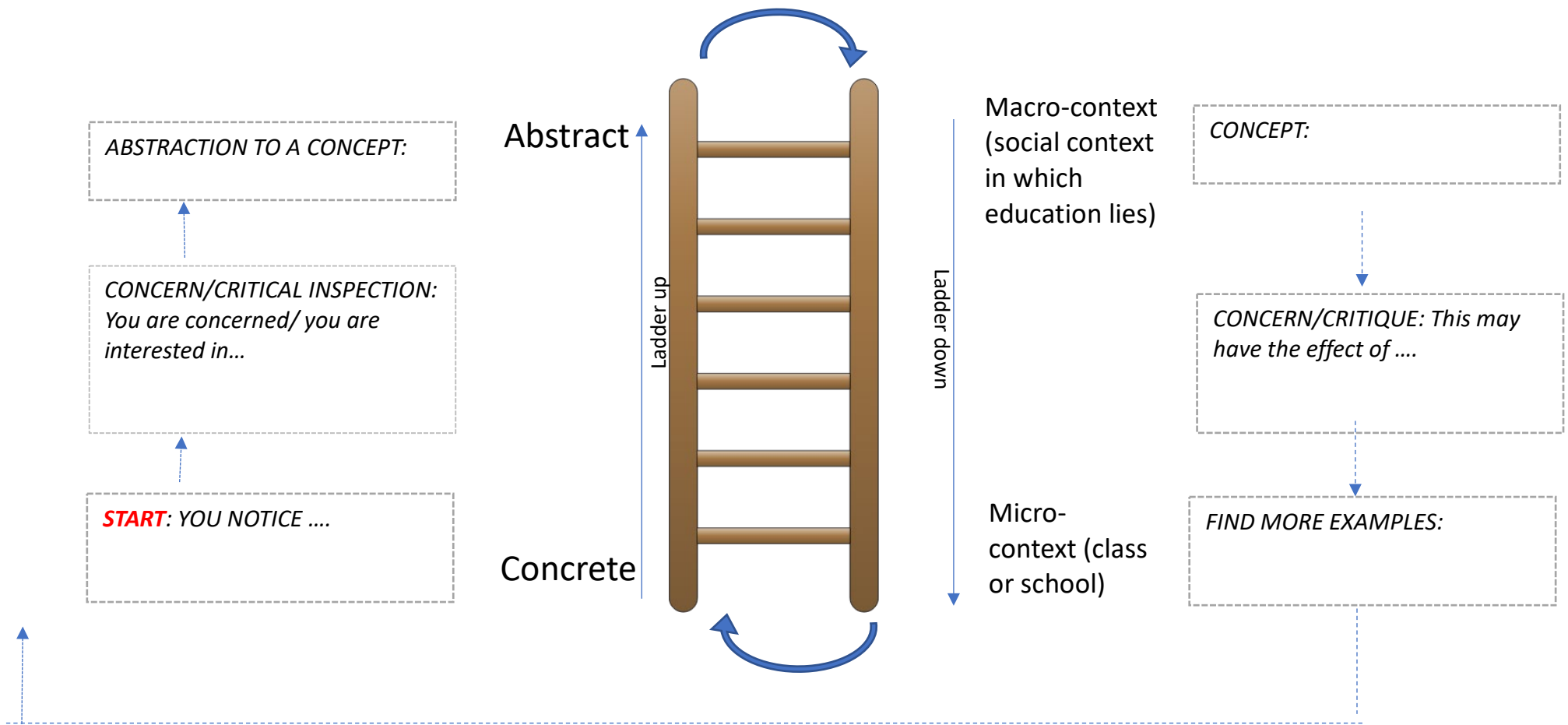
Laddering involves the creation, reviewing and modification of knowledge travelling between the concrete and the abstract. So, it is a useful activity to help you think of the relationship between theory and practice. Beginning with an existing idea, “ladder up” by asking, of what wider category is this an example? “Ladder down” by finding more examples. Then “ladder up” again by seeking an even wider category (big picture) from the new examples obtained from step 2. Generally, “laddering up” toward the general allows expansion into new areas while “laddering down” focuses on specific aspects of these areas. ‘Why-type’ questions are ladders up; ‘so-what-type’ questions are ladders down.

Here is an example:



Either, find an example of something interesting that you have noticed in practice in the school (positive or critique), which you would like to think more about by relating this to race equality theory (as in our RP session and readings). Ladder up to a concept by thinking through your concerns or by undertaking a critical examination, drawing on our RP work together. Once you have done this ladder back down by finding further examples in practice.

Record your thoughts in a diagram like this:



Or, start the other way around. Working from a concept you have thought about in University which interests you, think about possible ramifications in terms of classroom practice, then ladder down by investigating the class/school environment and practices. Then ladder back up by widening your thinking to incorporate an even broader concept. So, in the example above, one could say that exoticism is a form of essentialism!

Record your thoughts in a diagram like this:

