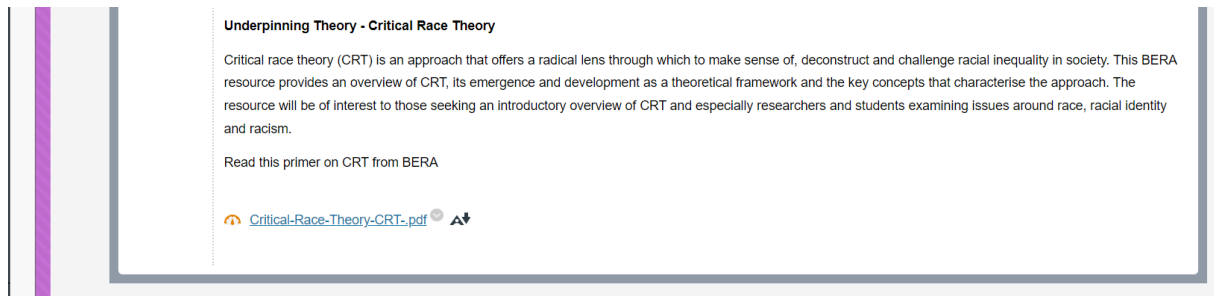


This is an extract from the professional studies session, Topics in educational inclusion, which address anti-racist education.

The session is online in Blackboard. It has a live introduction to the resources and the activities and the outcomes are recorded in a Wiki.

These are the elements taken as screenshots from Blackboard:

1. Underlying theory



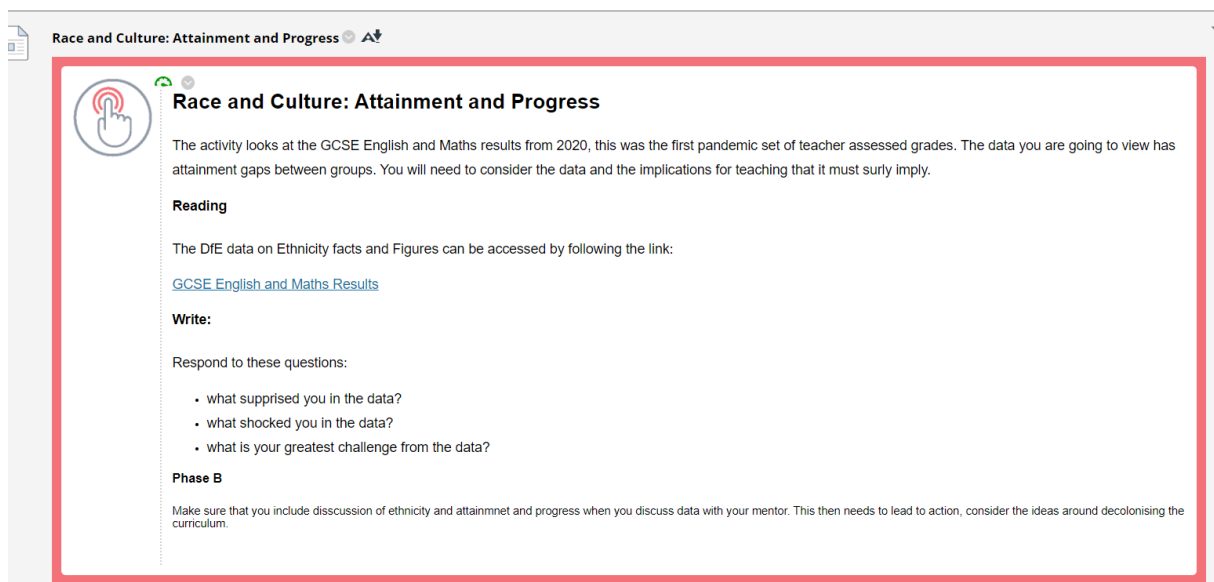
Underpinning Theory - Critical Race Theory

Critical race theory (CRT) is an approach that offers a radical lens through which to make sense of, deconstruct and challenge racial inequality in society. This BERA resource provides an overview of CRT, its emergence and development as a theoretical framework and the key concepts that characterise the approach. The resource will be of interest to those seeking an introductory overview of CRT and especially researchers and students examining issues around race, racial identity and racism.

Read this primer on CRT from BERA

[Critical-Race-Theory-CRT-.pdf](#)

2. Race and Culture: attainment and progress



Race and Culture: Attainment and Progress

The activity looks at the GCSE English and Maths results from 2020, this was the first pandemic set of teacher assessed grades. The data you are going to view has attainment gaps between groups. You will need to consider the data and the implications for teaching that it must surely imply.

Reading

The DfE data on Ethnicity facts and Figures can be accessed by following the link:

[GCSE English and Maths Results](#)

Write:

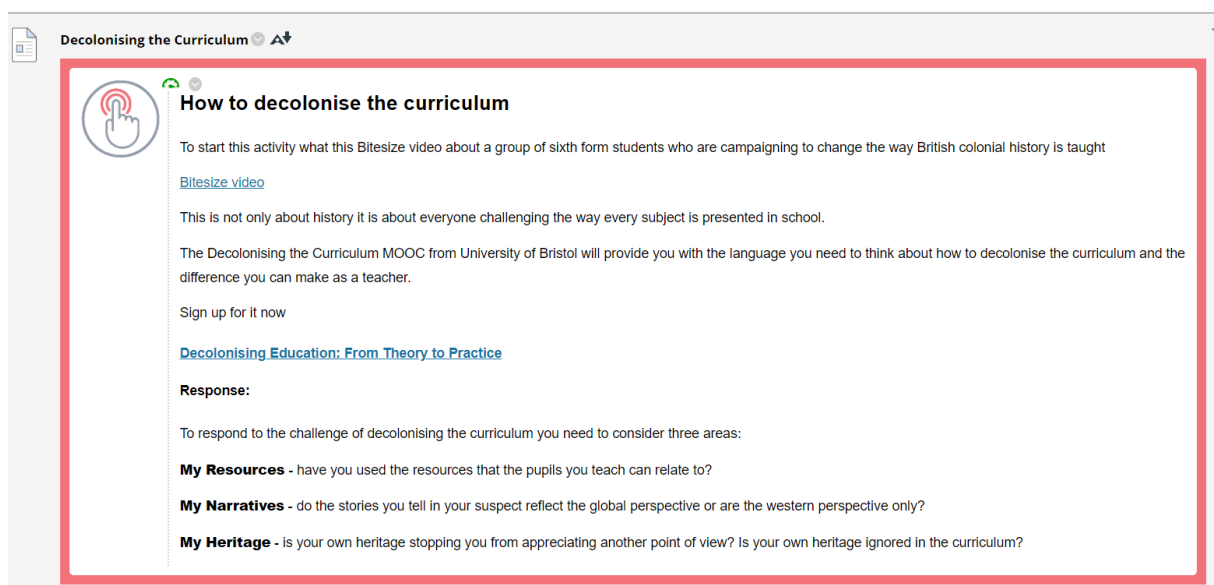
Respond to these questions:

- what surprised you in the data?
- what shocked you in the data?
- what is your greatest challenge from the data?

Phase B

Make sure that you include discussion of ethnicity and attainment and progress when you discuss data with your mentor. This then needs to lead to action, consider the ideas around decolonising the curriculum.

3. Decolonising the curriculum



How to decolonise the curriculum

To start this activity watch this Bitesize video about a group of sixth form students who are campaigning to change the way British colonial history is taught

[Bitesize video](#)

This is not only about history it is about everyone challenging the way every subject is presented in school.

The Decolonising the Curriculum MOOC from University of Bristol will provide you with the language you need to think about how to decolonise the curriculum and the difference you can make as a teacher.

Sign up for it now

[Decolonising Education: From Theory to Practice](#)

Response:

To respond to the challenge of decolonising the curriculum you need to consider three areas:

My Resources - have you used the resources that the pupils you teach can relate to?

My Narratives - do the stories you tell in your subject reflect the global perspective or are the western perspective only?

My Heritage - is your own heritage stopping you from appreciating another point of view? Is your own heritage ignored in the curriculum?

Links:

1. <https://www.bera.ac.uk/publication/critical-race-theory-crt> this is the link to the BERA reader on CRT
2. DFE GCSE Maths and English data. <https://www.ethnicity-facts-figures.service.gov.uk/education-skills-and-training/11-to-16-years-old/a-to-c-in-english-and-maths-gcse-attainment-for-children-aged-14-to-16-key-stage-4/latest>
3. Bitsize video on Decolonising the curriculum, <https://www.bbc.co.uk/bitesize/articles/z7g66v4>
4. Decolonising the Curriculum MOOC from University of Bristol, <https://www.futurelearn.com/courses/decolonising-education-from-theory-to-practice>