

Re-examining the curriculum in terms of inclusion, diversity & equality

David Dennison

BA(Hons) Photography

MA Photography

School of Journalism, Media & Performance

Re-examining the curriculum in terms of inclusion, diversity & equality

'A critical, self-reflexive analysis of pedagogic practice'



Image credit: Joan Wong

Re-examining the curriculum in terms of inclusion, diversity & equality

'A critical, self-reflexive analysis of pedagogic practice'

An opening question – we will return to this later:

Please write down the name of the first artist you can think of ...

Re-examining the curriculum in terms of inclusion, diversity & equality

'A critical, self-reflexive analysis of pedagogic practice'

What do we hope to gain from this session?

Re-examining the curriculum in terms of inclusion, diversity & equality

'A critical, self-reflexive analysis of pedagogic practice'

What do we hope to gain from this session?

- Co-creation of knowledge
- share experiences
- think about our own practice
- reflect on what we do and how we do it
- think about our students ...

Re-examining the curriculum in terms of inclusion, diversity & equality

'A critical, self-reflexive analysis of pedagogic practice'

Where did this idea come from?

Re-examining the curriculum in terms of inclusion, diversity & equality

'A critical, self-reflexive analysis of pedagogic practice'

Where did this idea come from?

Paulo Freire

Andria Zafirakou

Mariya Hussain

Yinka Shonibare

James Agee & Walker Evans

HEA D2 dialogue

Re-examining the curriculum in terms of inclusion, diversity & equality

'A critical, self-reflexive analysis of pedagogic practice'

Paulo Freire

... ideas of a critical pedagogy ...

... accepting that education is never neutral and always political ...

... the co-creation of knowledge ...

... “teachers have little control over what students take away from an educational experience” ...

(Neumann, 2016)

... so the priority must be “to make such a journey matter for students”

(Roberts, 2013).

Re-examining the curriculum in terms of inclusion, diversity & equality

'A critical, self-reflexive analysis of pedagogic practice'

Andria Zafirakou

Interview

Best teacher in the world Andria Zafirakou: 'Build trust with your kids - then everything else can happen'

By Decca Aitkenhead

After the London art teacher won her \$1m prize, she was showered with praise by Theresa May and the education secretary - but she is exactly the kind of teacher this government actively discourages



▲ 'For me, a success for some of our children is: 'He came into school today. Oh my God, he came into school today' ... Andria Zafirakou. Photograph: Sarah Lee for the Guardian

"Get your kids on board, connect with them, find out what it is that they're interested in.

Build the relationship, build that trust.
And then everything else can happen."

(Zafirakou, 2018)

Re-examining the curriculum in terms of inclusion, diversity & equality

'A critical, self-reflexive analysis of pedagogic practice'

Mariya Hussain

Why is My Curriculum White?

[BACK TO NEWS](#)

By Mariya Hussain

Wednesday 11 March 2015 • [Student Journalists](#)

Universities love to highlight their inclusivity and diversity, be it in the student body or the range of courses taught. What we find however is that the content of those courses, the things we are being taught are not inclusive or diverse, reports NUS Journalist *Mariya Hussain*.



The education we receive at many universities is one that has been largely shaped by colonialism. It is one that places white, Eurocentric writers and thinkers above others without much concern.

Re-examining the curriculum in terms of inclusion, diversity & equality

'A critical, self-reflexive analysis of pedagogic practice'

Yinka Shonibare



Yinka Shonibare, *Wind Sculpture*



Yinka Shonibare, *Diary of a Victorian Dandy*

"I was always being told [by my tutors] to explore my cultural heritage ...

... I never heard anyone tell the white kids to start a project on Morris

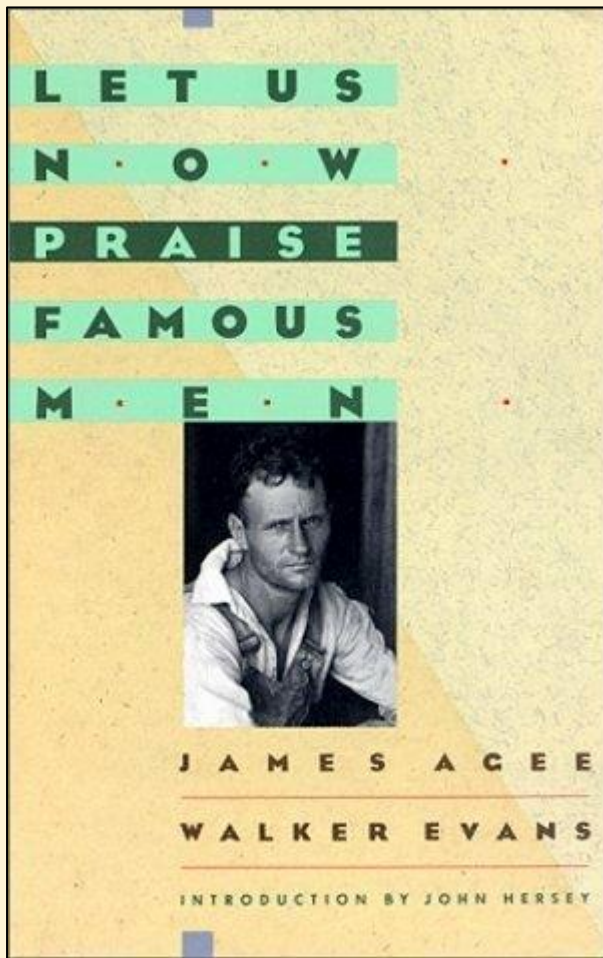
Dancing."

Yinka Shonibare (paraphrased)

Re-examining the curriculum in terms of inclusion, diversity & equality

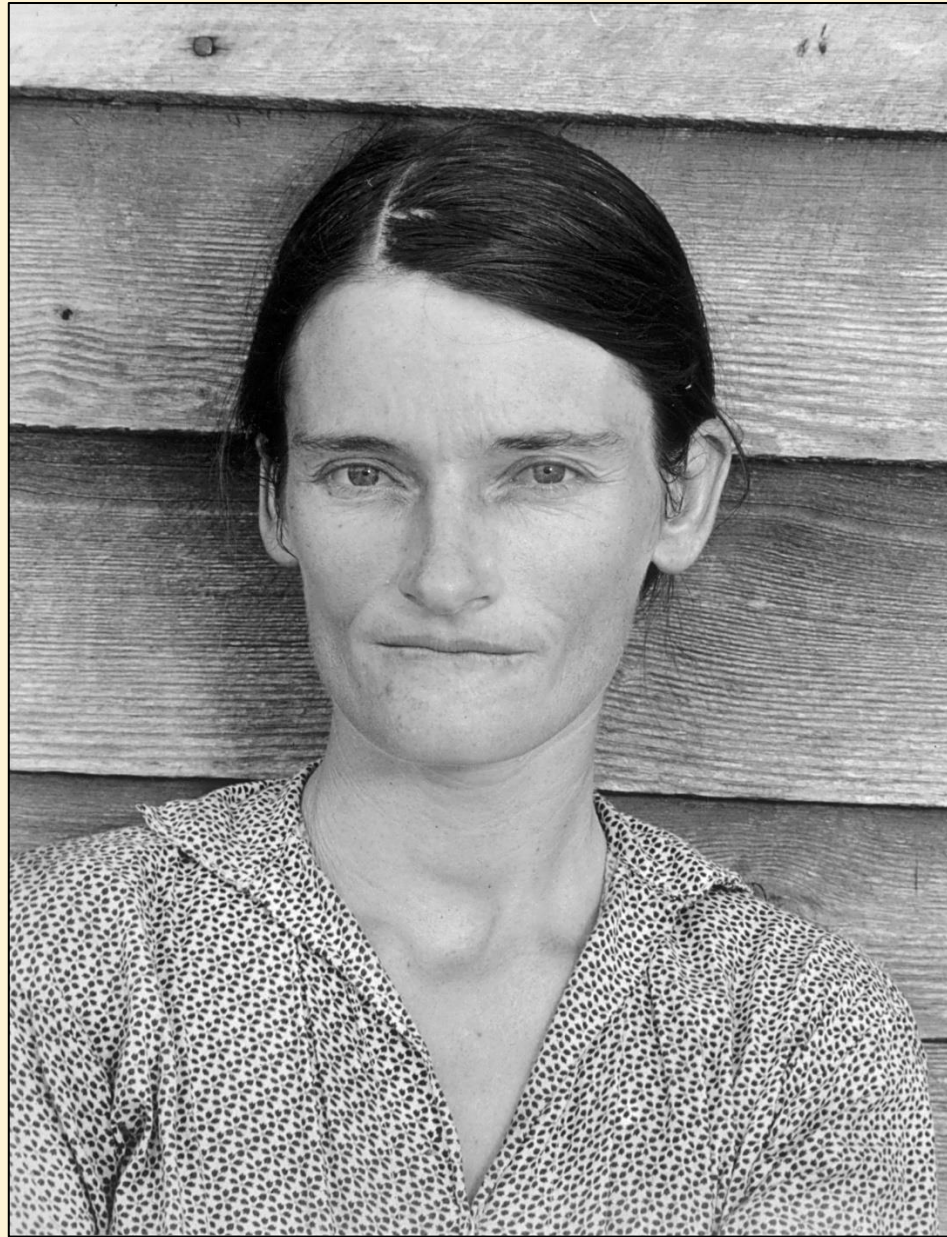
'A critical, self-reflexive analysis of pedagogic practice'

James Agee & Walker Evans

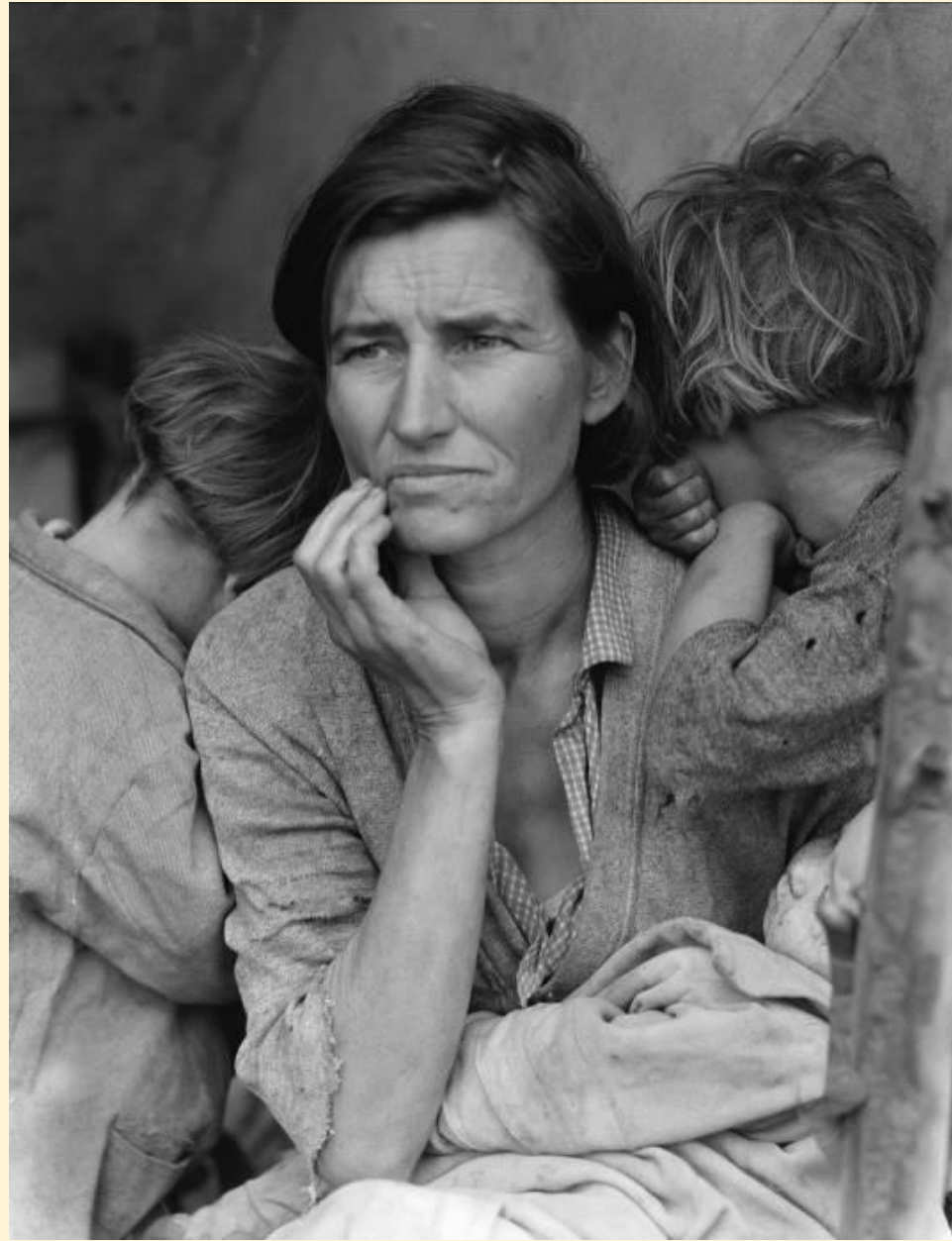


“Who are you who will read these words and study these photographs, and through what cause, by what chance, and for what purpose, and by what right do you qualify to, and what will you do about it ...?”

(James Agee, 1939)



Walker Evans, *Allie Mae Burroughs*



Dorothea Lange, *Migrant Mother* (her name is Florence Owens Thompson)

Re-examining the curriculum in terms of inclusion, diversity & equality

'A critical, self-reflexive analysis of pedagogic practice'

HEA D2 dialogue

Professional Values

V1 - Respect individual learners and diverse learning communities.

Re-examining the curriculum in terms of inclusion, diversity & equality

'A critical, self-reflexive analysis of pedagogic practice'

A journey of self-reflection ...

Re-examining the curriculum in terms of inclusion, diversity & equality

'A critical, self-reflexive analysis of pedagogic practice'

Our opening question:

Please write down the name of the first artist you can think of ...

Re-examining the curriculum in terms of inclusion, diversity & equality

'A critical, self-reflexive analysis of pedagogic practice'

Please write down the name of the first artist you can think of ...

How many are ...

Male?

White?

From Europe or the USA?

Re-examining the curriculum in terms of inclusion, diversity & equality

'A critical, self-reflexive analysis of pedagogic practice'

Please write down the name of the first artist you can think of ...

How many are ...

Female?

Spanish?

Chinese?

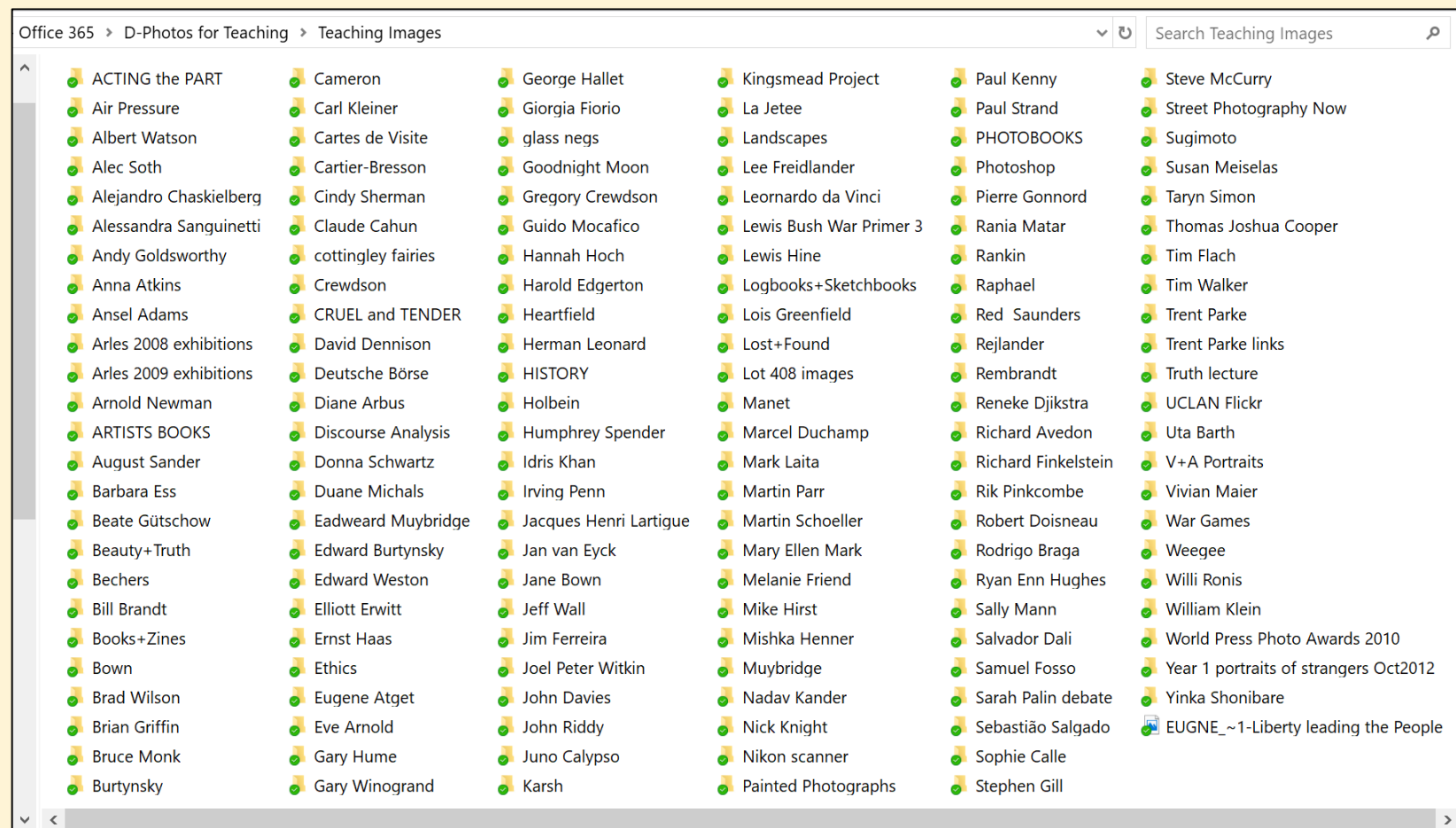
Disabled?

LGBTQ?

Re-examining the curriculum in terms of inclusion, diversity & equality

'A critical, self-reflexive analysis of pedagogic practice'

The 'Canon' of Photography?



Re-examining the curriculum in terms of inclusion, diversity & equality

'A critical, self-reflexive analysis of pedagogic practice'

We all have a

Canon [n]

[1] Writings or other works that are generally agreed to be good, important, and worth studying.

[2] The list of works considered to be permanently established as being of the highest quality. 'Hopkins was firmly established in the canon of English poetry'.

Re-examining the curriculum in terms of inclusion, diversity & equality

'A critical, self-reflexive analysis of pedagogic practice'

What is my **Canon**?

How does it relate to the interests and experiences of my students?

How can we involve students in the co-creation of knowledge?

Can we create a canon together?

Re-examining the curriculum in terms of inclusion, diversity & equality

'A critical, self-reflexive analysis of pedagogic practice'

One final thought ...

Even though I am a white, English male,

I might not be interested in Shakespeare, football or beer.

References

Agee, James (1939) *Let Us Now Praise Famous Men*.

Neumann, Jacob W. (2016) *A limited, apolitical, and open Paulo Freire*, Educational Philosophy and Theory, 48:6, 634-644, DOI: 10.1080/00131857.2015.1026302

Roberts, Peter (2013) *A critical engagement with Paulo Freire in the 21st Century: Education, Dialog, and Transformation*, Boulder, CO: Paradigm Publishers.

Further Reading

Why is my curriculum White?

<https://www.nusconnect.org.uk/articles/why-is-my-curriculum-white-decolonising-the-academy>

Hidden Figures – the importance of remembering Black Classicists

<https://www.theguardian.com/artanddesign/2018/jun/04/hidden-figures-the-importance-of-remembering-black-classicists>

Our teaching has to go beyond elite white men

<https://www.theguardian.com/commentisfree/2017/oct/27/decolonise-elite-white-men-decolonising-cambridge-university-english-curriculum-literature>