



Decolonising and Diversifying the Curriculum

The MixEd decolonise and diversify mission:

Across all education phases

To actively dismantle the narrative which has long favoured a white, Eurocentric view of the world. To adjust and widen the lens and give space to those who have been marginalised, ignored or denied and have had their histories skewed or rewritten.

To decolonise and diversify does not mean.....

- To rewrite, erase and start again- these are nuanced adjustments and additions
- Leaving it to BAME staff – this is collective work and should be part of the School Improvement Plan, with time allocated to the work
- To bolt-on... as the lens stays the same. Adding in Black history or Asian history – this is all **our history**
- Just English and History- all areas of the curriculum, in all education phases

Why must this work be done?

- Students cannot feel a sense of belonging if they do not see themselves represented or visible in the curriculum. This includes intersectionality. By seeing themselves they will feel connected to their learning and this will bring better outcomes.
- For too long, single-story narratives have dominated the curriculum. For example, “slaves or saviours” in Black History.
- If we are to truly tackle entrenched discrimination and dismantle structural racism, we must ensure our young people have a global and accurate world-view. They are our future leaders/politicians/change-makers. What views are we sending them out into the world with?

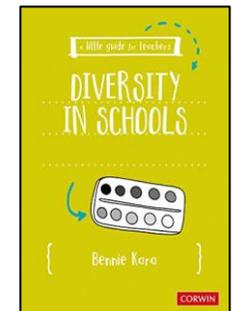
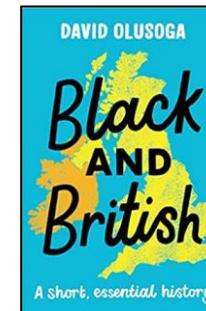
To begin this work one must audit the curriculum:

- Who is delivering? (This is not a criticism- but who taught you? What might you need to unlearn? What bias may you need to be self-aware of?)
- What is being taught? Who is taking centre stage? Who is in the shadows?
- How might the “audience” of the curriculum feel? (ancestral trauma/reinforcement of stereotypes)

Beyond the curriculum:

- Fear of causing offence creates silence and avoidance and nothing changes. Are there safe spaces for **all** staff and students to talk?
- Is there diversity in displays? Can students see themselves?
- Do all policies have an EDI focus? What are your Equality Objectives?
- Are assessments inclusive? Some ethnic groups have oracy at the heart of their history & communities - Do they fall foul of our assessment systems and become labelled as “underperformers” which becomes self-fulfilling?

Recommended reading:



www.mix-ed.org



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