

**WE ARE THE LIFE-CHANGING
UNIVERSITY OF SUNDERLAND**



**University of
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Decolonising the Curriculum

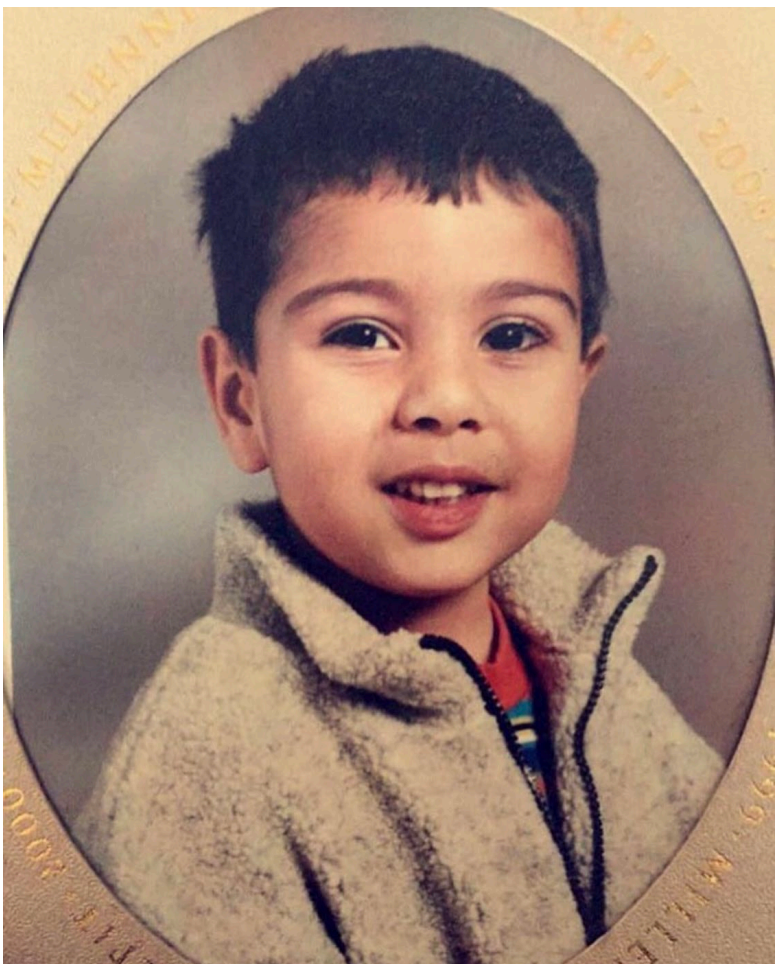
Approaches to student belonging & success

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Story Time



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Pop Quiz

1. What was considered at one point in time “*four times longer than the Great Wall of China, and consumed a hundred times more material than the Great Pyramid of Cheops*”?
2. What popular drink can be linked to the treatment of malaria?
 - a. Vodka & soda
 - b. Gin & tonic
 - c. Rum & coke
 - d. Whisky & lemonade
3. What city has the most French speakers in it?
4. Name a country that was never *colonized* by European powers

With a circumference of about 16.8km, the Benin Wall built in 1010 AD is known to have been the largest man-made structure in West Africa, located in Old Benin Kingdom.



Benin City was one of the first cities to have a semblance of street lighting. Huge metal lamps, many feet high, were built and placed around the city, especially near the king's palace. Fuelled by palm oil, their burning wicks were lit at night to provide illumination for traffic to and from the palace.

The Walls were ravaged by the British in 1897 in the “Punitive Expedition” led by Rear-Admiral Harry Rawson in retaliation for the so-called “Benin Massacre” (a surprise attack on British forces attempting to capture Benin City.)



When Winston Churchill attributed it with saving “more Englishmen’s lives, and minds, than all the doctors in the Empire,” he wasn’t referring to a military tactic or peace treaty. Instead, his accolades were reserved for the gin and tonic.

The foundation of traditional tonic water, quinine, is a bitter tasting alkaloid that is derived from the bark of several species of the genus *Cinchona*.

In 1820, two French pharmacologists--Pierre Joseph Pelletier and Joseph Caventou--isolated quinine, and later established a factory in Paris for its production. A purified version was also created for usage instead of the bark.

Since the lowered mortality rate from malaria enabled Europeans to live in areas where the disease was prevalent, quinine has been seen as a tool of nineteenth century colonialism that was critical for empire expansion throughout Asia and Africa.

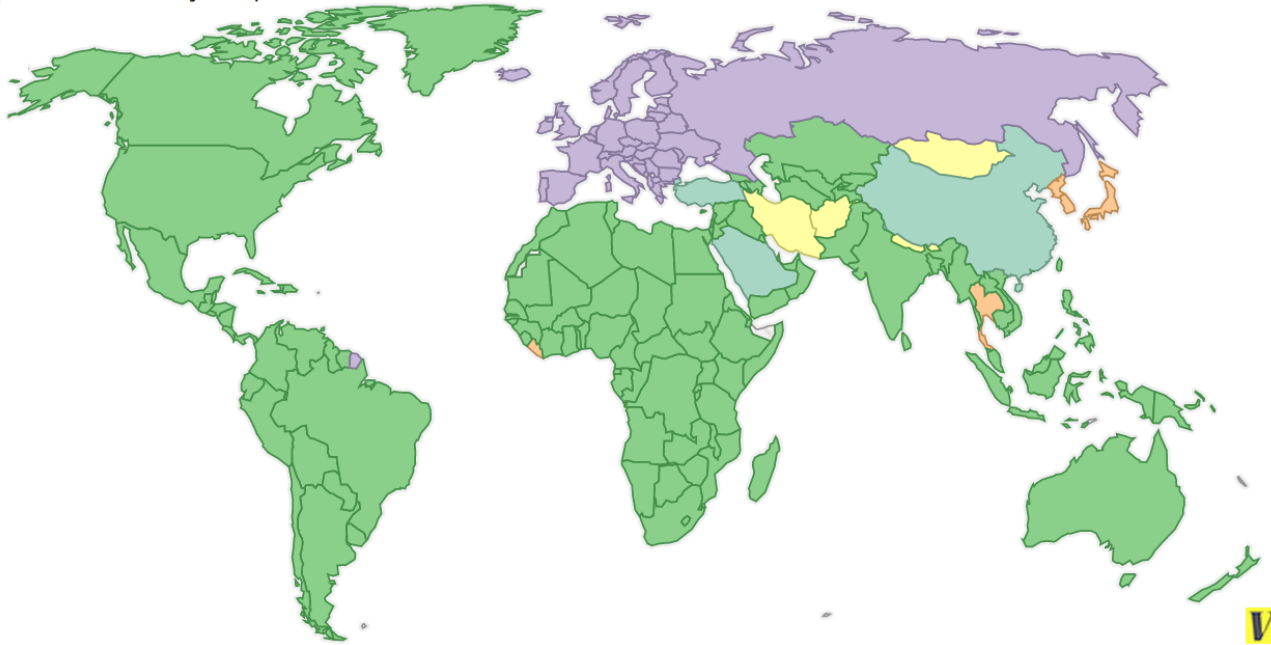
More than 321 million people speak French across the globe on five continents.

1. Kinshasa, Democratic Republic of the Congo: 12.8 million inhabitants
2. Paris, France: 11 million inhabitants
3. Abidjan, Ivory Coast: 5.4 million inhabitants
4. Yaoundé, Cameroon: 4.6 million inhabitants
5. Casablanca, Morocco: 4.3 million inhabitants
6. Bamako, Mali: 4 million inhabitants
7. Ouagadougou, Burkina Faso: 3.8 million inhabitants
8. Algiers, Algeria: 3.7 million inhabitants
9. Dakar, Senegal: 3.7 million inhabitants
10. Montreal, Quebec, Canada: 3.7 million inhabitants



Countries that have been under European control

Europe Colonized or controlled by Europe Partial European control or influence European sphere of influence
Never colonized by Europe



Only four countries fully escaped European colonialism:

1. **Japan** - Maintained independence through strength, diplomacy, isolationist policies, and geographical distance.
2. **Korea** - Similarly avoided European control through similar strategies, though Japan later colonised it.
3. **Thailand** - Remained independent as a buffer state between British-controlled Burma and French Indochina.
4. **Liberia** - Protected from European colonialism due to backing from the United States, which helped establish the country in the 1800s.

Ethiopia is debated as a fifth country that resisted European colonialism, although Italy briefly occupied it from 1935 to 1941, which some argue was part of WWII rather than traditional colonial rule.

Key Definitions

- **Colonial matrix of power:** A term coined by Aníbal Quijano to describe the legacies of colonialism in structures of power and control, as well as in systems of knowledge. The colonial matrix of power emphasises that many institutional, social, and cultural power relations today can be traced back to structures and cultures implemented during the colonial period.
- **Global South:** A phrase that usually refers to Asia, Africa, and South America. It identifies them as broadly less economically developed and as politically or culturally marginal. The term has become prevalent in recent years as a replacement for terms like 'Third World', 'periphery' or 'developing world'. It is a comparative term that juxtaposes the South to the North and has its roots in ideas that modernity, wealth, and power are located in the West.
- **Global North:** A phrase that usually refers to Europe, North America and Australia. It broadly identifies them as economically, politically and culturally dominant global regions. The term has become prevalent in recent years as a replacement for terms such as 'First World', 'core' or 'developed world'.



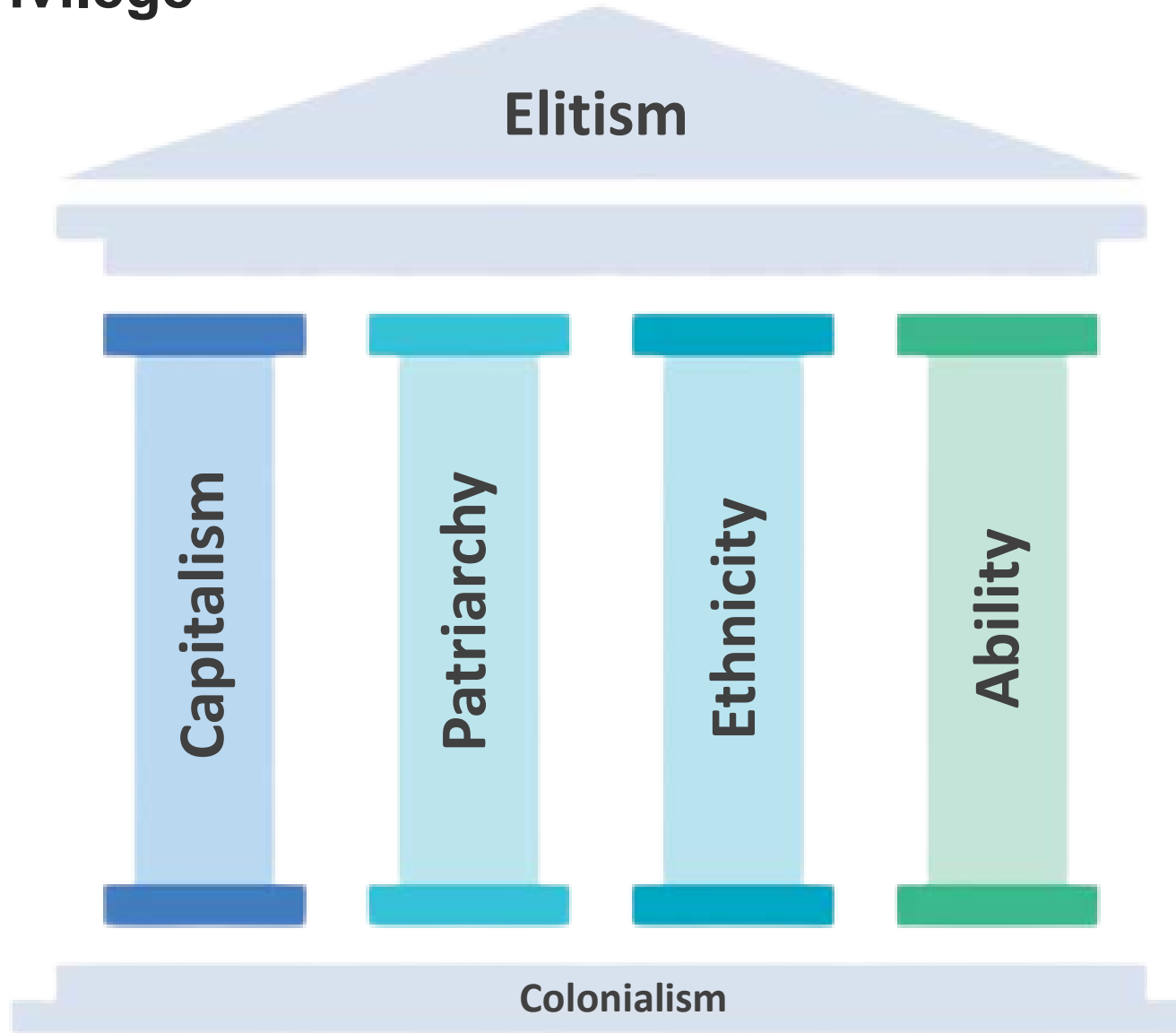
EDI and decolonisation are not the same

Bhanot states that “the concept of diversity only exists if there is an assumed neutral point from which ‘others’ are ‘diverse” (2015).

Akel writes, “diversity can still exist within this western bias” (2020).

Diversity can only exist in proximity to White people because diversity is “the new corporatised version of multiculturalism” and what we should be exploring is decolonial thought (Ventour, 2021).

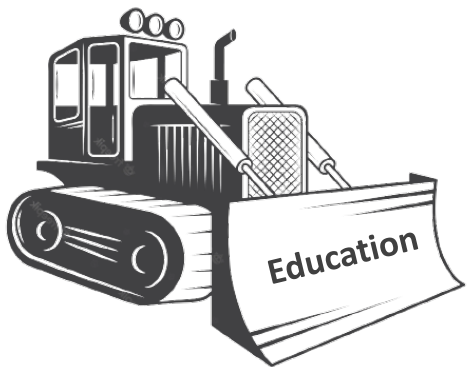
Pillars of Privilege



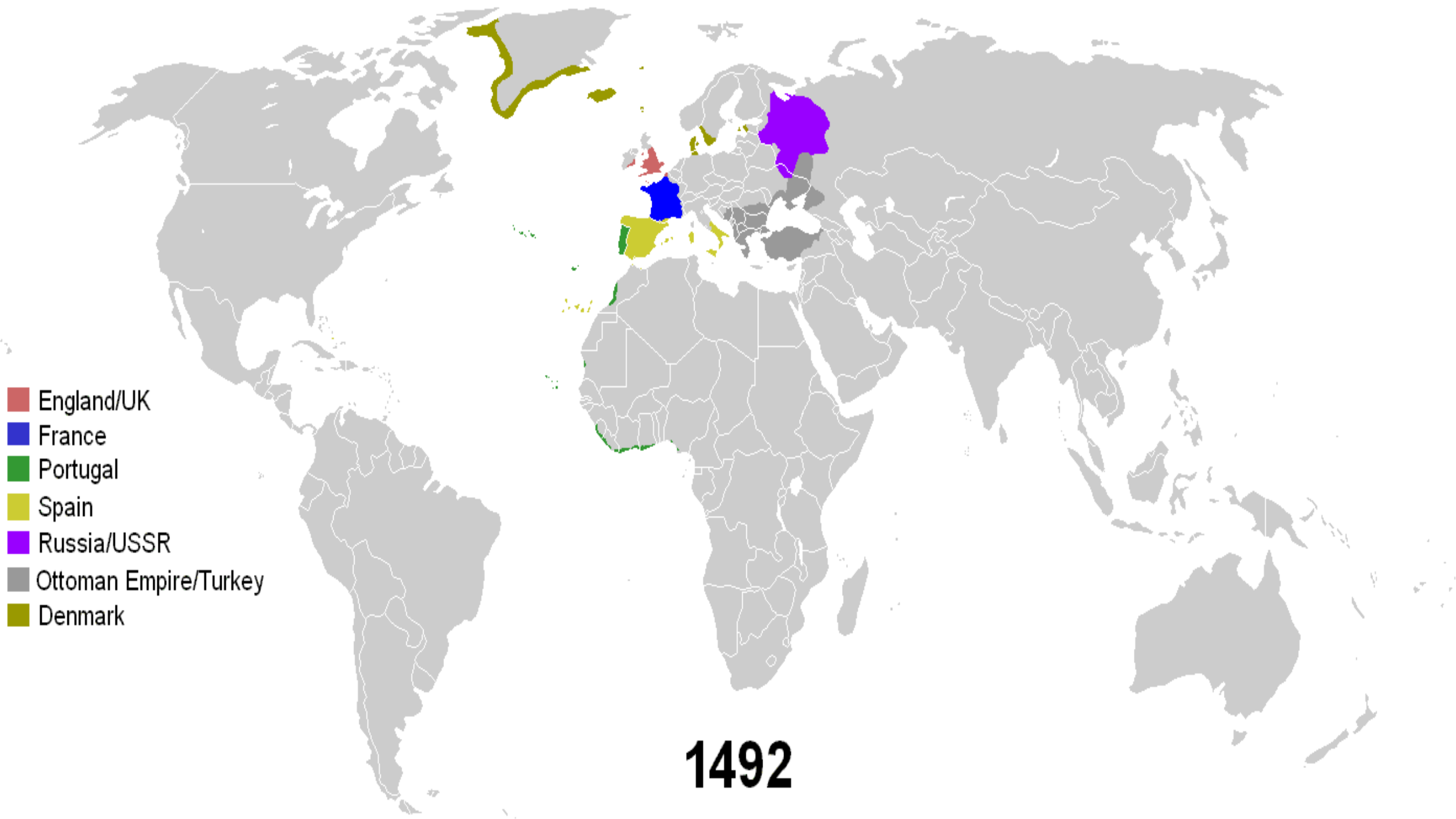
Task:

Draw the pillars and create two sets of dots & connected lines from a Eurocentric point of view:

1. Where do you sit on the pillars
2. Where does an average of your students / colleagues / peers
3. Highlight the difference in the spaces – if you are higher, how do you champion. If they are higher, how should you be championed?



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1492

Monocultures of University

Metropolitan universities, in the case of the European metropolis, were exclusively concentrated on the *knowledge of the winners* – the eurocentric knowledge, or epistemology of the north. This knowledge was based on five main monocultures. That is to say, exclusive conceptions of the world, that were taught at University:

- *Knowledge*
- *Differences*
- *Linear time*
- *Scale*
- *Productivity*

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PANTONE. 322-1 C

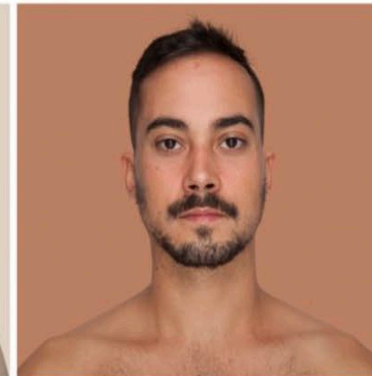
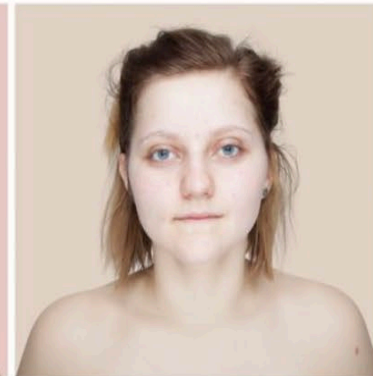
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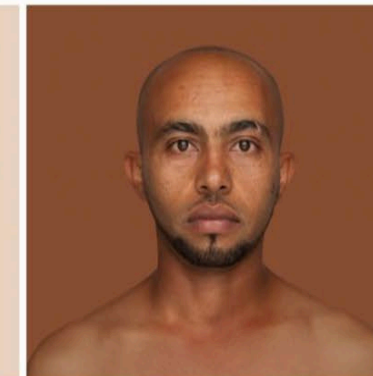
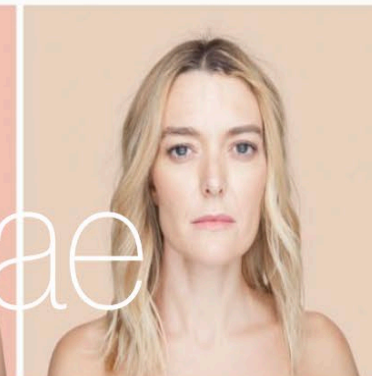
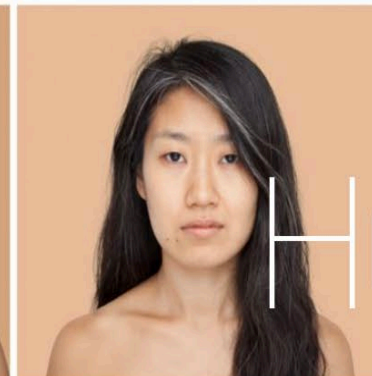
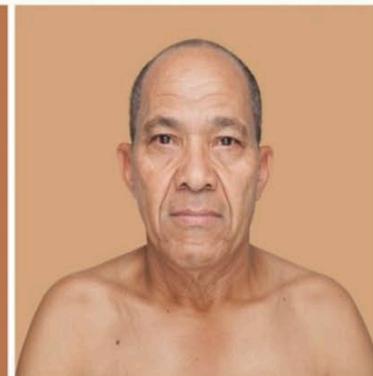
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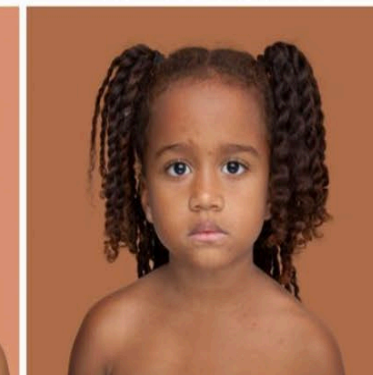
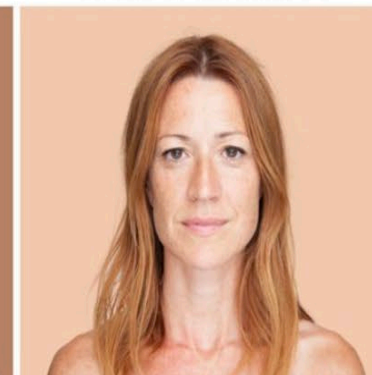
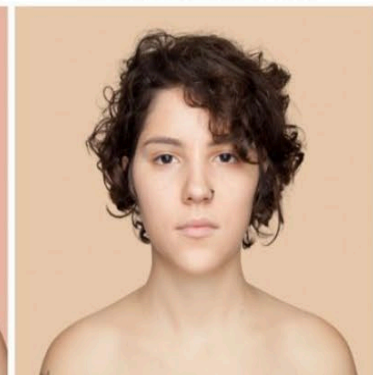
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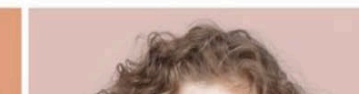
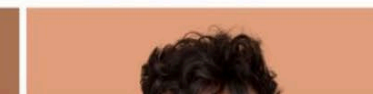
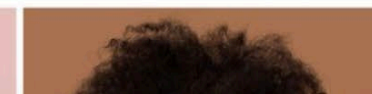
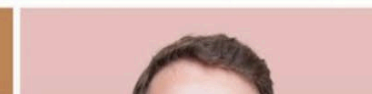
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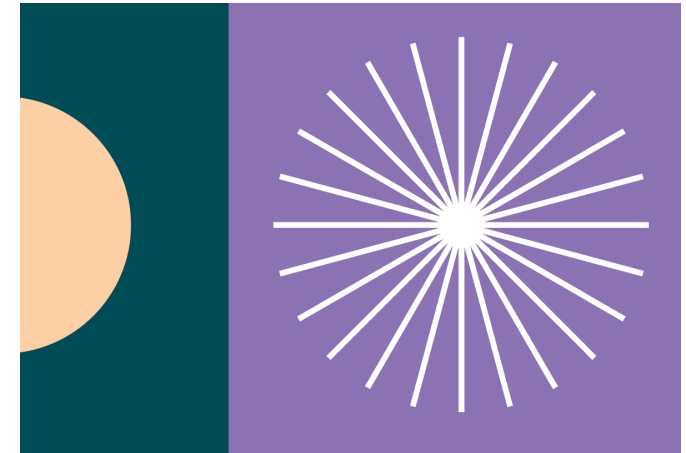
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Humanae

Strategies to Decolonise

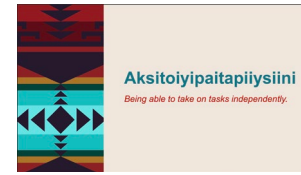
- Globalising the reading list
- Recognising the contributions of those who have been made invisible by structural racism – starting with British History
- Learners generating the resources
- Wider circle of contacts or experiences
- Generation of participation and confidence
- Connections to existing cultural knowledge and racial experiences



DECOLONISING THE CURRICULUM
**A PRACTICAL
TOOLKIT**



Maslow's Hierarchy of Needs



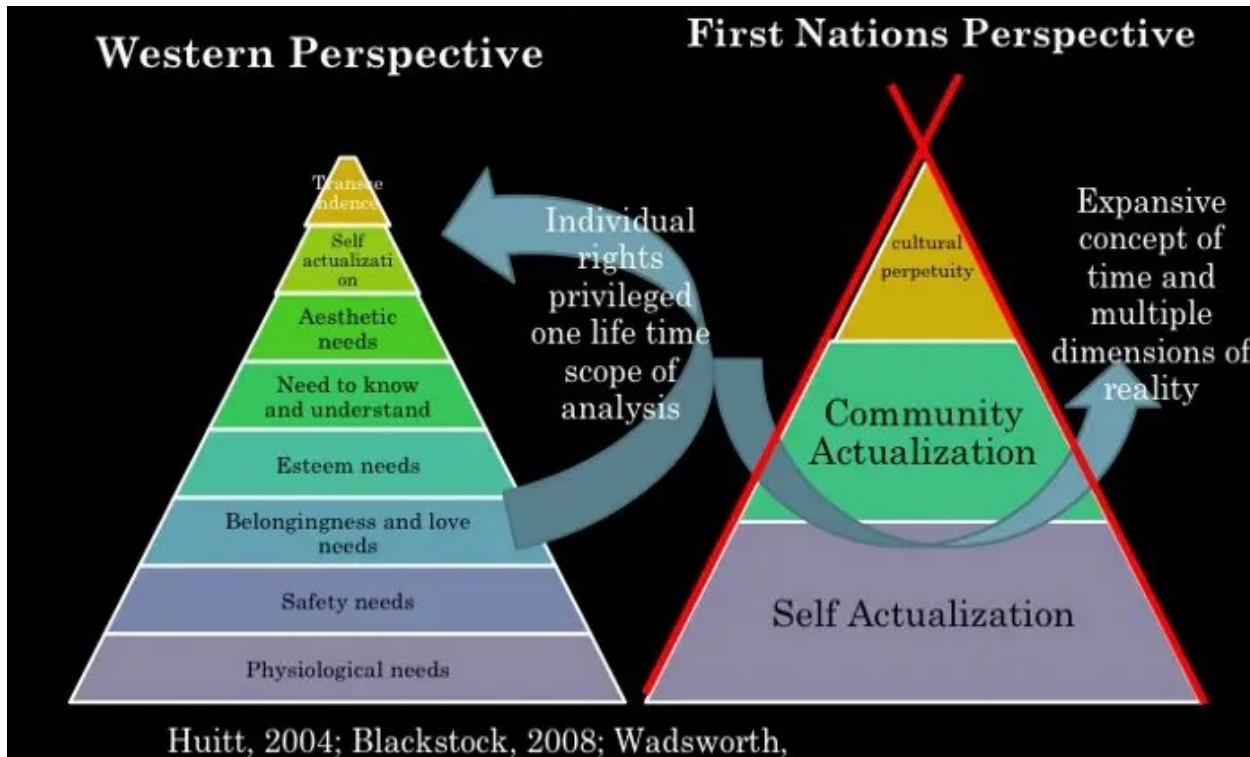
How does it link to the classroom?

- It encourages learners to set goals for themselves and to follow them through.
- The value encourages learning by mistakes and relates to Growth Mindset (Dweck, 2006).
- I feel that it promotes a lot of independent learning, which requires a lot of self motivation.



How does this value link to my learners?

- Many students rely on their parents/carens to do a lot for them, I am trying to help them take responsibility when and where appropriate (I teach independent living skills).
- Due to the nature of my students, some require a lot of repetition in order to fully understand a concept.
- My learners are SEN, many require 1:1 support when completing work, therefore there are aspects of this value that aren't fully possible. I can't tell my young people that I can't help them and that they must stand on their own two feet... But I can try my best to help them gain confidence and I can take little steps back over time to increase their independence and their own problem solving.



Innakotisiyinni (Respect for Others)

- Everyone is born deserving respect from all
- Respect can be maintained or lost
- Respect for others is all encompassing, not just about other people
- High value placed on diversity and respecting that everyone is different
- Innakotisiyinni (Respect for Others) & Innakotisiyinni (Knowledge) encompasses the "holistic" worldview values of interacting with others
- Both words end in "otisiyinni" which means "way of life" - what we call "core values" today.

Respect for others and the classroom

- Setting out our classroom culture has a direct connection to respect
- Respecting the individual and their achievements - "there should be no differentiation between an A and a B mark, this takes away from the meaningful learning journey"
- Create a classroom where learners understand and respect their own responsibilities
- Innakotisiyinni is an all encompassing respect - we should embrace all learning practices for the best practical habit for our current watershed viewpoint
- Demonstrating the kind of respect we want to see to give students a starting point

Respect for others and the learner

- Ask our respect between normal and teacher's fundamental to our pedagogy
- Ask our respect around our "mistrust of class" or shared meanings
- When your biological needs respected, the collective is stronger
- Positive looking at strong relationships
- Recognition given "to learn about things" given within the classroom when they feel "strong" or "power" there is no respect "have only part of power struggle because we all have a respect in what we are respect"

MY UNDERSTANDING OF KAKYOSIN

WHAT'S THE IMPACT (SO WHAT?) The teacher

As teachers, teachers, and educators we must be observant in all aspects of our role.

We need to keep up to date with new methods of teaching, new terminology, and new legislation.

Be willing to adapt, change and flex to the new generation.

That comes through our classroom.

We need to be more vigilant to the new ways in which our young people can come to learn and ask us in a fast-moving and evolving world.

"As teachers, we are really nervous and the biggest of course pedagogical practice that best suit our student's needs"

WHAT'S THE IMPACT (SO WHAT?) The student

Increased in the hopes of that four more provided in their classroom and are able to see and for their things would have the ability to learn and understand and to be able to learn.

"I wonder how my classroom could look if I challenge my students to find new ways of doing 'old' things - challenging them to step beyond the expected results or process?"

LANGUAGE AND HAIKUS

Nature themes and imagery evoking a specific season are the traditional focus of haiku poetry. Haiku poems often feature the juxtaposition of two images. Here's what else to look for in haiku writing:

- Kigo:** Traditional haiku contains a **kigo**, a word or phrase that places it in a particular season. **Signaling** a season with only one word lends haiku its economy of expression. Some of the most classic **kigo** are **sakura** (cherry blossoms) for spring, **fuji** (wisteria) for summer, **tsuki** (moon) for fall, and **samushi** (cold) for winter.
- Kireji:** Known in English as the "cutting word," **kireji** creates a pause or a break in the poem's rhythm. The **kireji** often works to juxtapose two images. Contemporary haiku may not always use a **kireji**, but juxtaposition remains a common feature of haiku.
- Nature and the seasons:** Describing the season was the original purpose of haiku, and to this day, poets often focus on the natural world and how it changes throughout the year.
- On:** A Japanese haiku contains seventeen on, or sounds. On are counted differently than syllables in English, which leads to translators' lack of consensus on whether seventeen English syllables truly capture the spirit of haiku.

Unfriendly autumn
A toothed, little tiger runs
on the Savannah

Sandy shiny catch
A central, calm city flies
despite the ocean

Sand scatters the beach,
waves crash on the sandy shore,
blue water shimmers

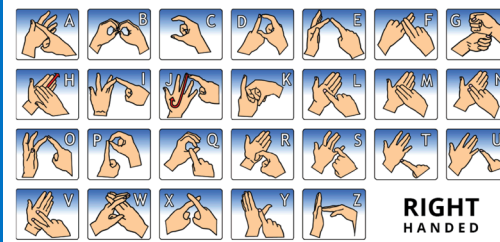
The stage sits waiting,
for life to emerge on it
Lights, Camera, ACTION!

Emerging sunlight,
coming to destroy the night,
oh what a nice sight

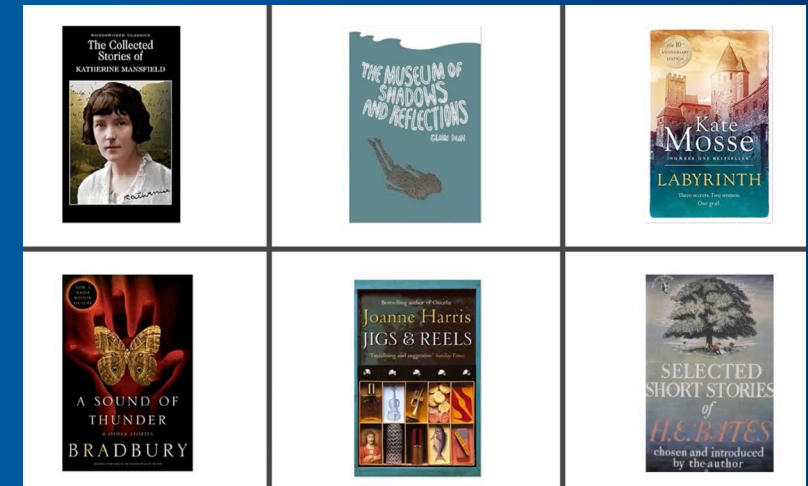
Year	Legislation or policy	Notes
1845	Lunacy Act	No distinction between learning disability and mental illness
1886	Idiots Act	First time legislation dealt with educational needs. Made a distinction between lunatics and idiots/imbeciles
1890	Lunacy Act	Muddled the waters; no distinction between learning disability and mental illness
1908	Royal Commission for Care and Control of the Feeble-Minded (Report)	Also, the publication of Tredpole's, Mental Deficiency , as a key reference text, used in nurse training for next 50 years. Labels of 'mental defective' and 'mental deficiency' were common place
1913	Mental Deficiency Act	Made it possible to institutionalise women with illegitimate children
1914	Elementary Education Act	Empowered school authorities to make appropriate provision for "defective children"
1927	Mental Deficiency (Amendment) Act	Replaced the term "moral defective" with "moral imbecile" . Could be as a result of illness or disease and not just from birth. In 1929, the Wood Report was published. 1930-40s saw Campaign for Voluntary Sterilisation; Eugenics Movement at its height
1944	Education Act Disabled Persons' Employment Act	"Ineducable" label, introduced by 1944 Education Act, used with regard to people with learning disabilities. In 1946 the National Assn (NAPBC, which later became known as
1948	NHS began	NHS took over hospital services and hospitals. In 1953 nearly half of hospi
1959	Mental Health Act (England and Wales; 1960 Scotland)	'Community care' - patients admitted voluntarily unless a danger to self or others ('sectioned'). Terms "subnormal" and "severely subnormal" used in this Act; "backward" became common
1970	Education (Handicapped Children) Act	Made education universal. 1970 also saw the Local Authority Social Services Act - social services department to assume responsibility for H&W services.
1971	Chronically Sick and Disabled Persons Act	1971 White Paper Better Services for the Mentally Handicapped advocated care in the community. Late 60s to early 80s saw major hostel building.
1981	Education Act (influenced by the radical recommendations of the Warnock Report, 1978)	Children should be educated in mainstream schools/classes where possible; WR introduced "statementing" to entitle children to special education support and popularised the term "special educational needs" (SEN). Also this year a successful campaign for the right for people with learning difficulties to vote in General Elections (1982 in Scotland)
1988	Disabled Persons (services Consultations and Representation) Act	1988 Education Act saw the introduction of competition between schools driven by measures of attainment and new incentives for schools (tension between excellence and inclusion?)
1990	National Health Service and Community Care Act	At this time, the ideal model became the mixed economy of care: state, voluntary organisations, private sector and family. The Department of Health's official term in the 90s was "people with learning disabilities"
1995	Disability Discrimination Act	See also 1994 Salamanca Statement - 'inclusion and 'education for all'

Year	Legislation or policy	Notes
2001	Special Educational Needs and Disability Act (SENDA)	Made educational discrimination unlawful . Established that SEN will be met by mainstream schools unless parents decide otherwise, or that it interferes with the education of other pupils.
2005	2005 Mental Capacity Act	People with learning disabilities have the right to make their own decisions if they have the capacity to do so.
National developments and policies		
2001	White Paper Volving People	Revised Code of Practice (DfES), emphasis on consultation with parents. Principles of rights, independence, choice and inclusion.
2007	UN Convention on Rights of Persons with Disabilities	UK a signatory to this, which commits states to uphold human rights for disabled people.
2007	Putting People First	Department of Health's commitment to making individual budgets a choice for anyone receiving social care
2008	Department of Health Report	Healthcare for All: The Independent Inquiry into Access to Healthcare for People with Learning Disabilities . Emphasises need for urgent change to improve inadequate NHS care
2012	Death by indifference: 74 Deaths and counting	5 years after Mencap's Initial Report, highlights continuing critical inequalities in NHS health care for people with learning difficulties

BRITISH SIGN LANGUAGE - FINGERSPELLING



BRITISH SIGN LANGUAGE - GREETINGS



Lastly, there needs to be a strong link between curriculum and pedagogy. Young, (2014) describes the curriculum as a tool of the powerful and that it is the curriculum that causes the failure of working-class pupils. This made me think about how we spoke of de-colonising the curriculum as it is whitewashed especially if we refer to historical events. With my curriculum, I need to look at how we view what we are teaching as an ableist agender not designed with the disabled individual at its centre, this can only be achieved with appropriate development of CPD and subject-specific pedagogy.

Sustainable Development

It is important to note that education is both a field of inquiry and a field of practice. Education theory and research can inform and influence policies and interventions in educational systems and institutions.

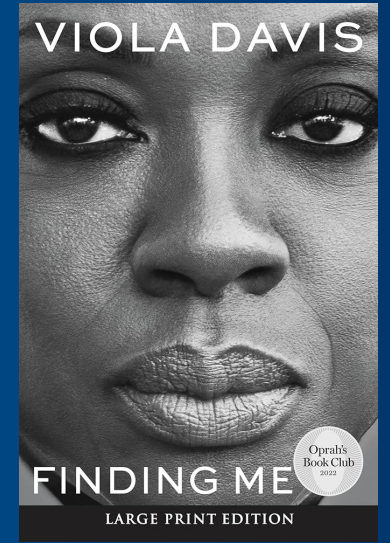
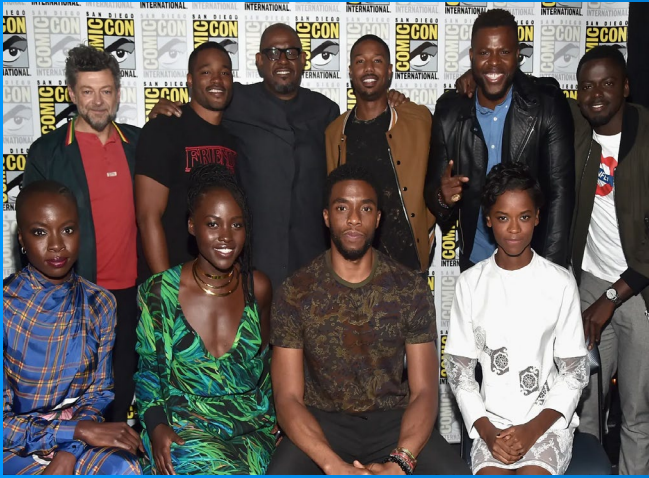
For example, global education policy, often under the umbrella of the UN's Sustainable Development Goal 4, draws on an industry of education research produced by universities, government and non-government agencies, multilateral bodies, and for-profit consultancies.



ALLYSHIP IN PRACTICE

In her article for *Intersectionality 101: what is it and why is it important?*, Bridie Taylor (2019) suggests some ways we can be better intersectional allies:

- ***Check your privilege***
- ***Listen and learn***
- ***Make space***
- ***Watch your language***



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Thank You

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