Educational Practice: a commentary

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 The whole child/learner (religion, gender, ethnicity, social class...inter-sectionality)

The cultural, institutional and societal context

Improving the knowledge base of teachers

A hands on social justice approach



The whole child/learner

- Beyond the immediate 'label' and certainly not homogenous (all the same)
- Inter-sectionality of characteristics matters
- To get it right for every child means looking beyond the 'individual'



Improving the knowledge base of teachers (1)

Lack of confidence and information inhibits

Abandoning 'nonsense' multiculturalism and narrow views



Runnymede Trust (1997)

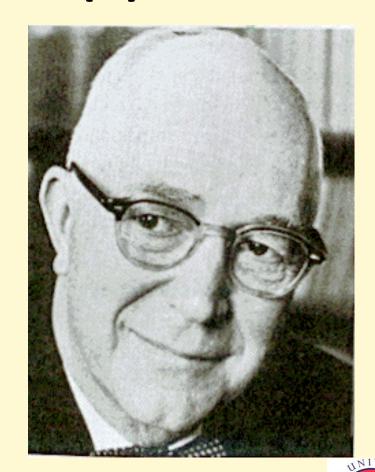
- 1. Islam is seen as a monolithic bloc, static and unresponsive to change. (diverse, changing, deliberative)
- 2. Islam is seen as separate and 'other'. It does not have values in common with other cultures, is not affected by them and does not influence them. (common humanity)
- 3. Islam is seen as inferior to the West. It is seen as barbaric, irrational, primitive and sexist. (contributions to world civilisations)
- 4. Islam is seen as violent, threatening, supportive of terrorism and engaged in a 'clash of civilizations'. (ignorance, media distortions, political scaremongering)

- 5. Islam is seen as a political ideology and is used for political or military advantage. (diverse beliefs and observance)
- 6. Criticisms made of the West by Islam are rejected out of hand. (legacy of colonialism, needs of neo colonialism)
- 7. Hostility towards Islam is used to justify discriminatory practices towards Muslims and exclusion of Muslims from mainstream society. (*irrational, misinformation, challenge Islamophobia*)
- 8. Anti Muslim hostility is seen as natural or normal *(creating a counter-narrative)*



Improving the knowledge base of teachers (2)

 Harmony is no indicator of justice



Cultural, Institutional and Societal Context (1)

- Focus on the individual is insufficient the wider context shapes and influences – what are the dominant hegemonies in the school community?
- What opportunity structures are being incubated in education establishments for diverse learners?
- The role of educational establishments in 'linking' capital that helps learners to move on and up

Cultural, Institutional and Societal Context (2)

- An educational establishment that is 'fit for purpose' for diverse learners
- 'Combining academic excellence and cultural ethos'
- Council of Europe Guidelines on 'Countering Intolerance against Muslims through Education' (issued November 2012)

http://www.osce.org/odihr/84495



A 'hands on' social justice approach (1)

- Having a curriculum that is linked to contemporary issues
- Increase use of themed learning and media literacy
- Learning takes place beyond the four walls
- Partnership with others e.g. parents, communities, NGOs, business



A 'hands on' social justice approach (2)

CforE 4 capacities:

confident individuals responsible citizens effective contributors successful learners



By the end....young people should

- be more active citizens
- have explored the idea that everyone is equal and of equal value
- be able to challenge and test those beliefs which they think to be self-evident
- be able to recognise prejudice and discrimination
- have confidence to challenge 'everyday' Islamophobia and other inequalities
- want to do as they would be done by
- feel a greater sense of solidarity and community cohesion
- have established a common identity amongst themselves
- be able to evaluate fact from opinion