



STEPHEN LAWRENCE RESEARCH CENTRE

Radical Pedagogies: Macpherson 20 years on – Thursday 19th September 2019, De Montfort University, Leicester

#RadicalDMU19

Call for papers:

In November 2018 the University of Kent hosted the first event organised by Radical Pedagogies: The Humanities Teaching Network in Higher Education. This group was established as “a forum for Lecturers, Educators, Administrators and students to share resources and discuss innovative pedagogy and praxis.”

It is with great pleasure that De Montfort University (DMU) will be hosting the second Radical Pedagogies event in conjunction with the Stephen Lawrence Research Centre and the Freedom to Achieve project at DMU. The main focus of the event will be on how radical pedagogies can be used to highlight and address issues relating to race and institutional discrimination. This event is not constrained by subject area, discipline or geographical location and is not just open to academics. We hope that researchers, PhD students, learning technologists, library professionals, academics, teachers, parents, students, educational activists and anyone interested in radical pedagogies, both within the UK and internationally, will consider contributing to and attending the event. We are therefore looking for proposals for papers and interactive sessions (the more interactive the better!) or more innovative and radical session proposals for this one-day event.

On the 20th anniversary of the publication of Macpherson Report into the death of Stephen Lawrence, we are reminded that Macpherson made reference to organisations and areas beyond merely the police force when he was referring to the problem of institutional racism. Paragraphs 6.54 and 45 state that:

“6.54 Racism, institutional or otherwise, is not the prerogative of the Police Service. It is clear that other agencies including for example those dealing with housing and education also suffer from the disease. If racism is to be eradicated there must be specific and co-ordinated action both within the agencies themselves and by society at large, particularly through the educational system, from pre-primary school upwards and onwards.

45.15 There was a weight of opinion and concern in relation to two specific aspects of education. First the failure of the National Curriculum to reflect adequately the needs of a diverse multi-cultural and multi-ethnic society. Secondly the number of exclusions from schools which were apparently disproportionate to the ethnic mix of the pupils.”

What followed were recommendations 67 and 68:

“67. That consideration be given to amendment of the National Curriculum aimed at valuing cultural diversity and preventing racism, in order better to reflect the needs of a diverse society.

68. That Local Education Authorities and school Governors have the duty to create and implement strategies in their schools to prevent and address racism. Such strategies to include: that schools record all racist incidents; that all recorded incidents are reported to the pupils' parents/guardians, school Governors and LEAs; that the numbers of racist incidents are published annually, on a school by school basis; and that the numbers and self-defined ethnic identity of "excluded" pupils are published annually on a school by school basis."

This event is an opportunity to explore and discuss issues such as (although not exclusively):

- how far recommendations 67 and 68 have been implemented and had an impact, not just in schools, but across the education sector.
- whether a focus on the curriculum goes far enough in addressing institutional racism in education.
- has the focus on working class white boys shifted the attention/discourse away from institutional racism in education?
- what needs to be done to close the attainment gap?

We therefore welcome proposals for sessions which address some of the above broad themes. Other indicative areas are:

- Anti-oppressive teaching practices
- Punk pedagogy
- The role of the marketisation of Higher Education on radical pedagogies
- Critical Race Theory, intersectionality and pedagogy
- The role of radical pedagogies in reducing attainment gaps
- Institutional discrimination and radical pedagogy
- Student experiences in the classroom
- The role of parents as educational activists

The aim of this event is to encourage participants to push the boundaries of current educational and pedagogic practices.

Please submit a 500-word abstract, or a 2-minute video clip by the 19th June 2019 to RadicalDMU@dmu.ac.uk

This event is a free, one-day, event. Travel bursaries are available. Please contact us for further details.



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