

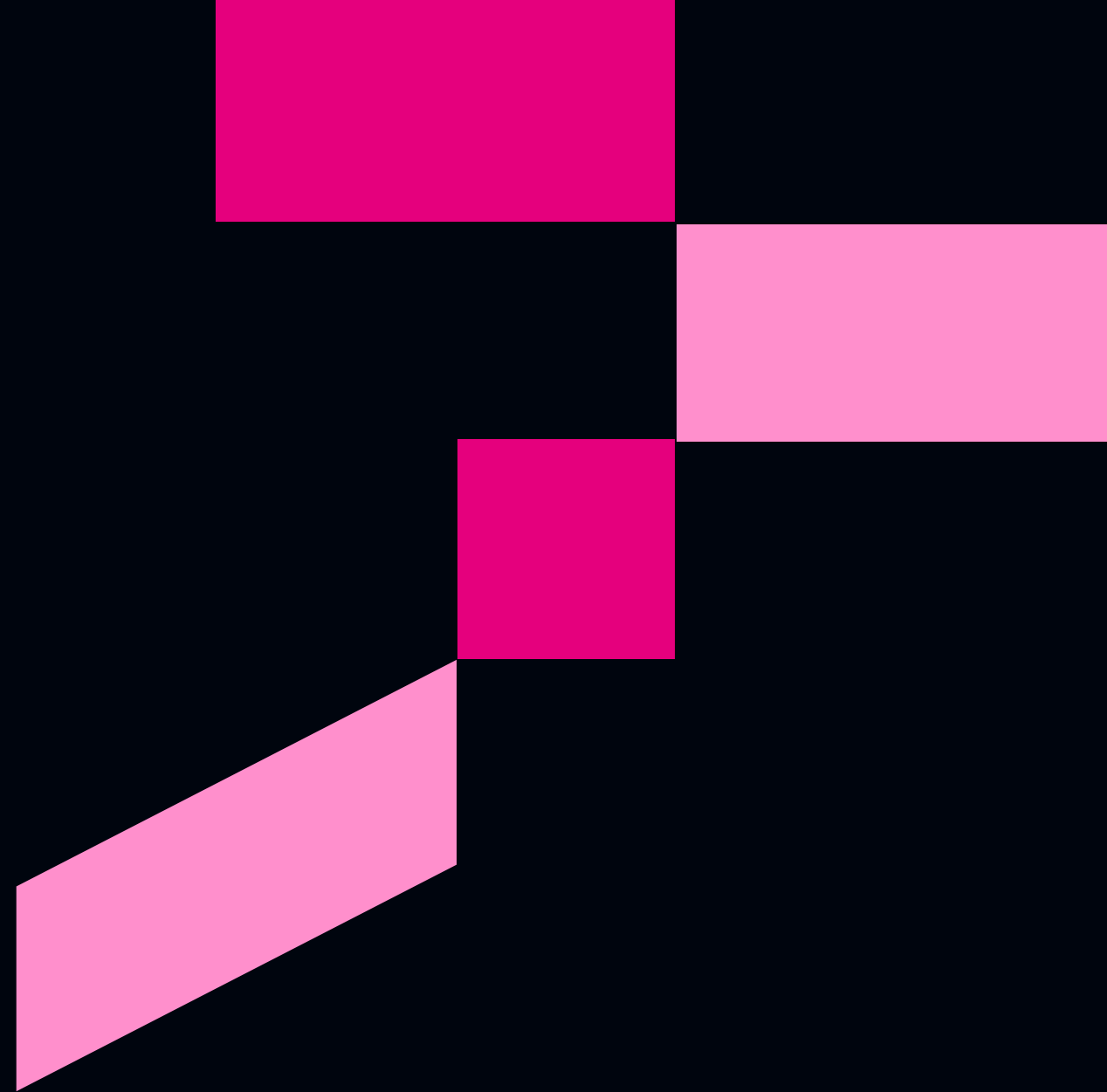
Addressing Inequity in Education via Mandatory Staff Development

DMU JOURNEYS IN DECOLONISING CONFERENCE - STREAM E - STAFF DEVELOPMENT

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Postgraduate Certificate in Higher
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PGCHE modules



Introduction to Learning, Teaching and the Academic Environment



Contextualising Higher Education Teaching and Learning



The Inclusive University



Assessment and Feedback in Higher Education



Internationalisation and Higher Education

Anti-Racism Strategy (University of Kent, 2021)

'Decolonisation approaches are increasingly used as a vehicle for developing pedagogy which is inclusive of racially minoritised students. We recognise that both the term 'decolonisation' used as a metaphor in this way, and whether the University should be 'decolonising' as a process are contested. Nevertheless, it is something that Kent will pursue.' (p.12)

Also the OfS 'Conditions for Registration'

Professional Values

- | | |
|----|---|
| V1 | Respect individual learners and diverse learning communities |
| V2 | Promote participation in higher education and equality of opportunity for learners |
| V3 | Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development |
| V4 | Acknowledge the wider context in which higher education operates recognising the implications for professional practice |

UK Professional Standards Framework (Advance HE, 2011)



Equity

Decoloniality

Diversity

Cultural
Sensitivity

Accessibility



The Inclusive University

Introduction



Intersectionality



Life in
Universities



Rethinking the
Curriculum



Rethinking
pedagogic
practices



TOWARDS DECOLONISING THE UNIVERSITY
A KALEIDOSCOPE FOR EMPOWERED ACTION

Thomas, D. and Jivraj, S. (eds.) (2020)

Towards Decolonising the University



University of Kent (2023) Diversity Mark

Thomas, D.S.P. & Quinlan, K.M.
(2023). Reimagining curricula:
effects of cultural (in)sensitivity of
curricula on racially minoritised
students' engagement



UN Sustainable Development Goals (2016)

Module evaluation informed by Equity Minded Practice (University of Southern California, 2017)

4. Diverse participants were validated
Comments:

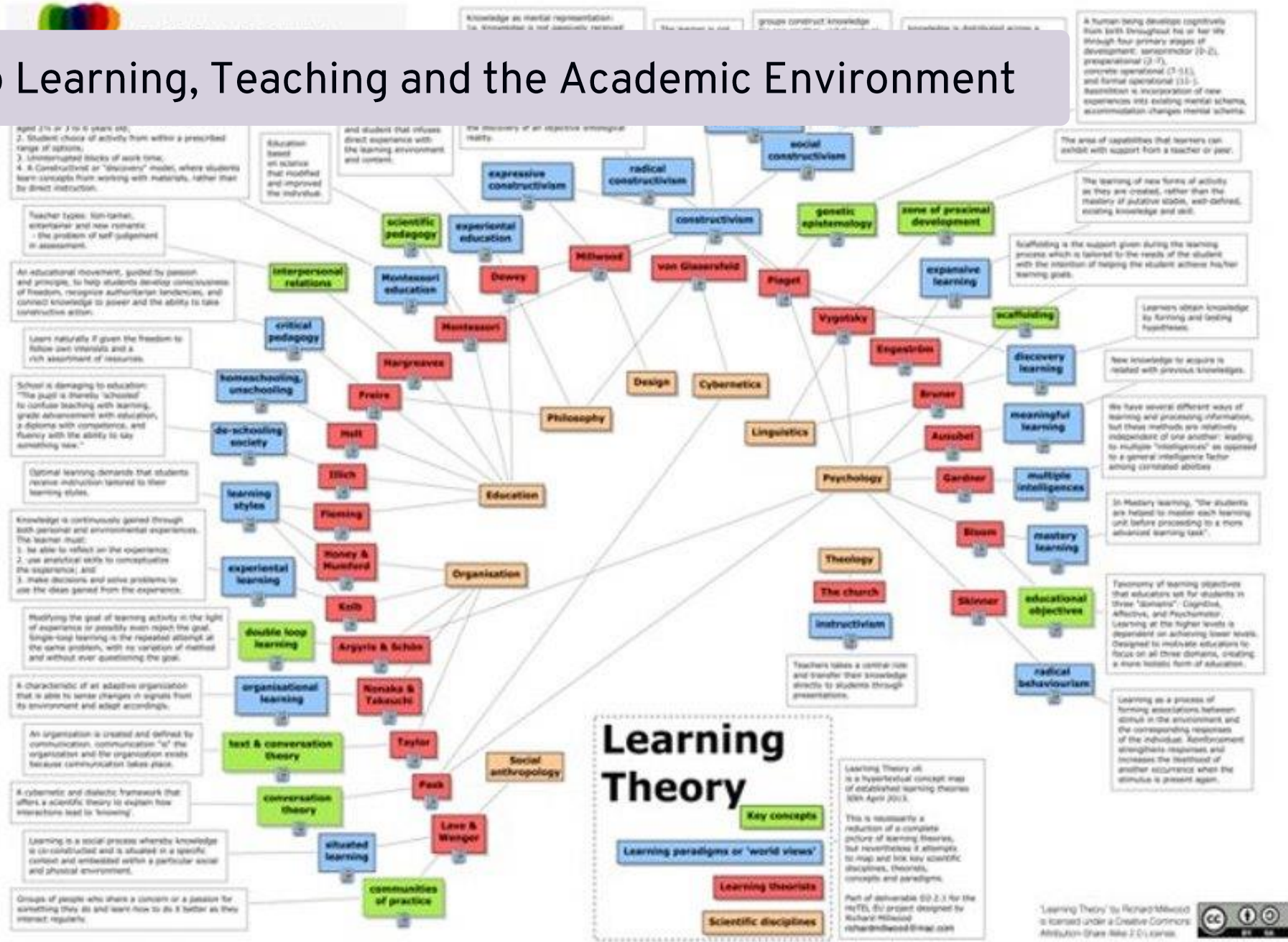
5. Quality of instructor's support for participants' learning
Comments:

6. Course materials represented the perspectives of people of colour
Comments:

7. Course materials questioned or deconstructed *white* experience as the norm
Comments:



Introduction to Learning, Teaching and the Academic Environment



Learning Theory map (Millwood, 2013)

Opportunities / Actions

#1: Diversify the learning and teaching theories, theorists and sources taught

#2: Identify and promote more discipline specific examples of equity and decoloniality

#3: Make equity and decoloniality unavoidable, essential, valuable aspects of HE lecturer development

Thank
You

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