



CALL FOR PAPERS  
**DECOLONISING THE SCHOOL CURRICULUM**

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Edited by Denise Miller, Emma Towers & Shone Surendran

**Early expressions of interest accepted until 28 February 2021**  
**DEADLINE for draft papers: 1 June 2021**

This special feature calls for submissions on the theme of decolonising the curriculum from early childhood to school leaving age. In the wake of George Floyd's murder, and subsequent [anti-racism protests](#), calls to decolonise the school curriculum have gained traction around the world. Internationally, educational systems have been engaged for some time about how to decolonise their national school curricula, such as in Australia (Harvey and Russell-Mundine, 2019), Bolivia (Lopes Cardozo, 2012), Canada (Munroe *et al.*, 2013), USA (Ladson-Billings, 2014). In the UK, such discussions have been amplified following recent protests from the ['Black Lives Matter'](#) movement both in the UK and worldwide.

As a result, a sharper focus on the causes of recent global protests and events has resulted in growing pressures on governments around the world to resolve perceived discriminations embedded within schools' curricula, and to essentially 'decolonise' and [diversify education](#). For instance, hundreds of thousands have signed petitions calling for schools to not only teach the links between the slave trade and imperialism, but also to acknowledge the contributions and achievements of Black, Asian and Minority Ethnic (BAME) people in history lessons, and in the school curriculum more widely (Arday *et al.*, 2020). Collectively, this movement aspires to transform inaccurate syllabuses and exclusionary pedagogical practices, and to eradicate the biased knowledge that school curricula can produce, espouse, and communicate.

Scholars have argued that schools, like universities, can be important sites of intervention and disruption in challenging colonialist legacies in the curriculum and other structures and in rehumanising these institutions (Dawson, 2020; Gleason and Franklin-Phipps, 2019). Others have warned of the dangers of relativism in the curriculum that may even entrench racial thinking (Williams, 2017).

Given the current resurgence of interest in the decolonisation of the school curricula, and associated [proclamations](#) (e.g., Moncrieffe *et al.*, 2020), we invite authors to submit original articles of around 6,000 words that focus on topics surrounding 'the decolonisation of the school curriculum' through a disciplinary or interdisciplinary lens. We welcome robust analysis of what decolonisation of the curriculum means (as both a theory/concept, and a praxis); reports of studies that empirically explore national curriculum reform; articles that consider different subjects at all phases of schooling, student and staff perspectives, the impact on teacher training programmes, and methodologies that are required to interrogate and advance this agenda in both research and practice.

Although not an exhaustive list, some themes which might be explored by potential authors include:

- Why do we need to decolonise the curriculum?
- What are the possibilities and difficulties associated with calls to decolonise the school curricula? What can be learned?
- Should the decolonised curricula be distinct from, and/or similar to, other social justice efforts (e.g. equality, diversity and inclusion)?

Our goal is to bring together and showcase high quality and intellectually provocative papers that theoretically and empirically interrogate why or if the school curriculum needs to be 'decolonised'.

**Submissions for this feature only should be sent to:**

**DENISE MILLER at [D.Miller@greenwich.ac.uk](mailto:D.Miller@greenwich.ac.uk)**

Early expressions of interest should be in the form of an abstract of 300–500 words. For more information about the journal, UCL Press journal policies, author agreements and how to present your submission, please visit the [LRE website](#).

#### References

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