Curriculum Diversity & Inclusion

Boys, Dance, Inclusion & Pedagogy
Social Justice

- Inequity in schooling
- Models for improving curriculum...equity?
  - Nuances of context – class, gender
- Improving outcomes through pedagogical innovation
  - Engage with AC
  - Connections to student life-worlds and subjectivities
Pedagogies of Dance & Gender

- Pedagogy as complex
  - Teachers, students, context, knowledge
- Traditional dance pedagogies
  - Teacher as expert
  - Students mimic and reproduce
- What counts as dance?
  - Ignores gender, bodies, ethnicity ability and SES
- Interaction between gender and disadvantage
Embodied Pedagogies

- Bodies as agents of knowledge construction
  - Obsesses with bodies
  - Disregards their role in learning
- Productive role of the body in learning
  - Broaden access to knowledge and gender
- Ways that dance can challenge traditional representations of gender and bodies
Challenging gendered learning

- Traditional constructs of gender
  - Over simplistic
  - Social construction of gender
- Gender as performing and doing (Butler)
- Gender as opposition
  - Boy-friendly strategies
- Transformative gender practice
  - Potential of productive pedagogies (Keddie)
  - Rigor, support, life-worlds, diversity
Rap Pedagogy

- Hip hop – critique of whiteness and institutions
- Incorporation of popular culture
  - recover the knowledge and experience of those traditionally excluded
  - dismantle a negative identity
- Concerns - stereotypes
  - safe beginning point
Case Study of Pedagogical Redesign

- Founded on the AC: HPE
  - contextualised needs of students
- Pedagogies that enhance engagement and rigor for disadvantaged young people
- Boys and Dance
  - Aim to break down traditional constructions of gender and to explore pedagogies that draw on their funds of knowledge, capital and dispositions.
Practitioner Action Research

- Issues, factors and possible solutions
- Smyth (2001) Questions to guide reflection and action
  - What do I do?
  - What does this mean?
  - How did it come to be like this?
  - How might I do things differently?
Dance and Boys

- **Context: Punksville R-12**
  - Describing - Low engagement by boys
  - Informing – Understandings of masculinity
  - Confronting - Traditional way of teaching dance
  - Reconstructing – What can I do differently?
- **Research Question**
  - *How can I deliver dance in ways that will engage boys and broaden their gendered perspectives around dance?*
Initial Perspectives

Dance sucks! It's absolutely embarrassing. I can't dance. It looks good. There are different moves you can do. It's boring. Boys can't dance. Girls win.unsafe.
Picture Associations

- Lame
- I never want to do this
- Boring
- Dance for girls

- Don’t mind it
- Gangster
- I wanna do this
- Yeahhhhh!
Hooks into dance.

- Older Role Models
- Hip Hop dance style
- Dance technology
Changing relationships

- Shifted power
  - Stopped being the expert
  - Boys ‘owned’ dances
  - ‘Am I losing control?’
  - Co-workers, co-learners
A chance to perform and re-do gender

- Rigor and higher level learning
  - Sophisticated dance concepts
  - Accessing different movement qualities – controlled and graceful
  - Music depicted movement qualities
- Opportunities to perform
  - Scaffolding – group performances, class, school, community
  - Responding to performances
Gauging success

First word wall - Start of unit

Second word wall - End of unit
Change and Risk

- Engagement
- Value of performance
- Thinking differently about dance
- ‘Will this make my life harder’?
- Worth the risk
What did we learn from our case study?

- Contextualising pedagogy and curriculum integral
- Rich learning tasks – connected to student life-worlds – extend boundaries – take risks
- Teachers too need to take risks and operate with ‘ethic of discomfort’
- Teachers and students as co-constructors of knowledge