

Introduction to Inclusive Education Course

The Power of Language

Strand Two: Unit One

Activity:

Please pick one or two of the readings below and in your journals, answer the following questions / prompts (150 words):

- a. In what ways is the language currently used in classroom and institutional practices reinforcing systemic and societal barriers?
- b. Consider your own practice, have you interrogated your own use of language or terminology?
- c. Do you feel you know and use the correct or current terminology in relation to race, social class, ethnic minorities, or LGBTQI+?

Suggested Readings:

Galloway et al. (2019) Culturally Responsive, Antiracist, or Anti Oppressive? How Language Matters for School Change Efforts. Request copy here:

https://www.researchgate.net/publication/338466227_Culturally_Responsive_Antiracist_or_Anti-Oppressive_How_Language_Matters_for_School_Change_Efforts

Kaufman and Killen (2022) Children's Perspectives on Fairness and Inclusivity in the Classroom. Access at:

https://www.researchgate.net/publication/365041272_Children's_Perspectives_on_Fairness_and_Inclusivity_in_the_Classroom

Mac Ruairc. (2009) 'Dip, dip, sky blue, who's it? NOT YOU': children's experiences of standardised testing: a socio-cultural analysis. Access at:

[https://www.dcu.ie/sites/default/files/carpe/MacRuairc%20\(2009\).pdf](https://www.dcu.ie/sites/default/files/carpe/MacRuairc%20(2009).pdf)

