

The EDJT

This week, we remind ourselves of Intersectional Pedagogy. Student sense of belonging is fundamental to well-being and academic success. This sense of belonging can be achieved through Intersectional pedagogy. Intersectional pedagogy is essential for an inclusive classroom goes beyond evaluating students by only one identity marker. Some markers— such as race or age — may seem to be visible, though never reliably so. Others, such traumatic experiences, or a history of systemic educational inequity are less readily apparent and it is essential that we take into account all the identity markers of our students.

We can create an atmosphere of belonging by:

- Acknowledging students' intersecting identities
- Include students' cultural experiences in all aspects of lesson time
- Promote social justice and social change through class discussion

Practical strategies to help you create an atmosphere of belonging for your form group:

- ✓ Make time to have conversations with each child
- ✓ Never assume to know everything about your pupils' background and identity.
- \checkmark Be intellectual curious about your students and their different cultural experiences.



- ✓ Read all SEND profiles
- ✓ Liaise with TAs and The Bridge to discover more about your students
- ✓ Make contact with parents/carers
- ✓ Prepare texts, resources, videos and all multimodal resources must be chosen with an intersectional lens.

and discussions?

- ✓ Place various identity markers at the centre of resources.
- \checkmark Plan ahead for sessions that focus on social justice issues
- ✓ Be prepared to engage in sensitive topics within the classroom with your students
- ✓ Use a strategic seating plan

Present Needed Are students involved in all of the same activities as their Are students valued by others in the class? peers? Invited Needed Befriended Present Is their presence and participation Are students developing positive actively sought out and encouraged by relationships with their peer? Befriended Invited vou? Heard Welcomed Are the perspectives of students Are all students received by BELONGING Welcomed Heard sought out, listened to, and their peers with warmth, respected by others? friendliness, and authentic delight? Supported Known Supported Are they receiving the assistance they Known need to participate fully in all aspects Are students treated as unique Involved Accepted of your lessons? individuals and recognised for their strengths? Involved Accepted Are students participating in all activities

Are students viewed as equals by their peers?

See you next week!