

## Reading summary

**Maher, K., Rigney, L.-I., King, M., Garrett, R., Windle, J., Memon, N., Wrench, A., Carter, J., Paige, K., & O’Keeffe, L. (2024). Curriculum, democracy and pedagogies for justice: a collective futures dialogue. *Curriculum Perspectives*, 1-15.**

The paper explores how curriculum and pedagogy can support democracy during times of democratic decline. Drawing from various perspectives, it examines ways to weave together democratic educational practices through dialogue and everyday praxis.

**Woven curriculum: a new perspective on curriculum whilst enacting democratic inclusion**

*Mikayla King, Kalkadoon Woman*

Woven Curriculum is proposed as an alternative perspective to the Australian curriculum, integrating Aboriginal knowledge systems through four key threads: Indigenous philosophy, place-based learning, linguistic responsiveness, and multiple ways of knowing.

**Reimagining curriculum through rights-based and embodied pedagogies** *Robyne Garrett and Joel Windle*

The text critiques modern schooling's reduction of students to passive learners, calling instead for democratic education that recognises students' rights, particularly Indigenous perspectives, and embraces embodied, dialogic learning approaches.

**The dilemma of religious identities in post-secular schools** *Nadeem Memon*

Australian educators struggle with religious diversity in secular schools, despite growing classroom diversity. The text advocates for including religious identities within responsive pedagogies, similar to cultural responsiveness.

**Culturally responsive curriculum for democracy in initial teacher education** *Alison Wrench, Jenni Carter, Kathryn Paige and Lisa O’Keeffe*

The text advocates for culturally responsive pedagogies in Initial Teacher Education, emphasising Indigenous perspectives across subjects and challenging Eurocentric approaches to create more democratic education.

## **Racial literacy and Australian schooling: rethinking democracy through a race critical lens**

*Margaret Lovell and Samantha Schulz*

The text critiques Australia's "racial democracy" myth, arguing that teachers need racial literacy to understand and challenge systemic racism in education, particularly supporting Aboriginal perspectives and sovereignty.

## **The need for an 'everyday pedagogy' to democratising curriculum: personal perspectives**

*Hannah Soong*

The author advocates for "everyday pedagogy" in teacher education, drawing from personal multicultural experiences to counter neoliberal pressures and promote democratic education that embraces critical thinking and diversity.

## **Where is democracy in the Australian curriculum: English?** *Jill Colton and Sarah McDonald*

The text analyses the Australian English Curriculum through three democratic frameworks: Kant's individual rationality, Dewey's social participation, and Arendt's active democracy, examining teaching possibilities within these approaches.

## **Putting gender back on the agenda: looking back to look forward to 'gender equity' in Australian schooling** *Samantha Schulz and Sarah McDonald*

Australian schooling has historically been gendered, with persistent resistance to change and limited access for girls and minorities. By the late 20th century, feminist efforts began advancing gender equity. However, neoliberal policies later stymied these gains, sidelining gender equity in education.

## **Towards a conclusion: reality is what we say it is!** *Robert Hattam*

In challenging times, youth desire greater say in their futures, frustrated by educational and democratic deficiencies. Authoritarian trends and standardised curricula stifle diverse aspirations and democratic learning, promoting monologic teaching over dialogic engagement.

## **Take-home messages:**

**The article emphasises the importance of a rights-based curriculum that acknowledges and addresses various forms of oppression.**

**Critique of Neoliberal Education which prioritises standardisation and economic growth over democratic values and individual student needs.**

**The article calls for pedagogies that foster human connection and democratic engagement by prioritising dialogic interactions.**