



Decolonizing Teacher Education

Rethinking Everything
~~Phase wait~~

@Brian Edie



March 10th -
11th 2017



Re-thinking the Educational Relationship

A Seminar hosted by the
Centre for Creativity, Sustainability and Educational Futures
Graduate School of Education



This activity is supported by:

The Canada-UK Foundation <http://www.canada-uk-foundation.org>

The Social Sciences and Humanities Research Council (SSHRC), Canada

History
behind
the
seminar



"...there should be a place,
an oasis, where one can
learn a way of living that is
whole, sane and intelligent."

-J. Krishnamurti



Re-thinking the education relationship

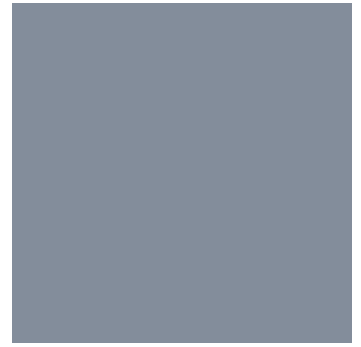
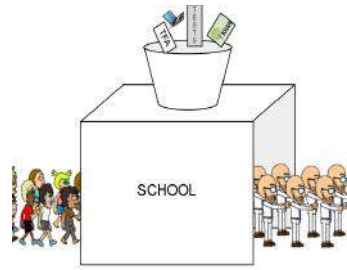
The focus of the seminar has grown out of collaborative work between the University of Regina, Canada, and the University of Exeter, UK.

We believe that 'conventional' understandings of education are, for the most part, colonizing. It is based on a model that wishes to replace perceived 'incorrect' or 'lesser' knowledge with 'correct' or 'better' knowledge, and correct knowledge is determined by the mainstream and people with power. As such, difference is seen as something to be removed, the subaltern (perceived incorrect/lesser) position is replaced by the dominant (perceived correct/better) position. It is this colonizing educational relationship we want to challenge.

Health and social care	
Family	School
Crisis	Social media
Economy	HE
The Future	The Arts
Sustainability	Environment
Digital	Community

On the left we have identified a number of contexts for different forms of educational relationships. The crises emerging in each context

cannot be understood as something to be overcome through current structures and practices which we see as colonizing (to colonize is to enforce the past on the present, rather than to engage with the challenge of the present in its radical alterity). Crises therefore demand that we engage with them *in their difference*, in order for something to creatively emerge from our interaction with them. It is this creative emergence that, for us, defines an educational event, and that we wish to explore in the seminar.



Purpose of the seminar

Living in an age of heightened instability

Our present historical moment is at an unstable 'tipping point' where everything we know and trust is in danger of irreparably falling apart.

There are a number of crises challenging stability: the refugee crisis, the economic crisis, the energy crisis, the climate change crisis; these can be summed up as crises of uncertainty motivated by the speed of technological change, the rise of distributed power, which represent a threat to the mainstream and those in power resulting in a retreat into the safety of the known and the rise of traditionalism and xenophobia. In considering how to respond to these crises we argue that there is an absence of an ethics adequate for the long term future.

Crisis points are not in themselves negative.

When perceived as negative this can result in a retreat to previous forms of stability (safety); when negativity is suspended, crisis points can offer opportunities to create something radically different.

We think that the crises mentioned above, collectively call for a radically creative research invention. The invention we have in mind relates to the educational relationship which can be conceived a crisis in itself (a meeting between entities that are radically different).

Evidence of radical difference can be found in the work of scholars such as Paulo Freire, Ivan Illich, Walter Mignolo and Linda Tuhiwai Smith, and in movements such as Democratic Education, Human Scale Education, Folk Education, Krishnamurti Schools .



Seminar schedule

Friday March 10 th 2017		Room
11.00 -11.30	Arrival and registration: Tea/coffee and pastries	Woodbridge
11.30 - 12.00	Conference welcome -- Fatima Pirbhai-Illich, University of Regina	Woodbridge
12.00 - 13.00	Keynote Speech (Chair: Manal Sabbah) -- Vanessa Andreotti, University of British Columbia in Vancouver <i>Decolonial Possibilities in Teacher Education: Navigating Political and Existential Challenge</i>	Woodbridge
13.00 - 14.00	Buffet Lunch	
14.00-15.00	Keynote speech (Chair: Christine Massing) -- George Sefa Dei, University of Toronto <i>Decolonizing Education for Inclusivity: Implications for Literacy Education</i>	Woodbridge
15.00-16.00	Parallel Workshops/Discussion Groups	Woodbridge
	1. <i>Coyote on Campus: A Story of Decolonization and Indigenization</i> Shauneen Pete, University of Regina	
	2. <i>The Right not to Remain Silent. Multilingualism in English Schools</i> Diane Leedham, EAL Academy.	Margaret Hewitt
	3. <i>Intellectual In/Equality: Lessons from the Ignorant Schoolmaster</i> Deborah Osberg, University of Exeter	Ibrahim
	4. <i>Collage Workshop</i> This is free space for people to invent collages which depict their thoughts about decolonization. The workshops will run throughout the event, so that everyone will have time to contribute should they wish to.	Woodbridge
16.00 - 16.30	Refreshments	
16.30 - 17.30	Open Space Workshop This will be a self-organising and emergent session that allows all of us to discuss whatever is most alive for us in that moment. Facilitator: Robin de Cartaret, Independent consultant, Systems Games	Woodbridge
17.30 - 18.00	Open Space Plenary Facilitator: Robin de Cartaret, Independent consultant, Systems Games	Woodbridge
18.00 - 18.30	Book launch. Address: Shauneen Pete, University of Regina <i>Co-sponsored by Dr. Roger Quaipe and Mrs. Sarah Wilson</i>	Woodbridge



Seminar schedule

Saturday March 11 th 2017		Rooms
8.30 - 9.00	Arrival and registration: Tea/coffee and pastries	Woodbridge
9.00 – 10.00	Keynote Speech (Chair: Helen Griffiths) -- Mere Berryman, University of Waikato <i>Education for Equity, Excellence and Belonging 'As Māori'</i>	Woodbridge
10.00-11.00	Parallel Workshops/Discussion groups 1. <i>Generating Pedagogies of Disruption Through Critical Southern Lenses: The Global Hands Project</i> Momodou Sallah, De Montfort University	Woodbridge
	2. <i>Decolonising Mathematics (Teacher) Education: Activist Engagement With Critical Ethnomathematics And The Non-European Roots Of Mathematics</i> Dalene Swanson, University of Stirling	Ibrahim
	3. <i>Space, Time and Alternative Futures. Co-Creating Counter Narratives for Learning</i> Rob Bowden, Director Lifeworlds Learning	Margaret Hewitt
	4. <i>Collage Workshop</i> This is free space for people to invent collages which depict their thoughts about decolonization. The workshops will run throughout the event, so that everyone will have time to contribute should they wish to.	Woodbridge
11.00-11.30	Refreshments	Woodbridge
11.30-12.30	Keynote speech (Chair: Chris Turner) -- Tariq Modood, University of Bristol <i>Religious Identity and Secularism as a Diversity and Equality Issue</i>	Woodbridge
12.30-13.15	Buffet Lunch	Woodbridge
13.15-14.30	Plenary Panel: WHERE TO NEXT? (Chair: Fran Martin) -- Vanessa Andreotti, -- George Sefa Dei, -- Mere Berryman -- Tariq Modood (time permitting)	Woodbridge
14.30-14.40	Closing -- Deborah Osberg, University of Exeter	Woodbridge



Keynote Speakers Day One



Vanessa de Oliveira Andreotti

Vanessa de Oliveira Andreotti holds a Canada Research Chair in Race, Inequalities and Global Change, at the Department of Educational Studies, University of British Columbia in Vancouver, Canada. She has extensive experience working across sectors internationally in areas of education related to global justice, community engagement and internationalization. Her work opens decolonial possibilities for addressing ethnocentric and paternalistic relationships in global and local engagements. Her research focuses on analyses of historical and systemic patterns of reproduction of inequalities and how these mobilize global imaginaries that limit or enable different possibilities for (co)existence. Many of her publications are available at: <https://ubc.academia.edu/VanessadeOliveiraAndreotti>.

Decolonial possibilities in teacher education: navigating political and existential challenges.

As we face increasing levels of uncertainty, inequality and volatility in political and economic systems across the globe, it is imperative that we deepen our self-understanding, integrity and capacity to honour our global interdependence. Understanding and advancing decolonization in teacher education contexts is a deliberate, complex, and dynamic process that requires engagements with difficult knowledge, including engagement with our complicity in systemic harm. This calls for a pedagogy that deconstructs the delusions of cultural superiority grounded on a single story of progress, development and human evolution, as well as fantasies of unending growth and consumption vis-a-vis the bio-physical limits of the planet and the hidden externalized human and environmental costs of the systems that have sustained our modern lifestyles. This decolonial pedagogy should move us from a politics of entitlements towards a politics of mutual obligations based on a visceral sense of entanglement and interdependence, "before will". This presentation offers insights into how we can start to "walk" together differently in this "foggy road" towards new forms of relationships and possibilities for collective (human and non-human) wellbeing in a planet facing multiple unprecedented challenges.

George Sefa Dei



Ghanaian-born George Sefa Dei is a renowned educator, researcher and writer who is considered by many as one of Canada's foremost scholars on race and anti-racism studies. Currently, he is Professor of Social Justice Education and Director of the Centre for Integrative Anti-Racism Studies at the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT). Professor Dei's teaching and research interests are in the areas of Anti-Racism, Minority Schooling, International Development, Anti-Colonial Thought and Indigenous Knowledges Systems. Professor Dei is the 2015 and 2016 Carnegie African Diasporan Fellow, and was voted by a Canadian newspaper organization as among the top influential Black scholars and community workers in Canada. In June of 2007, Professor Dei was installed as a traditional chief in Ghana, specifically, as the Gyaasehene of the town of Asokore, Koforidua in the New Juaben Traditional Area of Ghana. His stool name is Nana Adusei Sefa Tweneboah I.

Decolonizing Education for Inclusivity: Implications for Literacy Education

What does it mean to educate for change and inclusion in today's schools? How do such considerations of inclusivity, equity, culture, and identity factor into discussions of literacy education? My keynote address will explore some of the challenges of decolonizing education and the implications for inclusivity as it relates specifically to the question of literacy education. The discussion will highlight systemic barriers to education inclusivity pointing to contestations over knowledge, power, representation, identity, culture, resistance and the possibilities of transgressive pedagogy. In highlighting the structural and systemic challenges that contemporary learners face (e.g., racism, navigating culture, power and social exclusion etc.), my presentation will also consider and suggest some practical strategies for achieving educational inclusion offering a vision of a transformative educational system. We will consider the impact of world events and global changes on learning, literacy, and social justice. Moving forward, how do we envision an education that can help solve some of the prevailing problems? What do we see as the role of education in mobilizing human capacity? Among the key questions raised are: How do we frame an inclusive anti-colonial global future and what is the nature of the work required to collectively arrive at that future? What sort of education should be taking place in schools today? What are we going to do with our education as learners? How do we 're-fashion' our roles (students, learners, educators, and community workers) to create more relevant understandings of what it means to be human? What can be learned from international contexts of educators working on intercultural competence by crossing borders and boundaries and the possibilities for educational change? How do we equip ourselves using multiple lenses of critical inquiry? No one tells the full/complete story, so how do we tell multiple stories to get the whole story out? How do we bring a 'humility of knowing' to our scholarship and intellectual politics? My primary interest is the pursuit of educational resistance, the politics of global futurity and how we produce critical knowledge for educational transformation.



Keynote Speakers Day Two



Mere Berryman

Mere is an Associate Professor at the University of Waikato. Her early research involved collaborative work with schools, Māori students, their families and communities through the formation of culturally responsive relationships. This work merged with the inception of Te Kotahitanga, and was further built upon in 2014 with Kia Eke Panuku. This iterative professional development initiative aimed to promote Māori students' educational success as Māori by combining understandings from kaupapa Māori and critical theories with policy. Ongoing evidence of educational disparities for Māori continues to make this work a priority. Mere publishes in this field.

Education for equity, excellence and belonging 'as Māori'

Founded in both kaupapa Māori and critical theories, this paper seeks to share how the voices of successive Māori communities have assisted educators in New Zealand's schooling system to begin to modify the dominant power structures in education in search of their rightful share in the benefits promised through education. By re-conceptualising Māori people's rights to redefine education, policy and school evaluation frameworks have finally begun to emerge that are aimed at equity, excellence and belonging 'as Māori'. Emerging from both iterative research and professional development, these solutions move over the last 20 years from Māori communities, to classrooms and schools, then to the education system itself.



Tariq Modood

Tariq is the founding Director of the University Research Centre for the Study of Ethnicity and Citizenship. He has held over 40 grants and consultancies (UK, European and US), has over 35 (co-)authored and (co-)edited books and reports and over 200 articles or chapters in political philosophy, sociology and public policy. He is the co-founding editor of the international journal, *Ethnicities*. Tariq is highly committed to public engagement and he is a regular contributor to media and policy debates. His work is frequently cited by policy-makers and practitioners and on several occasions has influenced policy. He has been Adviser to the Muslim Council of Britain and has served on the DfES Race, Education and Employment Forum; the Commission on the Future of Multi-Ethnic Britain (1997-2000); the IPPR Commission on National Security (2007-09); the National Equality Panel (2007-10); and the Commission on Religion and Belief in British Public Life (2013-16).

Religious Identity and Secularism as a Diversity and Equality Issue

In law, religion is an equality and diversity issue on equal basis with all other equality strands. Like all strands the promotion of religious identity faces prejudice. However, unlike the other strands, there exists a normative philosophy that seeks to establish limits to the proper place of religion in public life, namely, secularism. The University is a public institution in the relevant sense and has a secular normative culture that sets informal limits on the presence and promotion of religion. While arguing that gender or race should not be kept on the margins but should be woven into all aspects of a university has a certain legitimacy, the default position with religion is to deny equivalent legitimacy. We think that creating an inclusive space for religious identities is not possible without first re-thinking this default secularism. In this workshop, we ask participants to think innovatively about: what secularism means; what that implies for a university; the implications for religion as an equality and diversity strand.

Shauneen Pete, University of Regina

TITLE: COYOTE ON CAMPUS: A STORY OF DECOLONIZATION AND INDIGENIZATION

Abstract: Cognitive Imperialism (Battiste, 2013) and Epistemic Ignorance (Kuokkanen, 2007) work together to sustain colonial dominance of knowledge systems in higher education. As a decolonizing narrative, Coyote on Campus speaks to the ways in which one Indigenous Associate Professor provides leadership toward both decolonization and Indigenization in Canadian post-secondary education. This session explores the transformation of the academy through academic programming re-design, policy revision, reformed governance and leadership development, and a reorganized orientation toward faculty development.

Diane Leedham, EAL Academy

TITLE: THE RIGHT NOT TO REMAIN SILENT. MULTILINGUALISM IN ENGLISH SCHOOLS.

The teaching and learning of a language is never a neutral activity, just as a language itself is not a single, bounded entity with immutable rules. Nevertheless, anglophone classrooms often reinforce a 'single story'; a narrative which implicitly replicates legacy hierarchies of linguistic and cultural status and in which the multiple cultural identities and language repertoires of learners and teachers are invisible. In this session, we will interrogate the experiences of English as additional language (EAL) learners and their families in the English school system, and invite wider discussion about multilingualism and the experiences of school language learning in different contexts.

- What does international research suggest about the most effective pedagogy and provision for EAL learners and their families?
- Which aspects of the English school system tend to marginalise and silence the language histories, skills and identities of both teachers, learners and families?
- What steps can be taken at local level and beyond to support culturally and linguistically competent practice for EAL learners and develop positive attitudes to multilingualism?

Deborah Osberg, University of Exeter

TITLE: INTELLECTUAL IN/EQUALITY: LESSONS FROM THE IGNORANT SCHOOLMASTER

Abstract: Educational practice is generally based on the assumption of an INEQUALITY between those who know and those who don't (yet) know. Those who know are generally understood as more powerful than those who don't. Without this inequality, it is difficult to understand the purpose of education which is meant to reduce the power differential between the two groups. In this workshop, I draw on Jacques Ranciere's "ignorant schoolmaster" to demonstrate that when education starts with inequality, it can only produce further inequality. The purpose of the workshop is therefore to attempt to conceive of forms of education that begin with the assumption of intellectual equality.

Robin de Cartaret

TITLE: OPEN SPACE

Open Space is a self-organising and emergent conference format that allows all of us to discuss whatever is most alive for us in that moment. Everyone will have the opportunity to pitch their own mini-workshop or discussion group on the theme of 'Decolonizing Teacher Education'. There will then be 40 mins for us all to attend whichever group takes our fancy with the proviso that we follow the 'Law of two feet': if we find ourselves neither learning nor contributing we should move on to another group.

Momodou Sallah, De Montford University

TITLE: GENERATING PEDAGOGIES OF DISRUPTION THROUGH CRITICAL SOUTHERN LENSES: THE GLOBAL HANDS PROJECT

Structural violence and grotesque global inequality continue to be visited on a disproportionate number of communities, especially in the South. The configuration, production, sanctification and dissemination of ways of knowing and being, continue to be constructed from this normality as orthodoxy; to dare to contradict this orthodoxy is to invite the label of a heretic.

Drawing from his work with Global Hands (www.global-hands.co.uk), the presenter will reflect on his heretic attempts to inject disruptive pedagogy in challenging structural violence and global inequality; he will highlight pedagogies of hope in practice and the tensions inherent in taking on a heartless and faceless system.

Dalene Swanson, University of Stirling

TITLE: DECOLONISING MATHEMATICS (TEACHER) EDUCATION: ACTIVIST ENGAGEMENT WITH CRITICAL ETHNOMATHEMATICS AND THE NON-EUROPEAN ROOTS OF MATHEMATICS

This workshop provides some embodied, discursive and creative opportunities to re-imagine mathematics education through a humanising, (post)critical and justice-oriented lens. Mathematics Education inherits from the discipline of Mathematics, long exalted as the 'Queen of the Sciences' through the Enlightenment project, a perceived objective, neutral and apolitical role within the range of subjects on the school curriculum. This bias and set of hegemonic codes has had the effect of being largely undemocratic and dehumanising to the educational communities involved. There has been an increasingly marked divide between mathematics education's role and practices within educational institutions and the general aspirations and quotidian experiences of individuals and communities for which it is said to serve. This has been a global phenomenon. This workshop provides some practical ideas as well as invites conversation about the many ways in which mathematics education can be re-imagined, re-focused and held to account through justice-oriented approaches and understandings, such that the global inequalities in which it currently invests through powerful modernist/neoliberal discourses may be contested and that new viable alternatives to its dehumanising effects may be conceived and actively advocated.

Rob Bowden, Lifeworlds Learning

TITLE: SPACE, TIME AND ALTERNATIVE FUTURES. CO-CREATING COUNTER NARRATIVES FOR LEARNING

This workshop posits that the dominant narrative for schools is disjointed and alienating, built around colonial structures of isolation and competition. This reduces meaningfulness for those within the system creating a sense of learned helplessness in which agency is reduced to compliance, and understanding, to abstract metrics. The workshop shares ideas, tools and approaches used with educators to co-create enduring and resilient counter narratives. This is done through enabling space and time to explore individual and collective lifeworlds and the potential of alternate futures.



<http://buffalonews.com/2014/07/16/closer-look-artists-group-gallery-s-community-collage/>

Sarah Chave & Chris Turner, University of Exeter

TITLE: COLLAGE WORKSHOP

Evidence suggests that artistic processes afford alternative ways of creating conceptual maps and thus act as an important form of cognitive reasoning (see e.g. Simmons and Daley, 2013) and also emotional expression. Thinking with a range of senses is a powerful means to understanding and, through engaging the imagination and making connections, new possibilities arise as a part of the creative process. Artistic endeavours, such as the creation of collages, 'liberate us from the literal' (Eisner, 2002: 10).

The workshop provides an opportunity to use a variety of materials to explore the event theme 'deconstructing teacher education' and to contribute to an 'event collage'. There is no right or wrong way to approach your contribution and you don't need to be able to draw! A range of materials will be provided including pictures you can cut out, natural materials, paper and pens in different colours etc. You can of course include words in your collage contribution. The collage will make a valuable contribution to the research carried out on the event as well as being both an enjoyable and helpful process for each individual.

References

Eisner, E. W. (2002), *The Arts and the Creation of Mind*, New Haven and London: Yale University Press.

Simmons, N. and Daley, S. (2013), The Art of Thinking to Stimulate Scholarly Work, *The Canadian Journal for the Scholarship of Teaching and Learning*, Vol. 4 (1), Article 2.



Book Launch

During the seminar we will be holding a launch event for a book edited by Fatima Pirbhai-Illich, University of Regina; Shauneen Pete, University of Regina and Fran Martin, University of Exeter.

Published by Palgrave Macmillan, this book convincingly argues that effective culturally responsive pedagogies require teachers to firstly undertake a critical deconstruction of Self in relation to and with the Other; and secondly, to take into account how power affects the socio-political, cultural and historical contexts in which the education relation takes place. The contributing authors are from a range of diaspora, indigenous, and white mainstream communities, and are united in their desire to challenge the hegemony of Eurocentric education and to create new educational spaces that are more socially and environmentally just. In this venture, the ideal education process is seen to be inherently critical and intercultural, where mainstream and marginalized, colonized and colonizer, indigenous and settler communities work together to decolonize selves, teacher-student relationships, pedagogies, the curriculum and the education system itself. This book will be of great interest and relevance to policy-makers and researchers in the field of education; teacher educators; and pre- and in-service teachers.

CULTURALLY RESPONSIVE PEDAGOGY

WORKING TOWARDS DECOLONIZATION,
INDIGENEITY AND INTERCULTURALISM

EDITED BY FATIMA PIRBHAI-ILLICH, SHAUNEEN PETE & FRAN MARTIN



“An important read for educators, administrators and policy makers ... a very welcome addition to studies of decolonial education and the poetics and politics of educational futurity.” (George J. Sefa Dei, Professor of Social Justice Education, University of Toronto, Canada)

<http://www.palgrave.com/gp/book/9783319463278>



Decolonizing Teacher Education



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Facebook:

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Online registration at

<https://goo.gl/CmWfpl>

Full two-day fee: £95.00

One-day fee: £57.50

Reduced (student) fee: £57.50

