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Decolonizing Teacher Education

Rethinking Everything

~~Phase white~~
Phase white

@BRIAN SAITZ



March 10th -
11th 2017

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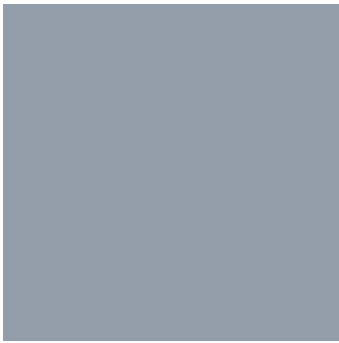
Re-thinking the Educational Relationship

An Expert Seminar hosted by the
Centre for Creativity, Sustainability and Educational
Futures

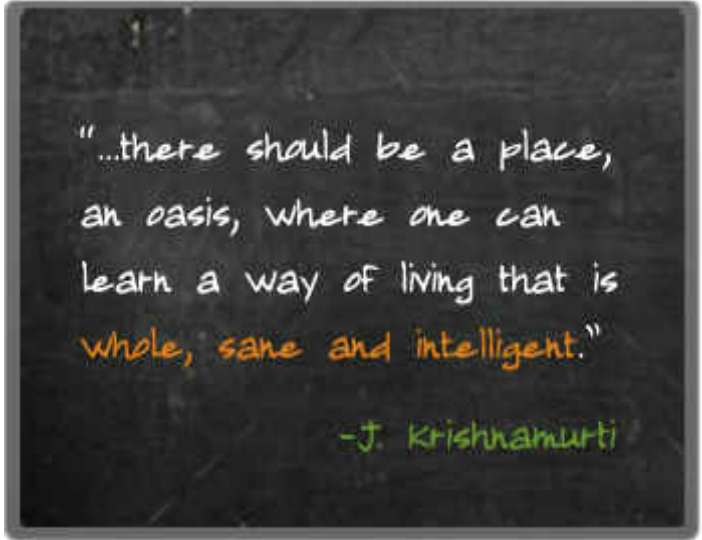
Graduate School of Education,

UNIVERSITY OF
EXETER

University
of Regina



See end page for registration details



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
- Crisis
- Economy
- The Future
- Sustainability
- Digital
- School
- Social media
- HE
- The Arts
- Environment
- 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.



Seminar draft programme

Friday March 10th 2017.

11.30 – 12.00 Arrival, registration,
refreshments

12.00 – 13.00 Welcome and Speaker 1

13.00 – 14.00 Buffet lunch

14.00 – 15.00 Speaker 2 + provocations

15.00 – 16.00 Workshops, discussion
groups

16.00 – 16.30 Tea

16.30 – 17.30 Workshops and discussion
groups

17.30 – 18.00 Plenary followed by Book
Launch

Saturday March 11th 2017.

8.30 – 9.00 Arrival

9.00 – 10.00 Speaker 3

10.00 – 11.00 Workshops and
discussion groups

11.00 – 11.30 Refreshments

11.30 – 12.30 Workshops and
discussion groups

12.30 – 13.15 Lunch

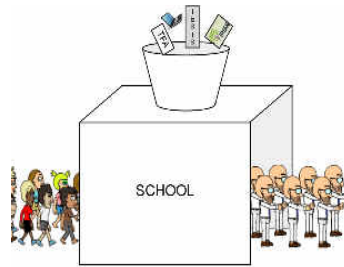
13.15 – 14.30 Plenary

Confirmed speakers:

Vanessa Andreotti, University of British Columbia
<http://edst.educ.ubc.ca/facultystaff/vanessa-andreotti/>

Mere Berryman, University of Waikato <http://www.waikato.ac.nz/staff-profiles/people/mere> and <http://tekotahitanga.tki.org.nz/About/Our-People/Associate-Professor-Mere-Berryman>

George Sefa Dei, University of Toronto
http://www.oise.utoronto.ca/sje/Faculty_Staff/Faculty_Profiles/1608/George_JS_Dei.html



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 .



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>

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Decolonizing Teacher Education



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<https://www.facebook.com/events/1644605752505848/>

Twitter: [#decolonizingteachered](https://twitter.com/decolonizingteachered)

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Online registration opens January 9
2017.

Fees to be determined

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