

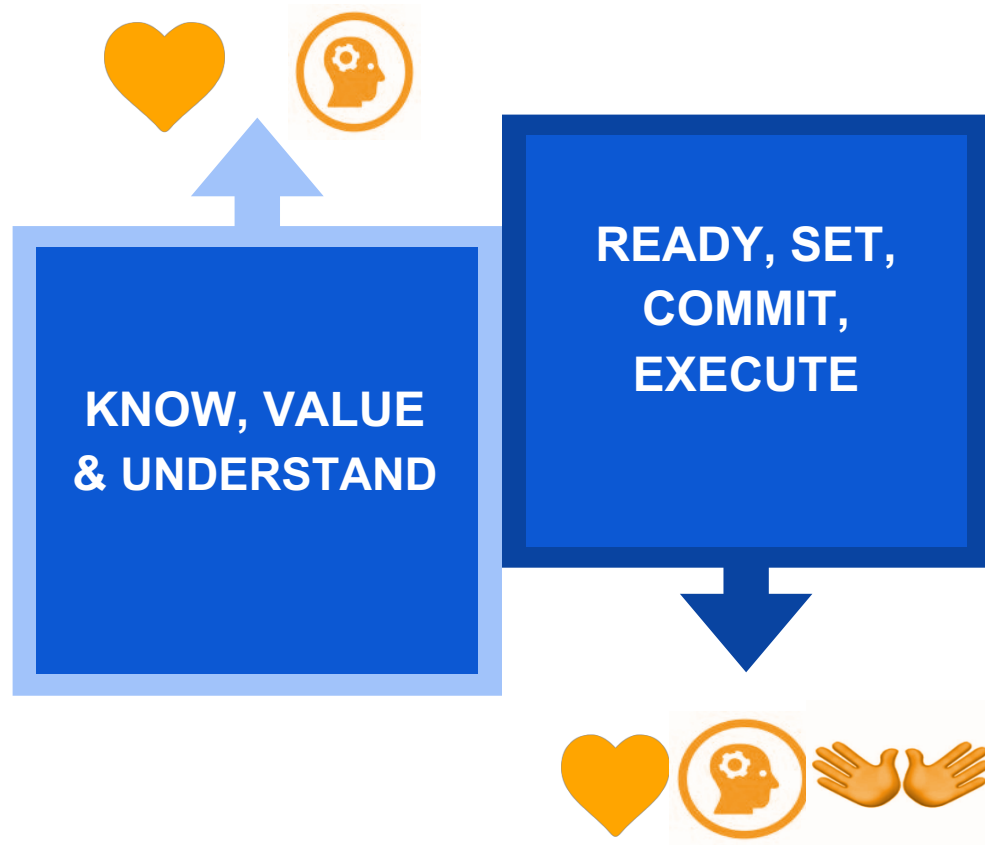


CHANGE
AHEAD

Tuning Into Signals of Readiness

Keisha S. Valdez, EdD, FSEDA

Curriculum Transformation



Decolonization of curriculum- As Defined for this work

- ...inviting broader ways of understanding the world to promote cultural inclusivity and decentralising western knowledge systems.

(Le Grange 2016; Thaman 2003)

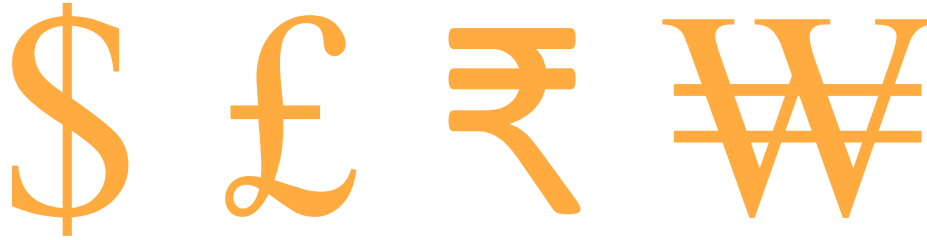
Relational Accountability- Curriculum is relational

Respectful Representation- Space for voices

Reciprocal Appropriation- Benefits of knowledge are produced and shared out and in the university/ communities.

Rights/ Regulation- Ethical protocols observed and credit is given

(Le Grange 2016)



Currency in the Higher Education Classroom comprises

Knowledge Source, Assessments, Content

What are some indicators of an instructors' readiness to decolonize their course?

Readiness for course decolonizing

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March 2019 Presented at LII

Least Ready

- Knowledge is fixed and 'neutral'
- Western- centred approaches are standard and deemed most appropriate.
- Identifies almost no areas of autonomy

Less Ready

- Acknowledges student diversity.
- Limited to no social justice course connection
- Limited conception of broader ways of knowing
- Faculty driven course design.
- Identifies few areas of autonomy.

Likely Ready

- Social justice interests
- Questions status quo
- Reflective
- Curriculum connects to people
- Recognises several areas of autonomy
- Faculty driven course design.
- Epistemological conflicts

Most Ready

- Seeks collaboration
- Regularly makes Epistemological shifts
- Social justice interests widely sourced
- Knowledge as community property.
- Mastery is fleeting
- Highly adaptable + reflective

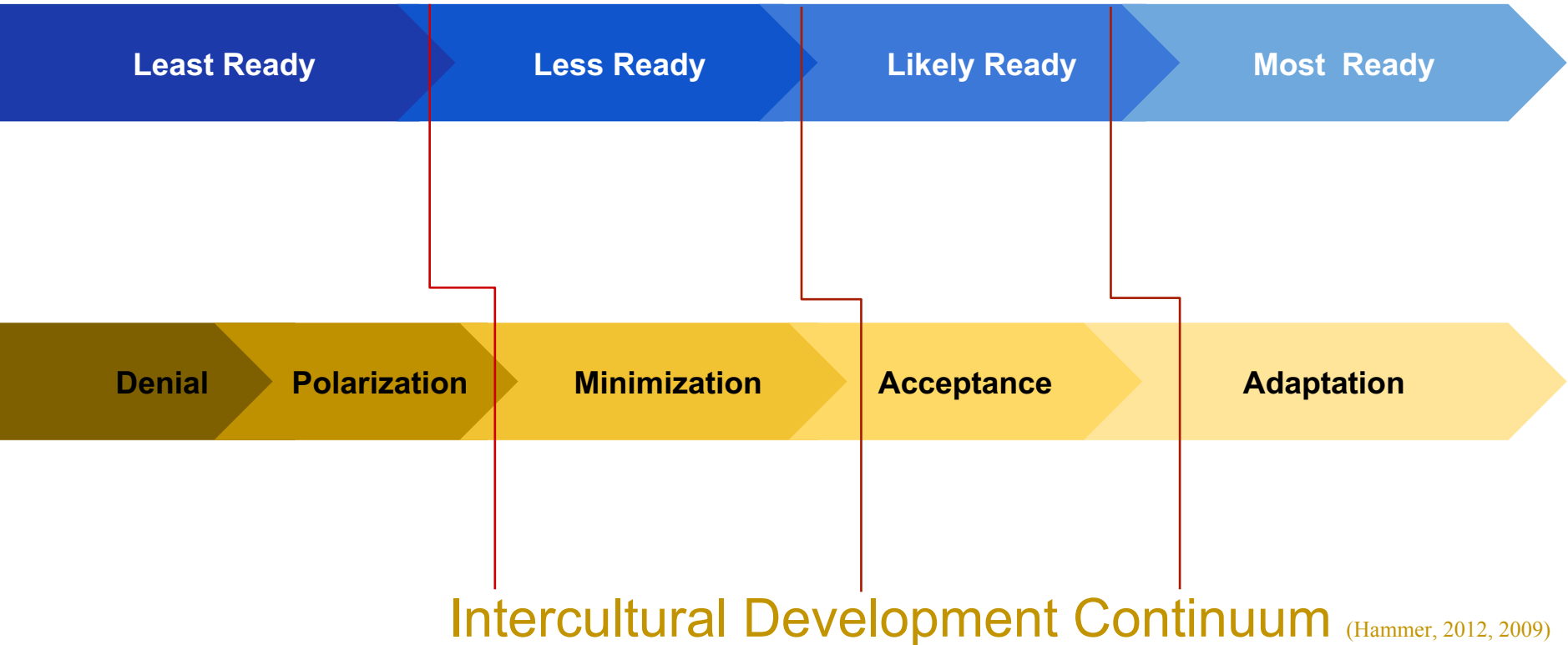
These results are preliminary. Please do not distribute this continuum without the expressed written consent of the author.

Readiness for course decolonizing

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Tuning into Signals of Readiness- Feedback

What resonates with you most on the continuum?

What questions still linger?

How might you use this in your own work?



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AHEAD**

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