

Circle Works Transforming Eurocentric Consciousness

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Environmental and Indigenous Pedagogies Indigenous Storywork Decolonizing Social
Work Doing Critical and Creative Research in Adult Education Higher Education
Transformation in Africa Reconfiguring Citizenship Development as Social
Transformation Transforming Lives Anti-Colonialism and Education Atlantis Women's
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inspiring educators philosophers activists shamans artists and visionaries to take up
the challenge of bringing alternative teaching possibilities and strategies to the
educational experience this book creatively combines aboriginal teachings with
feminist and antiracist theory and practice

this book employs gender as a category of analysis to capture the various ways men
and women relate in society and the structures that define these relationships and
place boundaries on them it presents alternative conceptual and theoretical
approaches that tease out the nuances of gender as mediated by culture race and
identity in a globalizing world

contemporary studies in environmental and indigenous pedagogies a curricula of stories and place our book is a compilation of the work of experienced educational researchers and practitioners all of whom currently work in educational settings across north america contributors bring to this discussion an enriched view of diverse ecological perspectives regarding when and how contemporary environmental and indigenous curriculum figures into the experiences of curricular theories and practices this work brings together theorists that inform a cultural ecological analysis of the environmental crisis by exploring the ways in which language informs ways of knowing and being as they outline how metaphor plays a major role in human relationships with natural and reconstructed environments this book will be of interest to educational researchers and practitioners who will find the text important for envisioning education as an endeavour that situates learning in relation to and informed by an indigenous environmental studies and eco justice education frameworks this integrated collection of theory and practice of environmental and indigenous education is an essential tool for researchers graduate and undergraduate students in faculties of education environmental studies social studies multicultural education curriculum theory and methods global and comparative education and women s studies moreover this work documents methods of developing ways of implementing indigenous and environmental studies in classrooms and local communities through a framework that espouses an eco ethical consciousness the proposed book is unique in that it offers a wide variety of perspectives inviting the reader to engage in a broader conversation about the multiple dimensions of the relationship between ecology language culture and education in relation to the cultural roots of the environmental crisis that brings into focus the local and global commons language and identity and environmental justice through pedagogical approaches by faculty across north america who are actively teaching and researching in this burgeoning field

indigenous oral narratives are an important source for and component of coast salish knowledge systems stories are not only to be recounted and passed down they are also intended as tools for teaching jo ann archibald worked closely with elders and storytellers who shared both traditional and personal life experience stories in order to develop ways of bringing storytelling into educational contexts indigenous storywork is the result of this research and it demonstrates how stories have the power to educate and heal the heart mind body and spirit it builds on the seven principles of respect responsibility reciprocity reverence holism interrelatedness and synergy that form a framework for understanding the characteristics of stories appreciating the process of storytelling establishing a receptive learning context and engaging in holistic meaning making

riding on the success of indigenous social work around the world this book provides case studies to further scholarship on decolonization a major analytical and activist paradigm among many of the world s indigenous peoples including educators tribal leaders activists scholars politicians and citizens at the grassroots level

decolonization seeks to weaken the effects of colonialism and create opportunities to promote traditional practices in contemporary settings establishing language and cultural programs honouring land claims teaching indigenous history science and ways of knowing self esteem programs celebrating ceremonies restoring traditional parenting approaches tribal rites of passage traditional foods and helping and healing using tribal approaches are central to decolonization these insights are brought to the arena of international social work still dominated by western based approaches decolonization draws attention to the effects of globalization and the universalization of education methods of practice and international development that fail to embrace and recognize local knowledges and methods in this volume indigenous and non indigenous social work scholars examine local cultures beliefs values and practices as central to decolonization supported by a growing interest in spirituality and ecological awareness in international social work they interrogate trends issues and debates in indigenous social work theory practice methods and education models including a section on indigenous research approaches the diversity of perspectives decolonizing methodologies and the shared struggle to provide effective professional social work interventions is reflected in the international nature of the subject matter and in the mix of contributors who write from their contexts in different countries and cultures including australia canada cuba japan jordan mexico new zealand south africa and the usa

scholarship on adult education has fueled a high level of methodological creativity and innovation in order to tackle a diverse range of issues in a wide range of settings and locations in a critical and participatory manner adult education research is marked by the desire to do research differently and to conduct critical research with rather than about people which requires theoretical and methodological creativity this entails a particular approach to how we seek to know the world in collaboration with people to rupture hierarchical relations and to create new collaborative spaces of learning and research that encompass the diversity of people s life experiences doing critical and creative research in adult education brings together both leading and emerging scholars in adult education research in order to capture the vitality and complexity of contemporary adult education research this includes contributions on biographical narrative embodied arts and media based and ethnographic methods alongside the critical use of quantitative and mixed methods this distinctive and rich methodological contribution has a general relevance and usefulness for all researchers and students in the social science and humanities which draws attention to the importance of critical and creative participatory learning processes in human life and learning

this book critically interrogates the notion of transformation in higher education focusing on epistemological and structural issues in postcolonial and contemporary africa the book considers the multifaceted challenges facing higher education in the continent and uses the concept of transformation as a common thread weaving through a range of issues including epistemology identity relevance research

collaboration and decoloniality arguing for a holistic approach towards progressive and innovative education systems the book calls for a fundamental transformation that expands access enhances quality and competitiveness addresses past injustices and improves the capacity to act together for a more sustainable and just future overall the book makes a powerful case for the power of transformation in higher education to shape the social economic and cultural fabric of society this book s critical evaluation of knowledge production in africa will be an important read for researchers and policymakers involved in africa s higher education sector

citizenship as a status assumes that all those encompassed by the term citizen are included albeit within the boundaries of the nation state yet citizenship practices can be both inclusionary and exclusionary with far reaching ramifications for both nationals and non nationals this volume explores the concept of citizenship and its practices within particular contexts and nation states to identify whether its claims to inclusivity are justified this will show whether the exclusionary dimensions experienced by some citizens and non citizens are linked to deficiencies in the concept country specific policies or how it is practised in different contexts the interrogation of citizenship is important in a globalising world where crossing borders raises issues of diversity and how citizenship status is framed this raises the issue of human rights and their protection within the nation state for people whose lifestyles differ from the prevailing ones besides highlighting the importance of human rights and social justice as integral to citizenship it affirms the role of the nation state in safeguarding these matters it does so by building on indigenous peoples insights about linking citizenship to connections to other people and the environment and arguing for the inalienability and portability of citizenship rights guaranteed collectively through international level agreements these issues are of particular concern to social workers given that they must act in accordance with the principles of democracy equality and empowerment however citizenship issues are often inadequately articulated in social work theory and practice this book redresses this by providing social workers with insights knowledge values and skills about citizenship practices to enable them to work more effectively with those excluded from enjoying the full rights of citizenship in the nation states in which they reside

there is a rich intellectual history to the development of anti colonial thought and practice in discussing the politics of knowledge production this collection borrows from and builds upon this intellectual traditional to offer understandings of the macro political processes and structures of education delivery e g social organization of knowledge culture pedagogy and resistant politics the contributors raise key issues regarding the contestation of knowledge as well as the role of cultural and social values in understanding the way power shapes everyday relations of politics and subjectivity in reframing anti colonial thought and practice this book reclaims the power of critical oppositional discourse and theory for educational transformation anti colonialism and education the politics of resistance includes some the most current theorizing around anti colonial practice written specifically for this collection each of

the essays extends the terrain of the discussion of what constitutes anti colonialism among the many discursive highlights is the interrogation of the politics of embodied knowing the theoretical distinctions and connections between anti colonial thought and post colonial theory and the identification of the particular lessons of anti colonial theory for critical educational practice essays explore such key issues as the challenge of articulating anti colonial thought as an epistemology of the colonized anchored in the indigenous sense of collective and common colonial consciousness the conceptualization of power configurations embedded in ideas cultures and histories of marginalized communities the understanding of indigeneity as pedagogical practice and the pursuit of agency resistance and subjective politics through anti colonial learning the book is relevant for students teachers community social workers and field practitioners interested in pursuit of education for social transformation it is a must read for students of sociology sociology of education anthropology political science and history this book provides new ways to think about education as an anti colonial project the essays offer powerful insights into the politics of colonialism anti colonialism as they are contested in education and society linda smith university of auckland new zealand every student parent and educator today has been marinated in eurocentric colonial thought and ideologies that continue to create multiple forms of domination and oppression the challenge of comprehending and remedying colonialism and racism and their destructive practices is the penetrating analysis of leading antiracist educator george dei his co editor arlo kempf and other contributors to this excellent collection these authors offer in anti colonialism and education the politics of resistance a brilliant contribution for resisting the ever present overarching force and practice in everyone s daily life and for inspiring multiple sites of anti colonial practice to create a more enriched society marie battiste mi kmaw educator and director aboriginal education research centre university of saskatchewan canada

the international collection of essays contained in this volume offer a comprehensive look at how small groups are being employed in the field of education today and the purposes for which they are being used where teaching is concerned readers of this volume come to know how teachers experience professional development in book clubs critical friends groups and teacher research groups and how action research has been used by teachers in a particular curriculum reform project where teacher education is concerned readers are afforded an insider view of what is happening in various cohorts and other small group configurations throughout the nation and the world particularly with respect to diversity finally readers catch a glimpse of what is occurring in higher education and how professors learn to be teacher educators contributing members of the academy and collaborative colleagues in their efforts to support and enhance student learning along the educational continuum

exploring the ways in which individuals conceive of themselves in the face of contradictory conflicting and mediated identities this text shows the interrelatedness of the various factors in terms of their experiences related to identification

typically all teaching is challenging but this challenge becomes most apparent when it involves controversy teaching invites the process of experiencing the connection between oneself and the other it is also the expression of power and cultural control customarily courses are produced to protect and promote particular perspectives and their meanings are always negotiated among more powerful participants courses that refuse to grapple with controversial topics affirm a certain privilege to particular cultural interpretations by supplying experiences from which inferences are quickly drawn that is why when the subject of controversy is taught the teacher runs the risk of being set apart and relegated to the margins whenever specific canons of discipline are questioned for introducing controversy places a teacher in a vulnerable position by acknowledging that the roles exist and need to be examined publisher s website

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Introduction

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