

Capacity Development for Educators

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Interesting notes

Teaching is a cultural practice in a cultural context for the purpose of learning

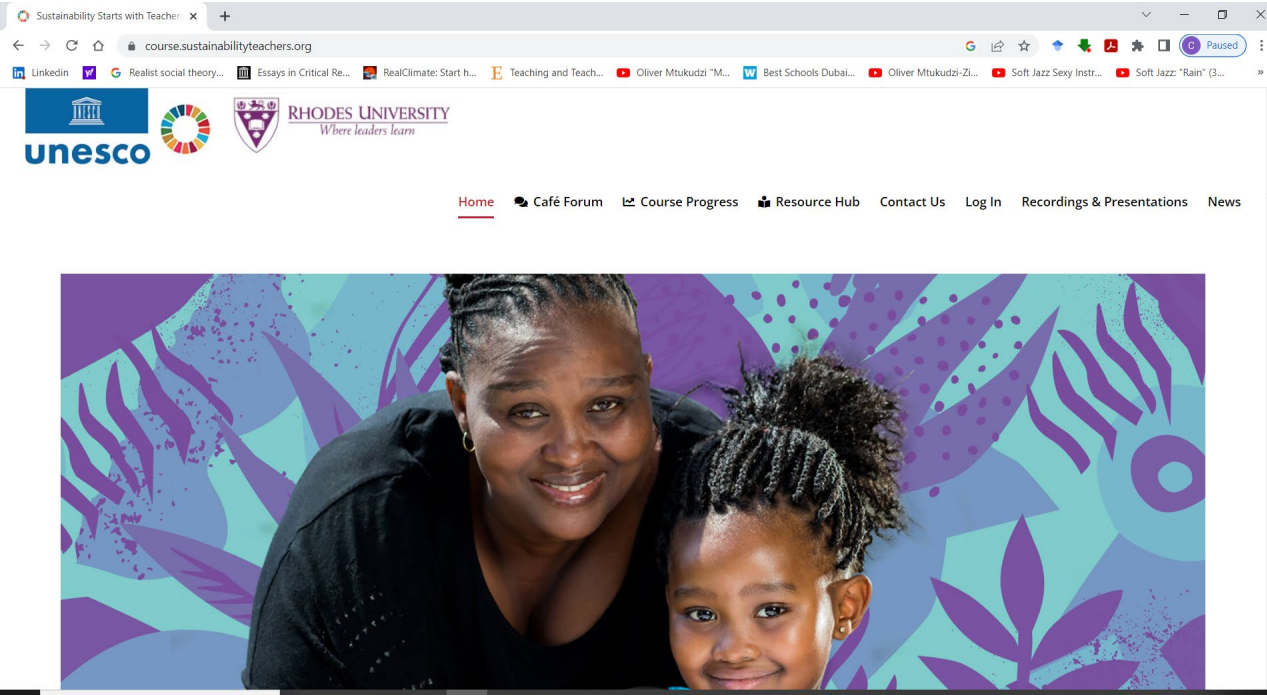
- Teachers as mediators of learning which is a core element of the cultural practice
- The curriculum and curriculum knowledge is the centre of, and drives classroom learning, hence role of CH is still ideal on the most and its integration is led by agents
 - Classrooms are multicultural contexts for the cultural practice
- CH knowledge practice and education as a decolonization tool

Contexts and concepts relationship

- Learning as connection

Sustainability Starts with Teachers:

<https://course.sustainabilityteachers.org/>



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Integrating indigenous knowledge practices as context and concepts for learning of curriculum science: A methodological exploration

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Teaching
Indigenous
Knowledge and
Technology

Natural Sciences and Technology
Grades 4-6

Soul Shava & Fick O'Donoghue

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UNESCO ROSA ToT on Living Heritage

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Which educators need capacity?

- **Formal Education-** Mainstream education (phased and classroom based)
 - primary (phased?),
 - high school,
 - tertiary (mainstream and techvoc)
- **Informal education-** learning through practice in non-education contexts

What form of capacity is required?

- To develop understanding that enables them to take notice of and select appropriate cultural heritage (300 000 + years of curriculum knowledge)
- To document CH whenever they have it (written/ audio recorded/ video recorded)
- Write these into usable materials, taking note of context of learning and innate nature of some CH
- Finding the fit between curriculum knowledge and cultural heritage knowledge (may involve curriculum interpretation and review as starting point – teacher competences key)
- Capacity to respect ethical procedures that are not extractive and appropriate CH from the holders “knowers” with an ethics of care

What form of capacity is required?

- To employing appropriate pedagogical approaches/ methods/ techniques to integrate cultural heritage
- To be able to integrate CH into assessments (however, for the schools sector, this requires a relationship and alignment with the national assessment bodies for it to work)
- To try out small experiments to generate knowledge on possibilities
- To integrate CH into multicultural classrooms and to respect all forms of culture
- For research
- ***Note: capacity to raise CH to the level of knowledge (decolonial interests), not a patch-up: dealing with HEGEMONIES***

Mechanisms needed

- Systematic professional development to Deepen understanding of (educations) including global citizenship education, ESD, climate change education, multicultural education, peace education, etc and how they interact/ intersect, among in-service educators
- Teacher education policy enunciation to include CH
- Systematic and intentional integration of (educations) including global citizenship education, ESD, climate change education, multicultural education, peace education, etc and how they interact/ intersect, among in-service educators in the explicit curriculum
- Promote multistakeholder partnerships to unlock and harmonize efforts for capacity development
- Expansion of current approaches to teacher professional development

Marang SOTL (Wits)

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