

# DECOLONISING EDUCATION:

WHAT DOES IT MEAN FOR  
THINKING DIFFERENTLY ABOUT  
PEDAGOGY, LEARNING AND  
ASSESSMENT?

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# Critical questions

- ◆ Who gets to create knowledge, for whom?
- ◆ What does knowledge do?
- ◆ Whose interests are served?
- ◆ Is the knowledge we produce relevant to the society in which we live?

# Principles of CAPS

- ◆ Social transformation
- ◆ Equal educational opportunities
- ◆ Active and critical learning
- ◆ High knowledge and high skills
- ◆ Progression
- ◆ Human rights, inclusivity, environmental and social justice
- ◆ Valuing indigenous knowledge systems

# CAPS: Critical issues

- ◆ Learner: participant to recipient
- ◆ Technical/ traditional approach.  
Education for democracy?
- ◆ Highly skilled, well-educated teacher.
- ◆ Creative, analytic, synthesising skills.

# Major systemic issues

- ◆ Inequality
- ◆ Teacher equality
- ◆ Pedagogic facility
- ◆ LoLT
- ◆ Large classes
- ◆ Limited resources
- ◆ School management
- ◆ Subject competence
- ◆ Teacher training
- ◆ Parental involvement
- ◆ Poverty

# Decolonizing knowledge

- ◆ **NOT** rejecting *western knowledge*
- ◆ **NOT** closing door to *European traditions*
- ◆ **NOT** *Africanisation*
  
- ◆ Defining clearly what the **centre** is, and mapping out the perspectives that curricula should take in an **African** school because **Africa** has to be at the **centre**.



**MARIKANA**



**RED ANTS**

# Discomforting and disruptive

- ◆ Established traditions, canon, dominant worldviews
- ◆ Epistemic justice
- ◆ Other knowledge
- ◆ Curriculum developers - colonial project
- ◆ Unequal achievement: race



# Teacher voices

*They need individual attention and that is not feasible as periods are very short and CAPS pace is very fast to accommodate those learners and also there is no time allowed for revision in CAPS.*

(Chetty 2019, 6)

# Teacher voices

*'The curriculum is demanding and leaves very little time for consolidation. There were too many concepts that had to be taught in a short space of time, which made it hard for me to attend to weak learners individually.'*

*'Writing exercises were few due to the lack of teaching time, what little writing is done are exercises composed of isolated sentences and very few creative writing pieces.'*

# Learning

- ◆ Social construct that affects permanent change in an individual based on their experiences.
- ◆ Informed, doing things differently and self-directed.
- ◆ Not revolve around information provided in a workbook.

# Cognition & higher thinking skills

- ◆ A marked absence in all 10 classrooms were teacher questions that required higher thinking skills and feedback, including opinions and feelings about the matters discussed in the content.
- ◆ Low levels of cognitive demand, dominance of concrete meaning rather than abstract meaning and focus on decoding text and neglect of reading extended texts.

(Chetty 2019, 5)

**None of the 10 schools possessed a library that was adequate for the needs of primary school learners.**

**Four schools did not make any provision for learners to borrow books to take home and lacked a library altogether.**

**(Chetty 2019:4)**

# Towards a new Pedagogy

- ◆ Technology
- ◆ New funds of knowledge
- ◆ Transformation and window-dressing
- ◆ Knowing-in-being
- ◆ Ethic of dialogue
- ◆ Pedagogy of hope
- ◆ Pedagogy of discomfort