

Outcomes?

- Considering each institution's way of thinking, doing, being, in curriculum work? Are there possibilities to learn from one another, especially when these are vastly different/contesting
- Exploring ways to set the scene: create “safe” /challenging spaces for productive dialogue
- Way forward – where to from here? One possibility – *Seize the day*

Current context

- What are some of the “difficult dialogues” you are currently having in your institution about curriculum changes/challenges?
- Based on what the groups have shared, can you distill two guiding principles for shaping the way we work in AD around curriculum issues?

Creating safe spaces for difficult dialogues

- Extending and receiving welcome – “*talk with the chance of being heard and listen with the possibility of being transformed*”
- Being fully **present** in the dialogues – being there with our doubts and fears as well as our convictions, joys and successes
- Inviting rather than demanding engagement ...not “share or die” sessions
- Learning to speak our truths in ways that **respect** others’ truths
- Resisting the need for *fixing, saving, **advising**, setting each other straight* – is suggesting enough? [Is **not** *advising* the biggest challenge for AD facilitators? Then what is our role?] Palmer, 2007:

Creating safe spaces for difficult dialogues

- Learning to respond to others with **honest, open questions** – can we hear each other into deeper dialogue
- When the dialogue get “difficult” can we respond with *wonder*: “I wonder what brought him to that belief” “I wonder what she is feeling right now....”
- Attend to your own inner teacher – we learn from others but should also pay close attention to our own reactions and responses
- Can we trust and learn from the **silences**? How easy is this?
- Observe deep **confidentiality**, resist the urge to use others’ as “unflattering/ How-not-to” examples
- Believe that we can reach some worthwhile objectives, but not always in one meeting/session. ... Palmer, 2007: 17-19

Question of decolonisation: The basics -Prof N. Mboti (2017)

- **Language:** What language is used on the course or module? How many African languages (if any) does the course lecturer know/speak/understand? How many languages are spoken in the class?
- **Race:** What is the racial composition of the department offering the course? How many Black South Africans are in the department that is offering the courses? How often is race discussed in examples used on the course? How often does the course mention the race of people used as examples?
- **Apartheid/ Pre-1994 South Africa “Rainbowism”:** How often is Apartheid mentioned in examples? How many examples used in the course refer to apartheid/pre-1994 South Africa? How many examples used in the course refer exclusively to post-apartheid/post-1994 South Africa?
- **Dissent:** Does the lecture environment allow/encourage students to disagree with the lecturer? How does the lecturer deal with students who disagree with him or her? How many paradigms are part of the course, other than the so-called “Western” paradigm?

Question of decolonisation: Prof N. Mboti (2017) contin.

- **Students:** To what extent are students allowed to bring in and insert their personal lives into the lecture space? Does the lecturer attempt to know the names of students? Has the lecturer ever been to a township or rural area? How often are poor people cited in examples, as people, and not just as problems?
- **Place Naming, “Other” Geography :** How many indigenous place names are cited in examples? How often are townships and rural areas named and consciously included in the circle of discussions?
- **How, not What:** To what extent does the lecturer focus on how students learn, instead of merely what they learn? Does a course allow and encourage independence of thought and critical application? What outcomes are expected on the course? Real life/practical examples for life lessons

References

- Palmer, P., Scribner, M. (2007). “The courage to teach Guide for reflection and renewal” 10th Anniversary edition. Jossey-Bass: Los Angeles
- Mboti, N. (2017), “How to Recognise Courses that Need Decolonising, and How to Go about Decolonising Such Courses” (unpublished paper presented at the SOTL@UJ Towards a Socially Just Pedagogy Seminar, University of Johannesburg, March 8, 2017) [Also see: <http://sotlforsocialjustice.blogspot.co.za/2017/03/how-to-identify-courses-or-modules-that.html?m=1>]