



The Intersection of Policy & Practice: Detranslation and Plantation Pedagogy

UWI Biennial Conference

St. Augustine, Trinidad

23RD – 25th April, 2013

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Introduction

- This presentation illustrates and explores ways in which educators at the Tertiary level in Guyana and the Primary level in Trinidad tap into indigenous knowledge to transform educational practices.

Key Questions

- How do Caribbean educators transcend the limitations of their inherited understandings of teaching and education?
- What are the roles of Caribbean educators in facilitating a decolonized approach to pedagogy and policy implementation?
- How do professionals tap into indigenous knowledge to transform professional and pedagogical practices?

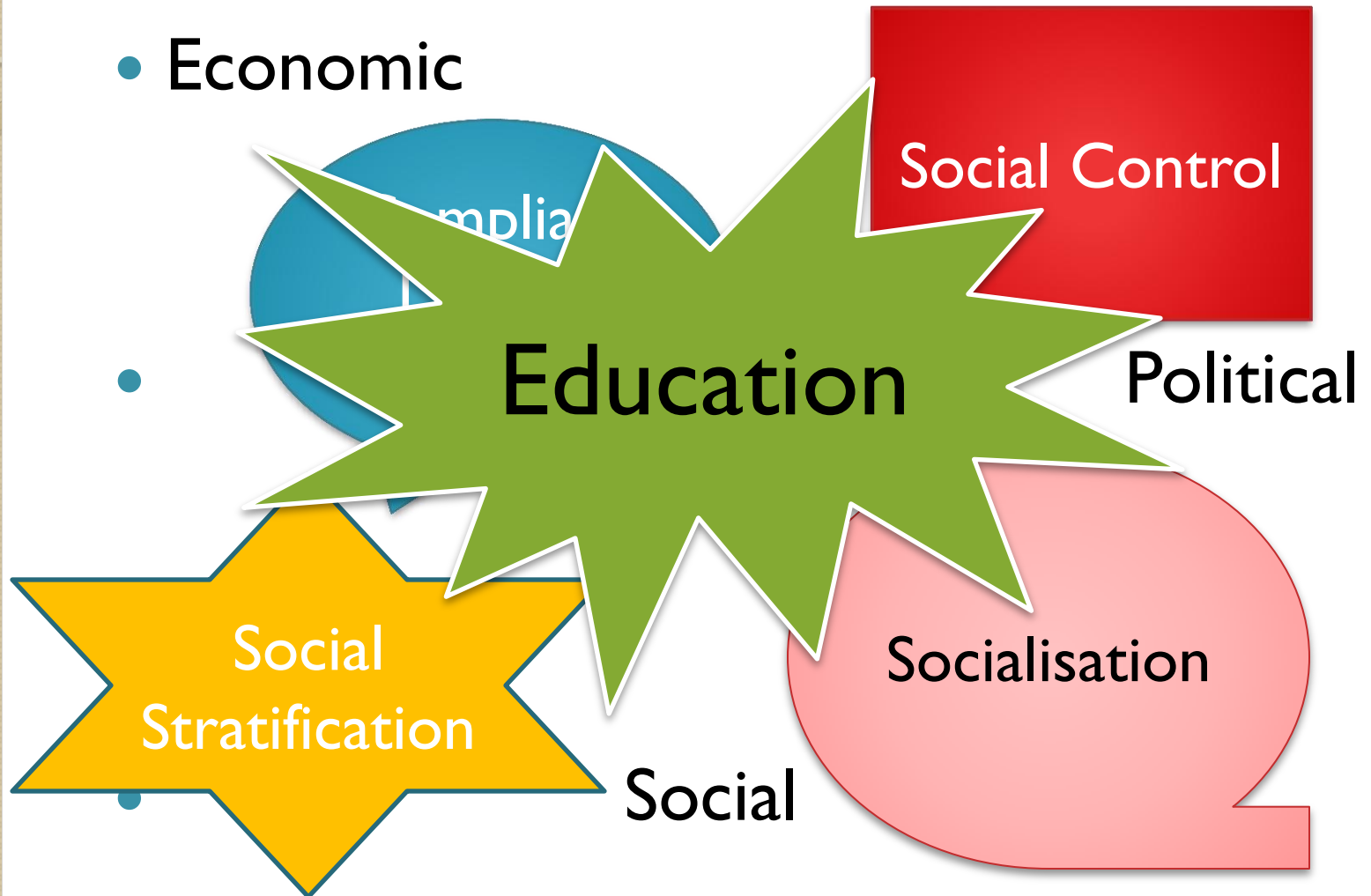
Role of Education

- Education ↔ Development

Development
for whom???

Historical Legacies

- Economic



Post Independence Education

Guyana

- Fosters elitism
- Enforced social stratification

- Promote national pride
- Provide a highly skilled workforce
- Stimulate growth and development
- Social mobility
- ‘Hidden Curriculum’ (Discipline)

Trinidad and Tobago

- Participation in the international area



Education for Globalization

- A new focus for education and training is needed now to develop capacities to realize the potential of the global information economy and contribute to employment, culture, democracy and above all, social cohesion OECD Report (1996).

Role of Education for Globalization

- Globalized education systems
- Re-colonizing nature of education
- Providing a technologically skilled workforce
- Social & Economic Stratification
- Certification for Job Placement
- Social Reproduction
- Global positioning

Advancing a Decolonized Approach

- Confronting the false translations
- Disrupting the pervasive colonial practices
- Critical historical awareness (Bristol 2012)
- The undoing of our colonial translation
- Re-framing our creative aspirations

Detranslation



- **Freire's** conscientization + praxis
- An intellectual approach to bring about a transformative change in thinking
- Consciousness and agency about our condition
- Accounting for & deconstructing false translations
- Re-engineering and representation of the self
- Re-casting and re-construction



Indigenous Knowledge Base

‘Groundings’

- Walter Rodney’s notion of Groundings
- Dialogic space created to provide free and open discussions through constructive criticism, arguments and analytical discussions.
- Engaging and Empowering process of knowledge sharing and knowledge production with the ordinary people.

Plantation Pedagogy (Bristol 2010, 2012)

- Building on “Plantation Economy” (Lloyd Best 1968b, Levitt 2005)
 - The plantation as a metaphor for social, economic and educational organisation
 - Inherited educational practice
 - Connects educational organisation to classroom practices
 - Influenced by relationships of dependency

Indigenous Knowledge Base

“Staffroom Talk”

- Story telling
- Mining memories- learning from the experience of elders
 - Critiquing and challenging the personal
 - Sharing the personal in community
 - Professional advocacy in community

Role of Caribbean Intellectuals

- Social Detranslators
- Promote critical thinking
- Teaching as subversive activity
- Education as political- historical/ political awareness (Williams 1946, 1960, 1963)
- Resist intellectual dependency and acriticality (James 1964, 1977 a & b)



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