

TRANSFORMATIVE CONVERSATIONS OF CRITICAL CONSCIOUSNESS, REDRESSAL AND SOCIAL INCLUSIVITY IN LEARNING ENVIRONMENTS

A ROUNDTABLE PRESENTATION

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ABSTRACT

The intention of this concept paper is to evoke reflections and discussions about alignment around transformative issues relating to critical consciousness, redressal and social inclusivity in both theory and practice. The envisaged outcome of these conversations is to make a contribution towards enhanced levels of teaching and learning in transformative learning ecologies. The performance levels of certain schools reflect the need for multi-layered transformative perspectives that relate to expectations, perceptions, cognition and feelings which have a bearing on actions and behavioural modes. It is argued in this paper that the transformative learning lens will facilitate an emphasis on criticality, the role of self-efficacy and the ability to self-regulate in these school contexts. The contention of this discussion is that the self-reflective, self-reactive and critical capabilities of teachers position them for transformative learning. In the interests of transformative praxis within school contexts, pedagogic practices, course material and content should be critically evaluated and modified collaboratively through a socially inclusive way of teaching. The envisaged collegiality that should accrue through this consciousness creates spaces for a reflective team approach that takes into cognizance the responsible and effective use of resources. Ideally, the result should be circumvention of the disjuncture between resources and performance. When resources are used responsibly the result should be the creation of optimal teaching and learning environments. The view proffered here is that reflectivity has positive transformative ramifications for learner's performance and development.

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