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Titolo	Narrative Life [[electronic resource] ] : Democratic Curriculum and Indigenous Learning // by Neil Hooley
Pubbl/distr/stampa	Dordrecht : , : Springer Netherlands : , : Imprint : Springer, , 2009
ISBN	1-282-23606-7 9786612236068 1-4020-9735-2
Edizione	[1st ed. 2009.]
Descrizione fisica	1 online resource (291 p.)
Collana	Explorations of Educational Purpose, , 1875-4449 ; ; 7
Disciplina	371.826
Soggetti	Educational sociology Sociology of Education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Context -- Global Trends and Indigenous Challenges -- Building Democracy -- Confronting Whiteness -- Education, Being and Identity -- Community -- Indigenous Education -- Self-Determination -- Culture and Environment -- National and International Insights -- Commitment -- Indigenous Literacy and Epistemology -- Two-Way Inquiry Learning -- Participatory Narrative Inquiry -- Exemplars of Indigenous Knowledge and Practice -- Change -- Ambiguity and Indigenomathematics -- Policy, Practice and Pedagogy -- Education as Democratic Public Sphere.
Sommario/riassunto	Written with educational practitioners in mind and set in a framework of progressive epistemology and pedagogy, this work tackles issues of global concern. It seeks to answer the question of how we structure education for the world's 370 million indigenous people so as to promote intercultural understanding, maximize opportunity and right colonial wrongs. Hooley's work details an innovative curriculum design for indigenous school children based on the principles of participatory narrative inquiry, as well as exemplars of indigenous knowledge. Written from an Australian perspective, the book discusses broad international issues that impact on schooling such as globalisation, democratic education and whiteness and raises significant questions

regarding indigenous culture and knowledge. Taking inspiration from the works of John Dewey and Paulo Freire, Hooley asserts that a curriculum based on participatory narrative inquiry recognises and respects the interests and rights of local indigenous communities. Further, it provides a mechanism for linking with white mainstream curricula through the compilation of portfolios of student work and exemplars of knowledge across all subjects areas. This model views formal schooling as a central aspect of a child's personal, family and community narrative and does not impose knowledge from without, but constructs knowledge from within. Learning is given an indigenous context and thus two-way inquiry between cultural viewpoints is encouraged. Narrative Life makes an original contribution to indigenous education worldwide, and does so across all settings of primary and secondary schooling.

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