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Nota di contenuto	Chapter 1. Decolonizing Research Methods -- Chapter 2. Reimagining Education Futurities Through Decolonizing Lens -- Chapter 3. Avoiding the Housekeeping Trap: Challenges and Opportunities in a Decolonizing Project at the University of East Anglia, UK -- Chapter 4. Decolonizing Teacher Education Through Creation of an Equity, Diversity, Inclusion, and Indigenization (edi&i) coalition -- Chapter 5. Decolonising Educational Leadership in Nepal: An Advocacy for Revisiting Eurocentric Legacy and Promoting Epistemi Indigeneity -- Chapter 6. Selection Criteria of Literature Novels in Secondary Schools and Universities in Zambia: A Decolonizing Approach -- Chapter 7. Unsettling Colonial Roots of School Leadership in Canada: Decolonizing School Leadership -- Chapter 8. Reimagining Higher Education in

Tanzania: A De-colonial Approach to Knowledge Production -- Chapter 9. Decolonial by Design: An Expatriate's Experience of Teaching Indigenous Emirati Students in the United Arab Emirates -- Chapter 10. Interrogating Decolonization of Education in Zambia: Chronicles of Voices from the Higher Education Landscape -- Chapter 11. Education for Emancipation and Disrupting Colonial Legacies in Morocco -- Chapter 12. Alternative Aesthetics in the Quest for Decolonial Education -- Chapter 13. Positive Black Racial Socialization and Post-Secondary Success Amongst Black Boys -- Chapter 14. Exploring Leadership Practices of Secondary School Principals in Kenya Through a Decolonizing Framework -- Chapter 15. The "Marginal" in India's Cultural Curriculum: An Effort to Discover the Indigenous Knowledge Repositories.

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### Sommario/riassunto

This volume explores theories and practices of decolonizing education, drawing on international perspectives from scholars across the globe to engage new knowledges and build solidarities across different spaces. Decolonization is an ongoing process in which educators, community members, and practitioners alike have a stake in challenging Eurocentric paradigms and ways of knowing. The book showcases the contributions of praxis-oriented scholars and practitioners who seek to engage in decolonizing praxis that unsettles educational norms, forging new ways of thinking about teaching, learning, and leadership. Ann E. Lopez is Professor of Educational Leadership and Policy in the Department of Leadership, Higher, and Adult Education at the Ontario Institute for Studies in Education (OISE), as well as Director of the Center for Leadership and Diversity and Co-Director of the Centre for Black Studies in Education, at the University of Toronto, Canada. She also recently served as Provostial Advisor Access Programs at the University of Toronto. She is the author of *Decolonizing Educational Leadership* (2020) and *Culturally Responsive and Socially Just Leadership in Diverse Contexts: From Theory to Action* (2016). Her scholarly interests are framed through anti-colonial praxis that seeks to disrupt ongoing impact of colonization/coloniality in education and schooling. Herveen Singh is Associate Director of Academic Assessment at New York University Abu Dhabi, United Arab Emirates. She previously held the position of Assistant Professor in the College of Interdisciplinary Studies at Zayed University, United Arab Emirates. Singh has extensive experience in organizational change management and accreditation in higher education and has led multiple initiatives focused on teaching and learning across various contexts, including Canada, Malta, and the UAE. She is a reviewer for the Commission for Academic Accreditation for the Ministry of Education in the UAE. Her research and scholarship are framed through the lens of social justice and critical education.

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