

Teacher Education: demands from the boundaries

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Context

- Teacher education as a central focus of concern in processes of educational improvement.
- Stakeholders make decisions on pedagogical issues with preconceived ideas about teachers: who they are, what they do, how they make decisions, what happens in schools and how things should be done.
- A central assumption here –from a postcolonial perspective– is that the way we acquire these notions about education and teaching is not neutral, but a product of a mode of consciousness that install and reproduce relations of difference and hegemony.

Colonialism

- Historicity of the practices of teaching and educating in America: colonizing process of the geopolitical territories of the “new world”
- Colonialism as the establishment of relations of domination and dependence. Construction of the experience of being in the world, priorities, needs, desires and limits of possibility.
- Colonial matrix of power (Mignolo, 2010):
 - Economy
 - Authority
 - Knowledge & subjectivity
 - Gender & sexuality

Decolonizing Teacher Ed

- Two areas of effect of colonial power relations in Education: technical and political practices in curricular processes and the determination of elements that constitute the knowledge base for teaching.
- Standardization assures the repetition of practices even in changing historical and discursive circumstances, producing effects of probabilistic truth and predictability.
- Positioning of pedagogy as a subsidiary and recipient of knowledge produced by psychology, sociology and economy.

Queering Teacher Ed

- The invitation in this book is to build a bridge to link a decolonial perspective with a queer perspective.
- What a queer perspective is all about and the centrality of the notion of performativity.

Queering Teacher Ed

- Queer studies: what can they offer to rethink Teacher Education.
- Implications of considering Teacher Ed from a queer perspective: problems and opportunities.

Discourses from the boundaries: possibility and transformation

- The disengagement from imperial, colonial and modern reason requires a change of logic, not only of content.
- Being in a decolonizing conscience starts by standing for those who are in the margins of representation, for those who suffer, those who are absent.
- A queer way of knowing pays attention to the historicity of discourses and practices: their origins, circulation, reception, and reproduction.
- The recognition of “other” frames of reference, ways of being.