

UBC Department of Philosophy Colloquium



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Indigenous philosophies, education and the Earth

This talk characterises Indigenous philosophies and discusses their educational potential, for schools and universities as well as for wider society. In each CANZUS* country, Indigenous student populations achieve disproportionately poorly in education compared with the overall national rates of achievement. Much of the disparity is due to relatively lower literacy and numeracy achievement statistics for Indigenous students, but in New Zealand, an extra gap for Māori (indigenous) students is attributed to a sense of cultural alienation in schools. Historically, Māori education policy has passed through several phases, culminating with the recent emergence of schools in which Māori language, knowledge and cultural identity are normalised. This talk summarises key learning from the New Zealand scenario to hopefully catalyse new insights relating to other Indigenous populations, such as in the United States and Canada

*CANZUS = Canada, Australia, New Zealand and United States, four countries with comparable education systems and basic relationships between Indigenous peoples and Anglo/White settler immigrant populations

FRIDAY September 13 BUCH A202 3:00 – 5:00

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