

# UMALUSI SEMINAR

**Date:** Tuesday, 23 July 2019,  
**Venue:** Southern Sun, Arcadia  
Cnr. Steve Biko and Stanza Bopape Streets (Church Street)  
Pretoria  
**RSVP:** Mr Thapelo Rangongo: [Thapelo.Rangongo@umalusi.org.za](mailto:Thapelo.Rangongo@umalusi.org.za)  
Ms Katlego Leshabane: [Katlego.Leshabane@umalusi.org.za](mailto:Katlego.Leshabane@umalusi.org.za)

## Conceptual exploration of decolonisation of language pedagogy, learning and assessment

The current national discourse on decolonisation of education is centred on what is happening or not happening in the higher education sector. Almost no reference is made to curriculum and related matters in the pre-university system. Thus, this seminar aims to interrogate the notion of decolonisation of schooling, with specific reference to pedagogy, learning and assessment. Much could be said about the decolonisation of curricula to incorporate humanity's knowledge systems into curriculum and knowledge selection (Fataar, 2018), but this seminar intends to explore matters beyond knowledge selection to include a discussion on what decolonisation means for pedagogy, learning and assessment.

Professor Rajendra Chetty (Department of Language Education, University of the Western Cape) will contextualise the discussion, and then explore the implications of what decolonisation could mean for the choice of pedagogy, kinds of learning and types of assessment.

Professor Leketi Makalela (School of Languages, University of the Witwatersrand) will interrogate the question: What conceptual approaches should be explored to propel the decolonisation discourse, in the context of Umalusi's work, towards the bases on which curricula for teaching and assessing languages, in general, and African languages in particular, should be based?

### Possible probing questions:

1. What counts as language knowledge and what should form the basis of language curriculum design and delivery?
2. How could learning be enhanced through the acknowledgement and practice of multiple intelligences?
3. How could a shift in the thinking about assessment impact on effective learning?

### Programme

08h00 – 09h00	Registration (tea/ coffee is served)
09h00 – 09h15	Welcome and introductions
09h15 – 09h30	Opening remarks: Dr MS Rakometsi
09h30 – 10h15	Decolonising education: What does it mean for thinking differently about pedagogy, learning and assessment? <b>Professor Rajendra Chetty</b>
10h15 – 10h40	<i>Discussion</i>
10h40 – 11h00	<i>Tea/Coffee</i>
11h00 – 11h45	What conceptual approaches should be explored, in the context of Umalusi's work, to propel the decolonisation discourse towards the bases on which curricula for teaching and assessing languages, in general, and African languages in particular, should be based? <b>Professor Leketi Makalela</b>
11h45 – 12h15	<i>Discussion</i>
12h15 – 12h45	Weaving it together
12h45 – 13h00	Closing remarks
13h00	<i>Lunch and departure</i>