

## CERM-ESA Master's Programme

### Indigenous knowledge in the school curriculum: Teacher educator perceptions of place and position

#### Introduction

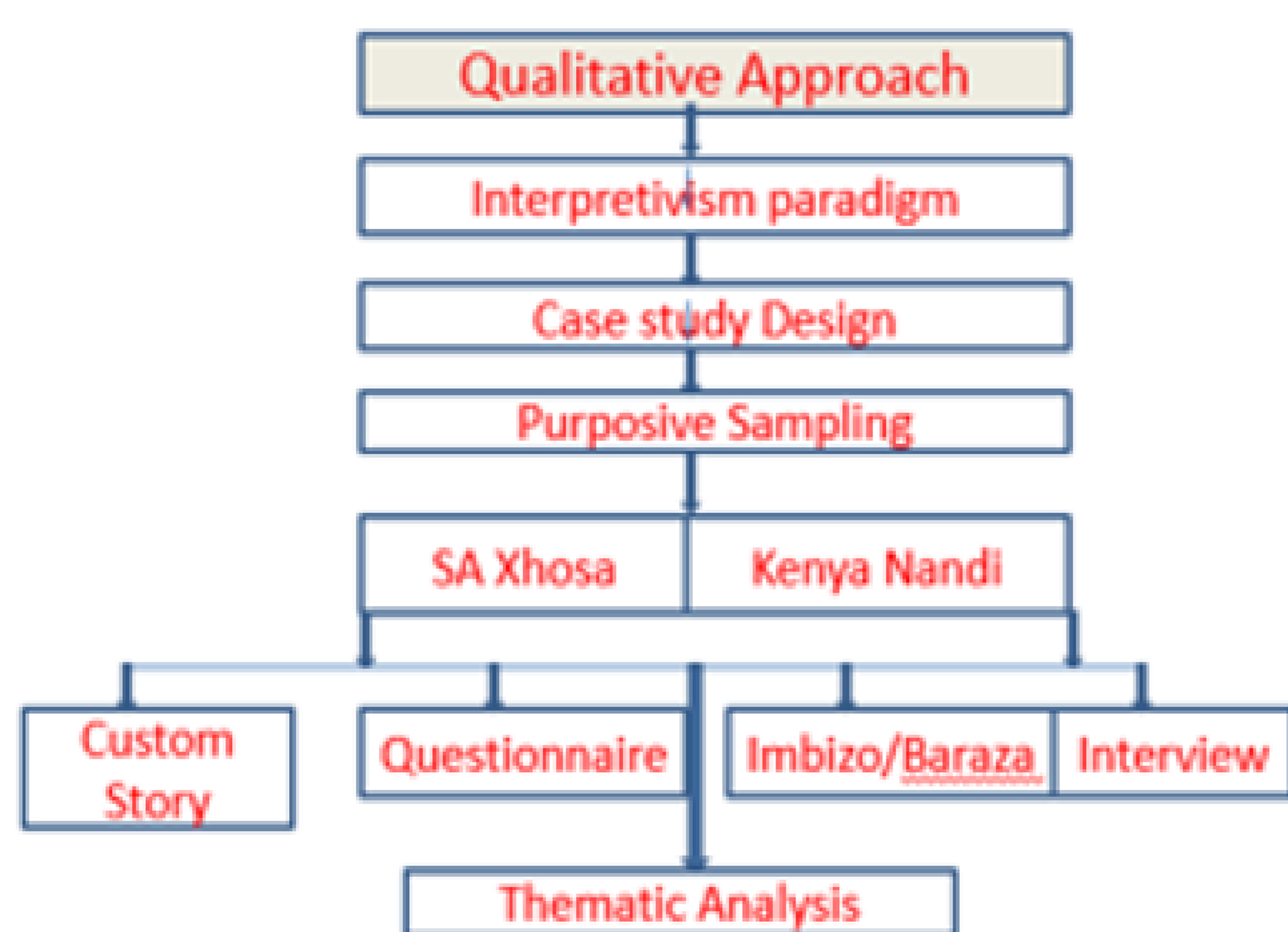
The orientation, content and significance of the school curriculum to the socio-cultural world view of the African student, is of great concern. There is need today to transform the production and dissemination of knowledge in Africa through education curriculum reforms. In order for African education curriculum to meet the dynamic needs of the society and attain sustainable development goals; restructuring of the general school curriculum content through integration and appropriation of valuable indigenous knowledge is necessary.

Development and implementation of such a curriculum still remains a major concern today. Consequently this study investigated teacher educators' perceptions and views on place and position of valued indigenous knowledge in the school curriculum.

#### Research question

*What are the perceptions of two homogenous samples of university academics in teacher education of the value, position and place of indigenous knowledge in the school curriculum in Kenya and South Africa?*

#### Methodology



#### Findings

Collectively, the results suggest that both South African and Kenyan Participants have a common view and understanding of IK as experiential local knowledge that is unique to a culture; a way of knowing embedded in local languages.

Participants highlighted indigenous knowledge items across academic disciplines and proposed integration of these knowledge in all the recognized subjects and grades of the school curriculum.

The outlined key principles that can be used to integrate IK in the school curriculum are; knowledge 'demarginalisation', knowledge relevance and knowledge developmental appropriateness.

#### Implications

Curriculum developers could develop learning materials that promote implementation of an IK integrated school curriculum.

Curriculum policies should clearly state the implementation strategies and pedagogies of a curriculum that includes IK.

Teacher educators could consider the use of pedagogical approaches in their teacher training programs that would promote integration of IK in the school curriculum.



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#### Literature

The study drew from the following bodies of knowledge;

- (i) Nature of indigenous knowledge (ii) Nature of indigenous knowledge systems (iii) indigenous knowledge and education (iv) indigenous knowledge and curriculum issues (v) African indigenous knowledge practices and education (vi) Integrating IK into formal education (vii) Communities, cultural capital, and curriculum reform (viii) African values and teacher education (ix) Using indigenous knowledge when teaching other school subjects