

Unveiling Our Ecological Selves in Community – A Healing Journey in a Curriculum

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Abstract

As part of the Summer Institute on “Anti-oppressive Education and Teacher Activism”, the researcher facilitated a group of eight graduate students in their inner journey of decolonizing and justice work under the theme of “curriculum as lived, and life as curriculum.” Together we explored the following questions: “What contributes to/ sustains my well being? What contributes to/ sustains our collective well being? How can education contribute to/ sustain the well being for all? What learning experiences can we engage in to answer the above questions?” This reflection on teaching theory and practice related to “creating space for healing and well being” addresses the focus of the conference regarding concepts, perspectives, and practices, and would be valuable to share with anyone who is concerned about curriculum, education, and sustainable well being for all.