Indigenous African philosophy of Ubuntu as a foundation for a conducive environment for a culturally responsive teaching and learning

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Abstract

The purpose of this research is to determine the way in which indigenous African philosophy of Ubuntu can lay a foundation for a conducive environment for a culturally responsive teaching and learning. One of the impact of colonisation was the nullification of the indigenous African philosophy of Ubuntu that would laid a foundation for a culturally responsive environment for teaching and learning. This article used the postcolonial theory critique to determine the way in which indigenous African philosophy of Ubuntu can be used as a foundation for a conducive environment for a culturally responsive teaching and learning. The article is based on qualitative research approach and the action research methodology. The techniques used to collections data were questionnaires for academics and interviews in form of talking circle for indigenous elders. The sample consists of a focus group of 10 academics and 10 indigenous elders from different nationalities. Findings from the participants confirmed the importance of indigenous African philosophy of Ubuntu which is characterised by unifying factor, discipline, respect and harmonious social order as a foundation for a conducive environment for a culturally responsive teaching and learning. This article conclude by accepting the importance of indigenous African philosophy and further suggest that way in which this philosophy can be accommodated within the explicit, implicit (hidden/covert) and societal curricula to create a conducive environment for a culturally responsive teaching and learning.

Keywords: African philosophy, culturally responsive, teaching and learning, explicit curriculum, implicit curriculum, hidden curriculum, covert curriculum, societal curriculum, Ubuntu.

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