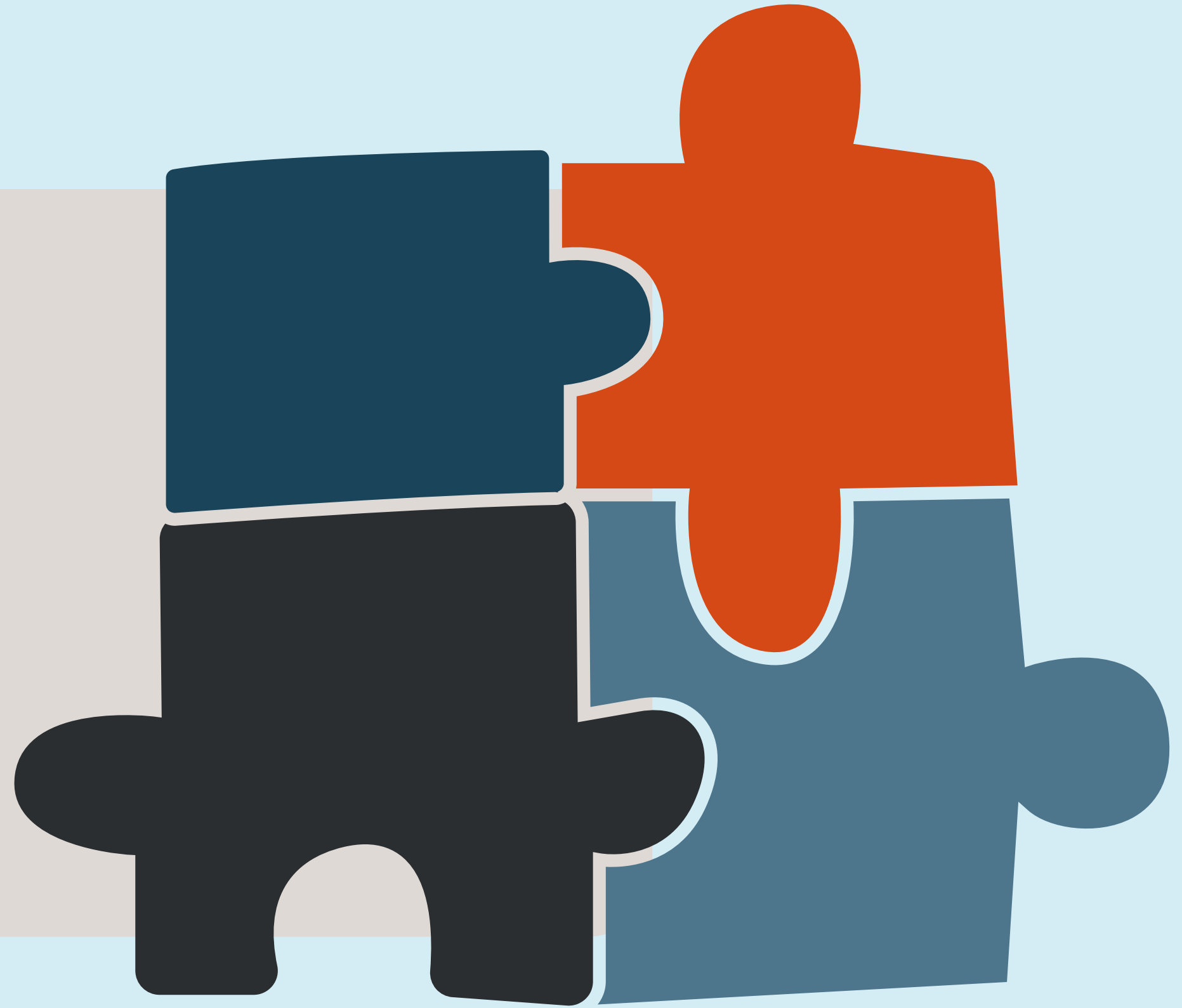
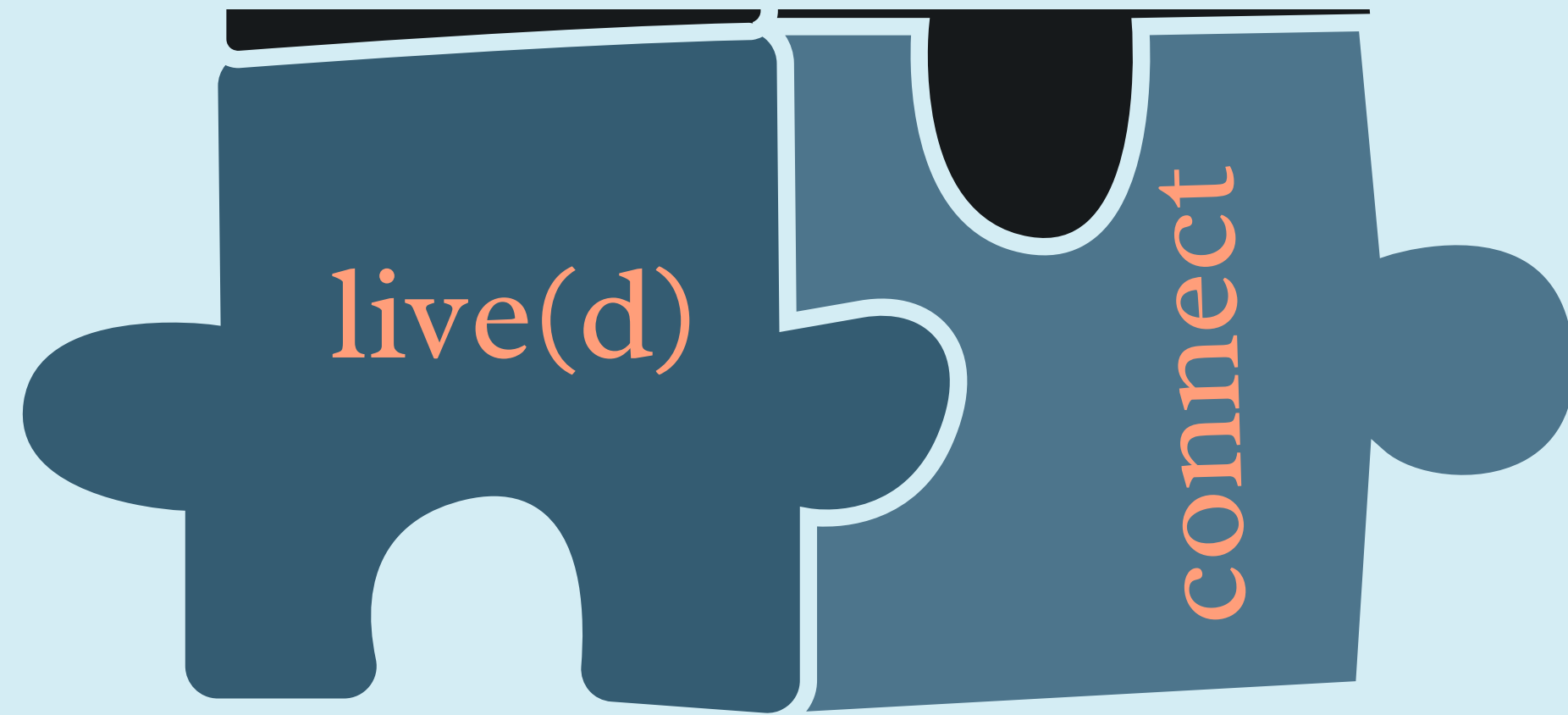
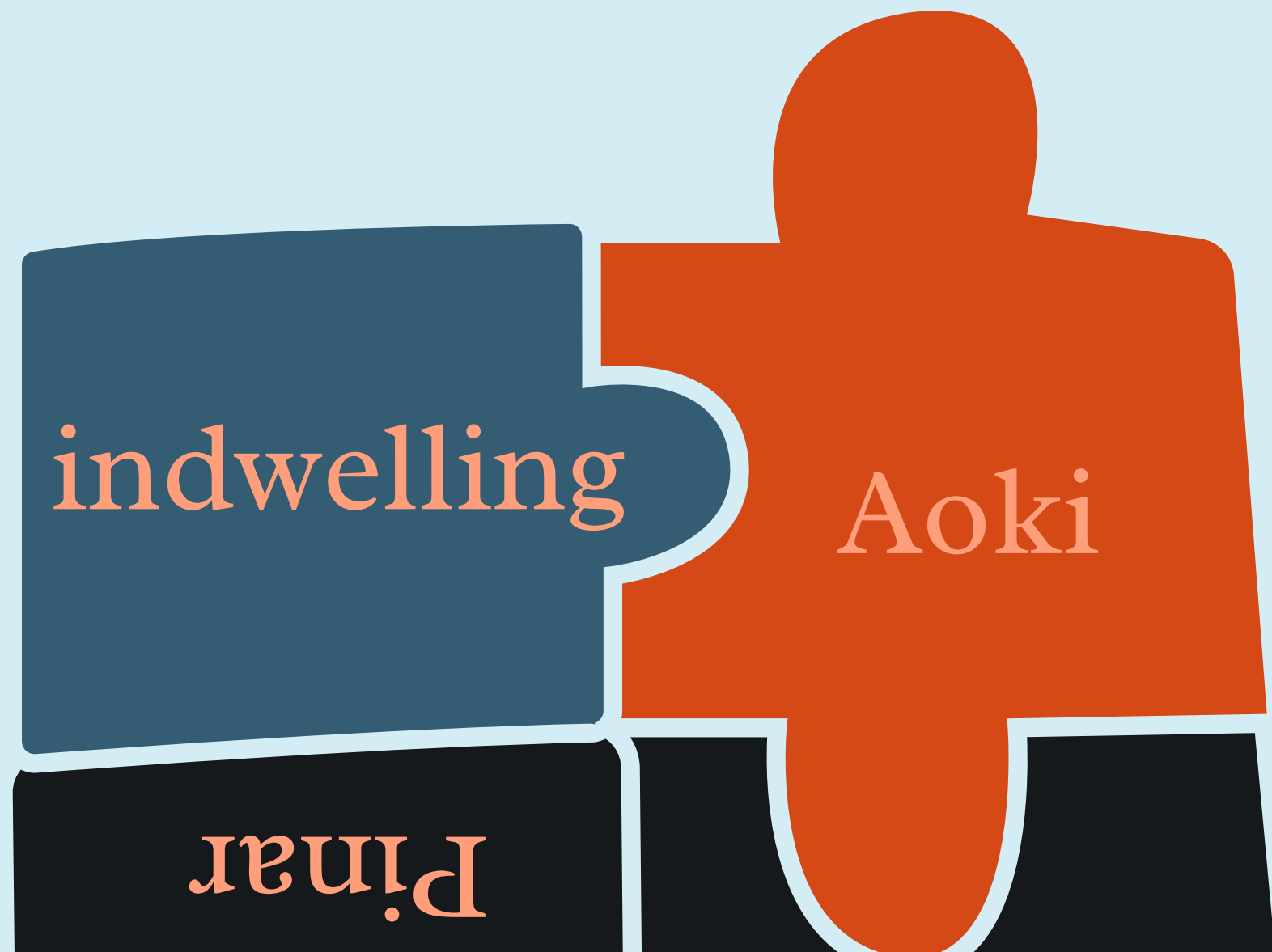


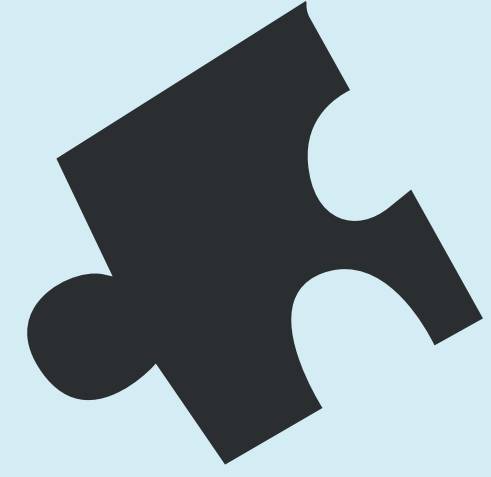
Spinning Inspired Images

By Ashley Rowley

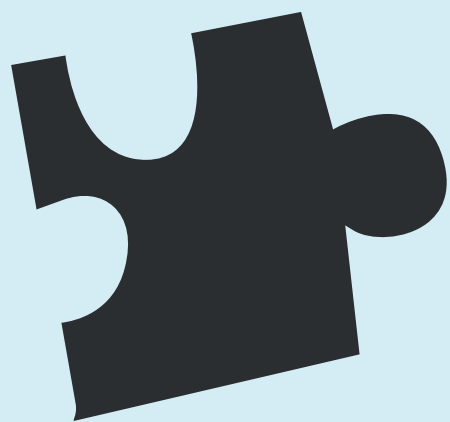


Parts of a Whole, Whole of Changing Parts



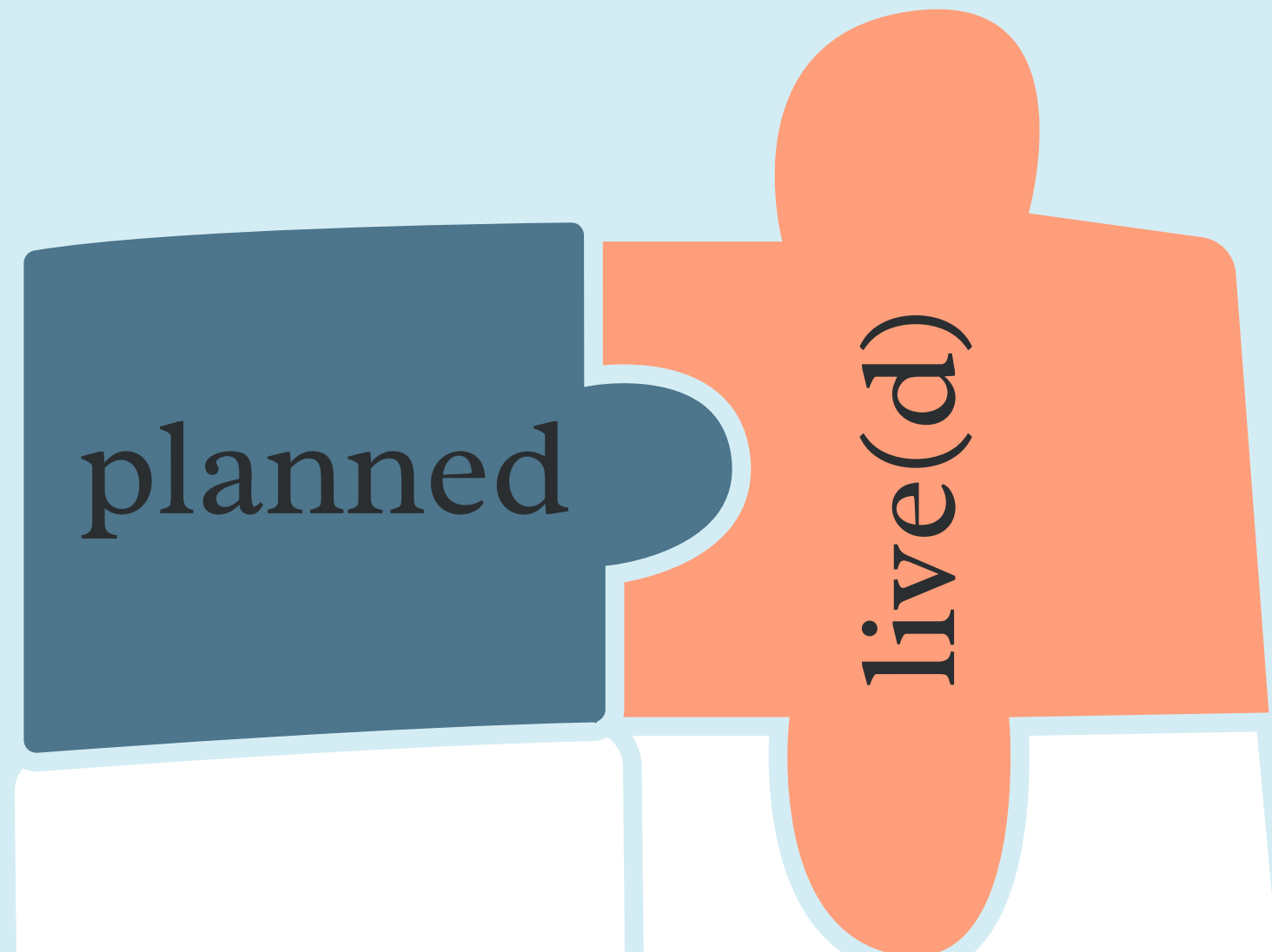


Parts of words fit together like pieces of a puzzle.



Analogy concers:

- ~ not all pieces fit
- ~ different perspectives
- ~ there are no spaces



“... recognizing and legitimating live(d) curricula that ... have been rendered invisible”

Examples

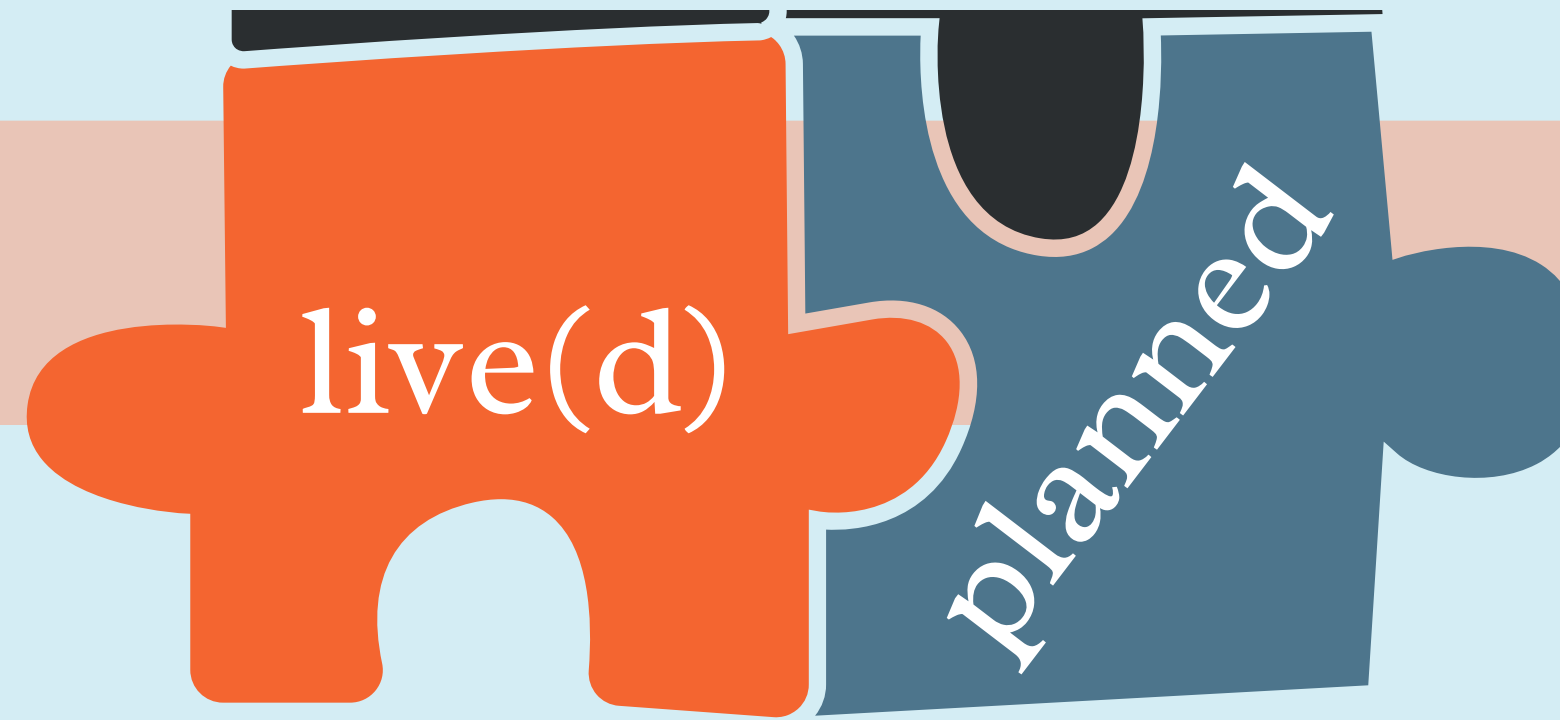
Trauma
Informed
Practice

What's in
a Name?

colonization

lens

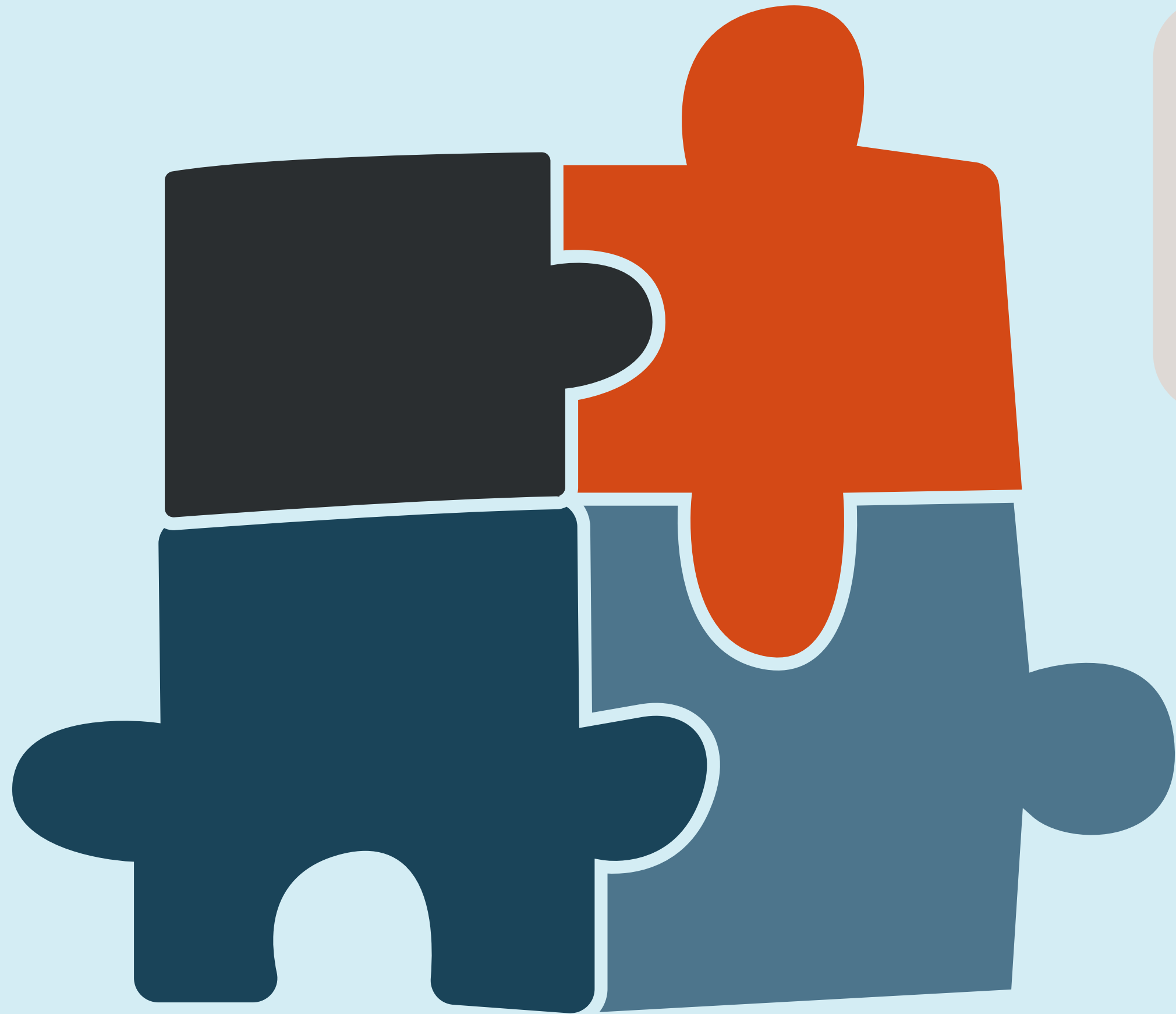
Question to Consider



What pedagogical approaches do you employ to bring forth the lived experiences of your students in a way that enriches the planned curriculum?

How do you perceive the relationship between the lived curriculum, the planned curriculum, and the spaces in your educational practice? How do these dimensions inform each other?

How can we, as educators, remain open to the spontaneous emergence of inspired images while still fulfilling the requirements of the planned curriculum?



Any Questions?

References

Anon. n.d. “Spinning Inspired Images in the Midst of Planned and Live(d) Curricu.”
Retrieved July 5, 2024 (<https://www-taylorfrancis-com.ezproxy.library.uvic.ca/chapters/edit/10.4324/9781410611390-33/spinning-inspired-images-midst-planned-live-curricula-1-1996-william-pinar-rita-irwin?context=ubx&refId=71b24860-04c7-407e-9216-c6c35e84f5cb>).