



Faculty Development in the “Decolonial Turn”: Cultivating Community of Practice

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We will...

- 1) analyse the experiences of three social work educators,
- 2) outline principles in cultivating and sustaining a community of practice that organize the way we think about education in social work and social welfare, and
- 3) discuss attributes of a community of practice and how it helps us rethink social work education.

Virtual Academic Center

2000+ students
250+ faculty



Transformational Faculty Development For Social Work Education



FORMAL	INFORMAL
Trainings (ex: Qualitative Research Methods w Kathy Charmaz)	Opportunity for structured listening
Faculty Development Plans	Opportunity for personal stories - faculty retreat, vignettes
Faculty Meetings – monthly and retreats	Use of multiple resources - interdisciplinary approach (MSN)
Conferences - CSWE, ASASWE	Linking with social systems- ex: Disaster Response
Experiential Learning (ex: Fulbright's)	Consider what you can bring back to your institution



Global definition of diversity



The division of people into **distinctive categories** that:

- (a) have a **perceived commonality** within a given cultural or national context, and
- (b) impact **potentially harmful or beneficial outcomes** such as job opportunities or promotion prospects.

Mor Barak, 2006, 2017

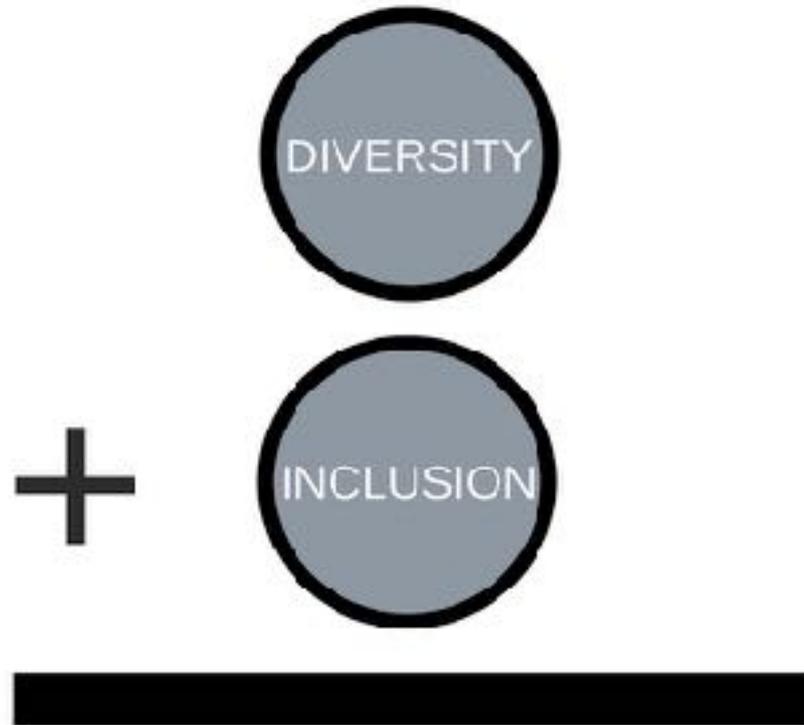


Inclusion - refers to the individual's sense of:

- being recognized for **who she or he really is**, and
- being a **part of the organizational system** in both the **formal and informal processes** (information channels, decision-making processes and social networks)

~Mor Barak, 2006, 2017

Why Diversity and Inclusion?



ENGAGED AND HIGH PERFORMING FACULTY

What is a Community of Practice?



“a group of people who share a concern, a set of problems, or a passion about topics, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis...These people don’t necessarily work together every day, but they meet because they find value in their interaction...”

(Wenger, McDermott, & Snyder, 2002 p.

4)



Why is an Community of Practice Important?

The concept offers educators teaching in a virtual environment a framework for describing how they create, manage, share, and apply knowledge.

Homogeneity is not the goal

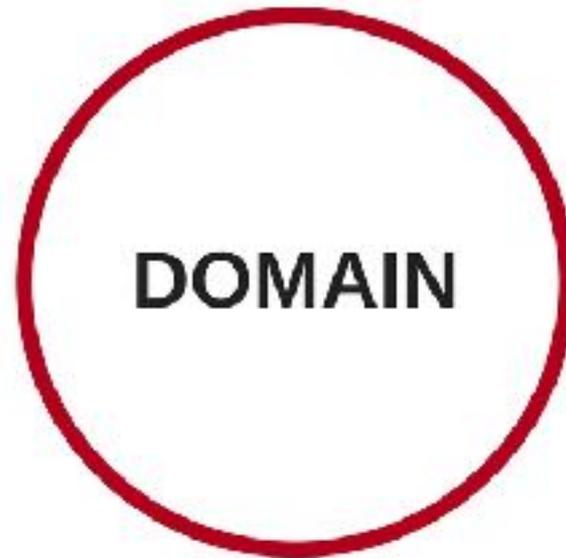
The importance is a diversity of ideas coming together

Components of an Online Community of Practice





The First Component



The domain within a community of practice as its core, its persona, its “raison d’etre” (p. 31).



What's at Risk?



Organizations built along friendship lines or solely within geographic or organizational contexts rather than cover the whole organization

The Second Component



...the social fabric of learning and the basis of collective inquiry.

(Wegner-Traynor & Wegner-Traynor, 2015)



What's at Risk?



....learning is a matter of belonging as well as an intellectual process, involving the heart as well as the head.

(Wegner, McDermott, & Snyder, 2002, p 29)



The Third Component



**The specific knowledge the community develops,
shares, and maintains.**

(Wenger, McDermott, & Snyder, 2002, p 29)



What's at Risk?



Communities of Practice must be PROACTIVE in taking charge in the development of its practice.

(Wenger, McDermott, & Snyder, 2002, p 97)

This work is a call for action....



We leave you with these questions:

- What are the ways in which we can enrich and expand faculty development?
- How we can we intentionally build and assess our own Community of Practice ?
- What is the role of diversity, inclusion and equity in social work education?
- How can we continue to create the conditions to cultivate safe and brave spaces for this work?



References

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