

Creative Teaching: Towards a Pedagogy of Vitality and Possibility

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In education, the proverb "It takes a village to raise a child" resonates deeply, yet its application often overlooks wisdom beyond Western models, namely North American and European. This presentation challenges traditional educational discourses by advocating for a broader integration of global educational perspectives, particularly drawing from the rich heritage of Afro-Brazilian cultural philosophy. Inspired by my experiences in Brazil, this research highlights interdisciplinary frameworks that are designed to foster liberatory classrooms that nurture joy, community engagement, and institutional creativity.

I interpolate three interdisciplinary frameworks with autoethnographic experiences. The first framework, "The Body," seeks to examine embodied pedagogies researched by Katz and Greiner (2023), advocating for the integration of neuroscience and sociology to enhance classroom vigor through mindfulness, movement, and storytelling.

The second framework, "Enchantment," inspired by Afro-Brazilian philosophers Simas (2019) and Rufino (2019) delves into philosophical and political perspectives, proposing strategies for cultivating captivating classrooms through concept of disorientation as a catalyst for learning, the power of problem-posing, and the significance of rituals in educational settings.

The third framework, "Openings," emphasizes vulnerability, humility, and shared power dynamics in educational partnerships. Drawing insights from transgressive paradigms, this framework advocates for holistic approaches that address the diverse needs and aspirations of students, educators, and local communities (Tanaka, 2022; Rideau, 2022).

Throughout, this presentation posits that by embracing these frameworks, educators globally can reimagine and personalize their pedagogy to foster vibrant and curious conditions that resonate with the ethos of their communities and everyday aesthetics.

Keywords: Creative teaching, educational aesthetics, educational frameworks, global perspectives, liberatory classrooms, interdisciplinary approaches

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