The Global Institute for Teacher Education and Society at the Cape Peninsula University of Technology, cordially invites you to attend the:

GLOBAL INSTITUTE FOR TEACHER EDUCATION AND SOCIETY (GITES) SYMPOSIUM 2025

DATE: WEDNESDAY, 22 OCTOBER 2025 | **TIME: 08:30 – 14:30**

VENUE: CPUT GRANGER BAY CAMPUS

THEME: *Can Educational Equity and Quality be advanced in both the Global South and North within the context of Artificial Intelligence?*

SPEAKERS:
- Prof Muhammad Khalifa, Ohio State University
- Dr Robyn Whittaker, Africa Voices Dialogue
- Prof Andrew Hargreaves, Boston College and University of Ottawa

Kindly click on the link below to register your attendance.

CLICK HERE TO RSVP | **BY** Monday, 6 October 2025

Enquiries: Please email Portia Maphuti at gites.academic@cput.ac.za

20 YEARS OF GROWING FROM GREATS
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GLOBAL INSTITUTE FOR TEACHER EDUCATION AND SOCIETY (GITES) SYMPOSIUM

VENUE: CPUT GRANGER BAY CAMPUS ▌ **CHAIR: PROF ZAYD WAGHID**
FACILITATORS: DR ANDREW WAMBUA; DR ADEDAYO OLAYINKA THEODORIO
MASTER OF CEREMONIES: DR SAMANTHA KRIGER

Prof Muhammad Khalifa

Prof Muhammad Khalifa: Prof Muhammad Khalifa is a professor of educational administration and Executive Director for Urban Education Initiatives at the Ohio State University, and also serves as the President/CEO of the Culturally Responsive School Leadership Institute (crsli.org). With over 75 publications, Dr Khalifa was awarded the AERA Excellence in Research Award (Division A), which is the most prestigious research award in his field. His 2018 book, *Culturally Responsive School Leadership* is a top-seller, and is being used in over 450 leadership preparation programmes across the US and Canada. His book, *Culturally Responsive Instructional Leadership* is due out in 2026. Through the Culturally Responsive School Leadership Institute, he and colleagues have developed academies, equity audits, and online learning modules that will help schools and leaders and systems become culturally responsive. The advanced equity audit tool is a researched-based way to reduce achievement and discipline disparities in school. Dr Khalifa has served as an educator and administrator in Detroit, Michigan (USA), and has served as an endowed chair and professor in four other major educational colleges throughout the US. He has engaged in school leadership reform in African, Asian, and Latin American countries, as well as Canada and Australia.

Abstract

This presentation examines whether educational equity and quality can be advanced simultaneously in the Global South through the integration of artificial intelligence (AI). Culturally Responsive School Leadership (CRSL), as articulated by Khalifa (2018) and Khalifa, Gooden, & Davis (2016), centres community-based knowledges, historical epistemologies, and the dismantling of deficit-based narratives in schools. The global diffusion of AI presents both unprecedented opportunities and significant threats to these commitments. On one hand, AI-powered tools – if designed with equity at their core – could democratise access to high-quality resources, facilitate multilingual learning, and help educators more easily become aware of and integrate local cultural knowledges into curriculum and instruction (Marshall & Khalifa, 2018). Such applications, echoing the calls of scholars like Ruha Benjamin (2019), Safiya Noble (2018), and Joy Buolamwini (2022), hold promise for transcending geographic boundaries and addressing long-standing disparities in access to quality teaching and learning materials.

However, this promise is tempered by the risks of algorithmic bias, data colonialism, and the reproduction of dominant cultural narratives – especially when AI systems are trained on Western-centric data that marginalise Global South perspectives (Couldry & Mejias, 2019). A clear example of that is limitations around non-Western languages (Thiongo) and oral ancestral and decolonial knowledges that AI would not reach. Without a decolonial approach, AI risks deepening epistemic injustice and eroding the culturally sustaining practices that CRSL seeks to protect. This work argues for an intentional alignment between AI development and culturally responsive leadership principles, ensuring that AI systems are co-constructed with communities, grounded in local knowledge systems, and designed to support pluralistic educational ecologies. By integrating Khalifa's framework with critical perspectives from AI and social justice scholarship – including Benjamin, Noble, Buolamwini, and Couldry & Mejias – this paper calls for educators, policymakers, and technologists to collaboratively ensure that AI becomes a tool for advancing, not undermining, educational equity and quality across global contexts.

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Dr Robyn Whittaker

Dr Robyn Whittaker: Dr Robyn Whittaker is the Co-Founder & Executive Director of Africa Voices Dialogue (AVD), an organisation that supports spaces in which the voices of Africa's learners, educators and communities are "seen, heard and loved". AVD operates as a pan-African learning ecosystem activator, supporting the emergence of communities of care and belonging through the practice of generative dialogue.

Robyn also runs Kaleidoscope Lights, a consultancy to support collaboration, co-creation and learning ecosystem development for learning systems. Her work focuses on enabling deep collaboration and functional social development ecosystems in education and human development.

Through the pan-continental work of Africa Voices Dialogue, her consultancy, Kaleidoscope Lights, and as a team member of the NetEdu Project (a global network of learning ecosystem practitioners and academics) she fosters cross-sectoral collaboration and supports learning communities across Africa and beyond. She supports advocacy, academic and practical work in the fields of education and human development, and the grounded application of social weaving skills to enable cross-sectoral and multi-party collaboration and co-creation. Equity, and equity focused leadership, are key considerations.

Abstract

This presentation explores how *Ubuntu*-centred relational pedagogies can advance educational equity and quality through transformative teacher professional development. Drawing on two innovative initiatives – Africa Voices Dialogue (www.africavoicesdialogue.org) and the Foundations for Growth project under DBE E³ – the presentation demonstrates how Generative Dialogue creates powerful learning ecosystems where participants are "seen, heard and loved."

Africa Voices Dialogue has pioneered generative dialogue as a transformative tool, creating communities of care across 15+ educational networks and engaging 2,000+ community members continent-wide. Similarly, the Foundations for Growth initiative reimagines teacher development through relational "hubs" that foster entrepreneurial mindsets and agency among foundation phase educators.

Both approaches prioritise relationality over traditional hierarchical models, establishing trust-based spaces where educators' lived experiences are witnessed and valued. Evidence from these initiatives reveals significant shifts in teacher self-efficacy, collaborative practices, and innovative classroom approaches. The presentation will examine how these *Ubuntu*-grounded methodologies address persistent inequalities, while building sustainable professional learning communities.

Key themes include the radical collaboration model, teacher-led agency development, and the creation of psychologically safe learning environments. This work offers critical insights for scaling relational approaches to teacher development across diverse contexts in both Global South and North settings, contributing to the symposium's focus on transformative education and social justice.

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Prof Andy Hargreaves

Prof Andy Hargreaves: Prof Andy Hargreaves is an international writer, researcher and advisor on teaching, leadership and educational change. He is Past President of the International Congress for School Effectiveness and Improvement, former Adviser in Education to the Premier of Ontario (2015–2018), and currently to the First Minister of Scotland. Hargreaves also serves as a Minister's advisor for the New Brunswick Department of Education and Early Childhood Development. He is President and co-founder of the ARC Education Project, an initiative that brings together seven educational systems and their Ministers to advance humanitarian values in education. He is also the founder and Director of CHENINE – Change, Engagement and Innovation in Education: A Canadian Collaboratory – a national, interdisciplinary Canadian centre with global impact and reach, conceived to create and coordinate technological, pedagogical, curriculum and research infrastructure.

Abstract

Teacher collaboration was once just an idea in the face of cultures and structures of individualism. Slowly, it has become widespread and now, based on global research in different countries and by transnational organisations like the OECD, its benefits for student achievement and teacher engagement are proven and persuasive. But collaboration takes different forms, and not all of them are effective. And forms of teacher collaboration that are effective on one culture may not work in another.

For this reason, in a project and book funded by the WISE Foundation, in 2018, with his co-author Michael O'Connor, Andy Hargreaves developed the concept of collaborative professionalism that is strong on both the rigour of practice and the relationships among teachers and leaders. They deliberately rooted their theory in five different systems across the world, including Asian, Indigenous, and Latin American cultures. The book was one of the first deliberate efforts to decolonise collaboration and professional learning in education.

This keynote reviews the main learnings about collaborative professionalism, considers the concept's relevance to other parts of the Global South, especially African ones, and, on the basis of events following 2018, such as the COVID-pandemic, existential crises of war and climate change, the global challenge of recruiting and retaining teachers, and the arrival of AI, asks what the prospects and possibilities are for collaborative professionalism now and in the future.

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TIME	SESSION	SPEAKER	AFFILIATION
08:30 – 09:00	Refreshments and Registration		
09:00 – 09:05	Opening Remarks and Welcome	Prof Zayd Waghid	GITES-CPUT
09:05 – 09:50	Speaker	Prof Muhammad Khalifa	Ohio State University
09:50 – 10:35	Speaker	Dr Robyn Whittaker	Africa Voices Dialogue
10:35 – 10:50	*TEA BREAK*		
10:50 – 11:10	Open Forum: Questions and Answers		
11:10 – 12:00	Breakout Rooms		
12:00 – 13:00	*LUNCH*		
13:00 – 13:45	Speaker	Prof Andrew Hargreaves	Boston College and University of Ottawa
13:45 – 14:05	Open Forum: Questions and Answers		
14:05 – 14:30	Concluding Remarks and Vote of Thanks		