It is with great pleasure that I introduce Dr Dori Tunstall, Dean of the Faculty of Design at the Ontario College of Art and Design University as guest editor of our next special edition. I am delighted to work in partnership with Dori and this special edition is a core part of this journal’s trajectory.

Professor Susan Orr, Editor

Call for Papers: The Decolonization of Arts Education
Dr Dori Tunstall

We call to you, decolonising warriors who arm themselves in love in order to create conditions of belonging for diverse students in arts education.

We call to you, sovereignty protectors who gird themselves in respect in order to end the intergenerational trauma inflicted on our students through colonial relations of power and privilege.

We call to you, transgressive healers who open themselves in joy in order to demonstrate the power and beauty of making to current and future generations.

In the edited volume, Indigenous and Decolonizing Studies in Education: Mapping the Long View, Sandra Styres (Kanien’kehá:ka) writes, ‘Decolonizing pedagogies and practices open up spaces with the learning environment where students can question their own positionalities, prior knowledge, biases, and taken-for-granted assumptions together with the ways they are implicated in and/or affected by colonial relations of power and privilege’.

For this special issue, we seek your bravest expressions as to how global arts education can further become a site of alternative positionalities, practices and pedagogies steeped in a decolonializing praxis of love and healing. These expressions can speak to the ways in which the arts educational responses to the Covid-19 Pandemic should be understood from the perspectives of those who have survived past, and are disproportionately affected by current, pandemics, as exacerbated by colonial relations.

Themes, which we seek to embrace, connect to a selection of Linda Tuhiwai Smith’s 25 Indigenous projects (1999: 144–60), as made manifest through the experiences of global arts education:

- **Claiming** – How are our students claiming and reclaiming visual sovereignty, as expressed in Michelle H. Raheja’s (2007) scholarship, in arts education?
- **Testimonies** – How is orality and witnessing supported in the processes of art, design, and craft storying?
- **Story-telling** – Which values are we passing down from one generation to the next through narratives and dialogue that re-story histories of making?
- **Celebrating Survival** – Whose accounts of resistance and survival receive recognition by arts educational institutions and in which ways?
- **Remembering** – What are arts communities remembering and forgetting as we structure experiences for our students and each other?
CALL FOR PAPERS

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- **Indigenizing** – How are we privileging Indigenous perspectives in relationship to the land, all our relations, and arts curriculum?
- **Intervening** – What positive transformations are enacted through community-led art, design, and craft research agendas and processes?
- **Revitalising** – What role is arts education playing in the revival of Indigenous languages, arts and cultural practices?
- **Connecting** – How do our creative solutions spiritually connect ‘all our relations’ including the land, animals, plants, minerals, people, water, sky, the cosmos and higher powers in the universe?
- **Representing** – Which ways do our governance models and arts curriculum enhance better political voice, expression, views and opinions of Indigenous people as distinct from and as well as other marginalized communities?
- **Gendering** – How are we further encouraging a praxis of making for more balanced and harmonious gender roles that explicitly correct the distortions of colonized binary genders?
- **Restoring** – Which art, design and craft projects and proposals provide holistic approaches to well-being that support conditions for community and cultural healing?
- **Returning** – What mechanism are being enacting to return stolen land, artefacts and other cultural materials back to Indigenous communities?
- **Protecting** – How are we protecting against the misappropriation of cultural things by those who seek to profit from, denigrate, or deny sovereignty to Indigenous and other marginalized communities?

We actively seek contributions from all around the world. We will prioritize contributions that eschew traditional forms of academic representations of knowledge.

Deadline: Submissions to be received by **Monday 2 November 2020** to:
www.intellectbooks.com/art-design-communication-in-higher-education

Author Guidelines:
callisto.newgen.co/intellect/index.php/ADCHE/about/submissions#authorGuidelines

References
