

Decolonising a health professional curriculum

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Decolonisation of educational providers and curriculum have become more topical. Now is an opportunity to consider how a health professional curriculum can be decolonised. A reliance on and dominance of westernised perspectives has impacts on the relevance of a health professional curriculum. The concept of a colonised curriculum may be realised in a number of ways including a bias towards individuals entering medical school, poor representation of clinical educators in the curriculum and health care practice, an over emphasis on adopting health care practices commensurate with the well-being of the none indigenous population and perpetuating unhealthful indigenous stereotypical attributes. A Eurocentric neo-colonial narrative may unhelpfully homogenise and essentialise the indigenous population. A colonised society and curriculum reflective of westernised approaches results in health inequalities in the indigenous population. Within the health care educational sector it may not just be what is taught but how it is taught that reinforces colonised practices.

Decolonising a curriculum is challenging within a colonised society and or educational institution. Within the Aotearoa context strategies adopted include a strong admission policy reflecting a 'Mirror on Society', ensuring strong Māori leadership, adoption of the native language Te Reo and a Māori Indigenous Health Framework, the Meihana model, that adheres to cultural competence and attention to appropriate assessment practices to reduce inadvertent stereotyping.

This PeArLS offer an opportunity for the audience from any health professional to share their experiences of a colonised curriculum and to consider what needs to change to decolonise a curriculum.