Pedagogical Frameworks of Social Justice Education

2017 Staff Track
How does who you are and where you stand in relation to others shape what you know about the world?

...Simply acknowledging that one’s knowledge claims are not universal truths - that one’s positionality can bias one’s epistemology - is itself a leap for many people, one that can help to make us more open to the world’s possibilities.

David Takacs
Positionality, Epistemology, and Social Justice in the Classroom
session overview

- Break Away’s Paradigm of Social Justice
- A Foundation of Critical Pedagogy from Paulo Freire
- Pedagogical Frameworks (Break Away + In the Field)
- Barriers & Challenges in Social Justice Education
- Strategy Development as Social Justice Educators
Social justice includes a vision of society in which the distribution of resources is equitable and all members are physically and psychologically safe and secure. We envision a society in which individuals are both self-determining (able to develop their full capacities) and interdependent (capable of interacting democratically with others). Social justice involves social actors who have a sense of their own agency as well as a sense of social responsibility toward and with others and the society as a whole.

Maurianne Adams, Lee Anne Bell, and Pat Griffin
Teaching for Diversity & Social Justice
model of oppression
Pedagogical Frameworks of Social Justice Education

Cycle of Socialization

Bobbie Harro, 2008

First socialization shapes expectations, norms, rules, values, & dreams for the future

At the core (taught by those we love & trust)

Institutional and culture socialization
- Policies
- Language
- Schools
- Media
- Churches
- Lyrics
- Businesses
- Laws

Results in
- Stress
- Silence
- Guilt
- Anger
- Internalization of power

Equally shaped by the cycle and the external socialization

Fear
Ignorance
Confusion
Insecurity

Born into the world

Do nothing, don't make waves, promote the status quo

Interrupt, take a stand, educate, raise consciousness, change

Enforcement
Pedagogical Frameworks of Social Justice Education
Freire’s Praxis

Pedagogy of the Oppressed

theory

action

reflection
A Freirian critical teacher is a problem-poser who asks thought-provoking questions and who encourages students to ask their own questions. Through problem-posing, students learn to question answers rather than merely to answer questions. In this pedagogy, students experience education as something they do, not as something done to them.

Ira Shore
Paulo Freire’s Critical Pedagogy
Knowing ourselves, knowing learners, designing outcomes-based activities, and co-creating facilitation (Landerman’s Four Competencies)

Acknowledge and support the personal and individual dimensions of experience; while making connections to and illuminating the systemic dimensions of social group interactions (Adams’ Core Principles)

Pay explicit attention to the social groups in the classroom (Adams’ Core Principles)
Facilitator Self-Awareness and Growth

Creation of an Inclusive Learning Environment

Core Components

- Participant Self-Reflection
- Critical Model of Power, Privilege, and Oppression
- Call to Action
### Workshop A: Foundations of Identity and Systems

- Community Agreements earlier this week
- Culture Boxes
- Goals of Social Justice Education
- Identity Self-Reflection
- Identities Manifested as a Community
- Social Justice, Privilege, Oppression defined
- Multiple Dimensions of Oppression
- Engaged Allyship

### Workshop B: A Critical Framework of Allyship & Community-Building

- Community Agreements earlier this week
- Identity Wheel Self-Reflection
- Gallery Walk: Check for Understanding
- Recognizing Privilege Salient in Social Groups and Intersectionality
- Allyship
  - Ally Industrial Complex
  - Engaged Allyship
- Empathy Wall
- Developing Empathy Dexterity
- Universal Kinship + Dialogue
an intercultural lens to SJE

1. Culture is not synonymous with identity.
2. There are diverse cultural contexts of the world where behavior of dominant groups is situated and built from that context.
3. Focus on the challenges of communicating across cultures
barriers/challenges -> strategies

assessing developmental readiness
overintellectualization
facilitator power, authority, and voice
managing emotions
navigating resistance
overintellectualization

action steps tied to stage of developmental readiness
myth of the great activity
identity development vs. developmental readiness

assessing developmental readiness
facilitator power, authority, and voice

Do we know what powers we do have and want to have? Do we know what powers our students have, and what powers we hope they might come to have? Are we clear about the powers, wanted and unwanted, that we as teachers have?

Vicky Spelman
Combating the marginalization of Black women in the classroom
authenticity domains framework
from Racial Equity Tools’ Diversity Summit

1. Be genuine.
2. Situate within context.
3. Encouraging others authenticity.
4. Critical reflection of your teaching.
navigating resistance
  denial
  deflection
  intellectualization
  minimizing
  focusing on good intentions

sadness, anger, guilt, sarcasm, etc.

managing emotions
At the risk of seeming ridiculous, the true revolutionary is, motivated by love.

Che Guevara