

NOTES FROM DECEMBER 12 DISCUSSION: WAYS TO ORGANIZE SOCIAL JUSTICE PRINCIPLES

Five Essential Components for Social Justice Education (Heather W. Hackman):

Hackman, H. W. (2005). Five essential components for social justice education. *Equity & Excellence in Education*, 38(2), 103-109. doi: <http://dx.doi.org/10.1080/10665680590935034>

Goal: Agents of change

Process:

1. Curriculum and content

- a. Big Ideas: Pillars—equity, access (TV) , power, authority
- b. Concepts: sexual orientation, class, race, religion, family structure, gender, diversity, social constructs
- c. Hopeful, rigorous, culturally sensitive, and multicultural content
- d. Power of Words
- e. Power of the Past
- f. The Habits of a Critical Thinker
- g. “Mediated choice” –role of an expert/guide in helping students make inclusive choices

2. Critical thinking (Glasses and microscope)

- a. Freire’s Critical Cycle
- b. CTI
- c. Inquiry
- d. Creative dialogue (Magical Encounter)
- e. Research
- f. Experience, participation in an activity
- g. Thoughtful action
- h. Power of Critique
- i. Invitations for Disruption
- j. Pedagogy of Dissent

3. Social action (what will you do?) (microphone and camera, cellphone, digital media)

- a. Voting
- b. Raising awareness
- c. Fund-raising
- d. Active citizen who takes personal responsibility
- e. Advocacy
- f. Developing a Voice
- g. Decision-making (Cool Tools)
- h. Social consciousness
- i. Power
- j. Literacy (being literate, communicating with others)
- k. Questioning

4. Personal reflection (mirror, prism, kaleidoscope)

- a. Awareness of self—connections to self
- b. Care for self
- c. Agency and voice
- d. Awareness of community—connections to the community
- e. Awareness of others (the world)—Connections to the world

5. Multicultural group dynamics (context) (satellite)

- a. School culture
- b. Classroom culture
- c. Student demographics
- d. Work should be grounded in students’ lives

BRAINSTORMING

1. **Components of social justice (pillars):**
 - **Equity**
 - **Access**
 - **Power/authority**
2. **Global goals/Agency**
3. **Curriculum / Teacher Responsibility**
4. **School Culture/Environment**

Knowledge Construction/Conscious Awareness

Equity	Access	Power	Authority—institutions give you power
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Class Race
Family Structure Religion
Sexual Orientation Gender
Diversity

Agency
Community Service
Civic Engagement
Transformational leadership

1. Pillars
2. Teacher's Role/Teacher Moves – how am I addressing equity, access, power and authority?
3. Curriculum
4. Student Actions
5. Student Take-Aways
 1. Content
 2. Language and vocabulary
 3. Experience and Dialogue around a problem
 4. Action

ESSENTIAL QUESTIONS

How can I make a difference?

What is power and change?

- Content (e.g., Dorothea Lange)
- Process (inquiry model)
- Structure (e.g., cooperative learning groups), including Norms and routines
- Phases (e.g., Launch...)
- Context (classroom, school, community, nation, world)
- Habits of a Critical Thinker

1. Concepts/Organizing Frameworks
2. Who (what do we call this individual that we want our students to become?) Who do we want our students to be in our democratic society?
 - Socially just individuals
 - Agents of change
 - Citizens (global citizens)
 - Critical researchers
 - Social scientists
 - Social activists

Choose one of these terms that you can use with your students.