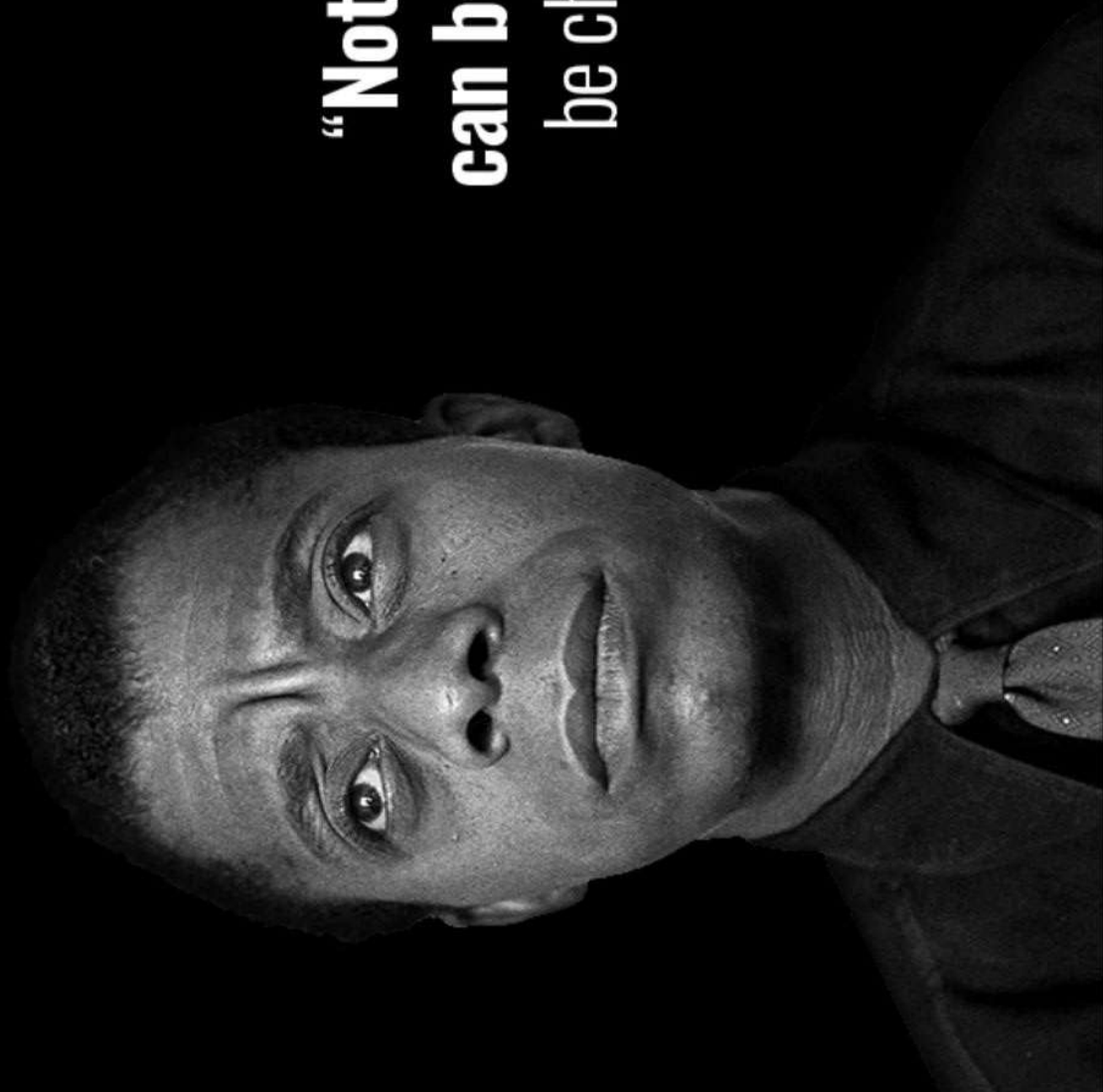




# INFORMED *AND* INSPIRED

Session 1  
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[www.rootedinlove.education](http://www.rootedinlove.education)





**“Not everything that is faced  
can be changed, but nothing can  
be changed until it is faced.”**

*- James Baldwin*

Goalcast



# What is education?

The word education is derived from the Latin word “**educare**” which means to bring up. Another Latin word “**educere**”, means to bring forth.

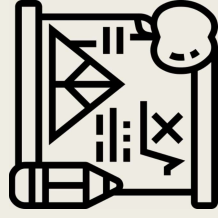
Therefore education to bring forth as well as bring up.



# What is Pedagogy?

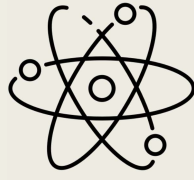
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**art,**  
**science,**  
or **profession**  
of teaching

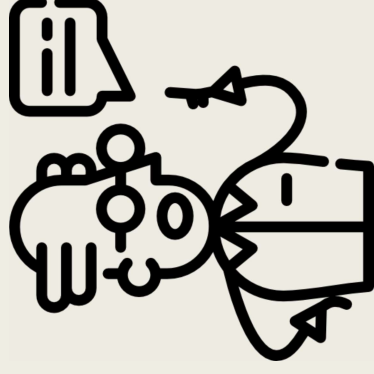


*method*

**practice**



theoretical concept



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## PEDAGOGICAL PHILOSOPHIES

Dover (2013) notes teaching for social justice draws on five conceptual and pedagogical philosophies which include: democratic education, critical pedagogy, multicultural education, culturally responsive education, and social justice education.

# Breakout Groups:

What's the **best** educational experience you've ever had?





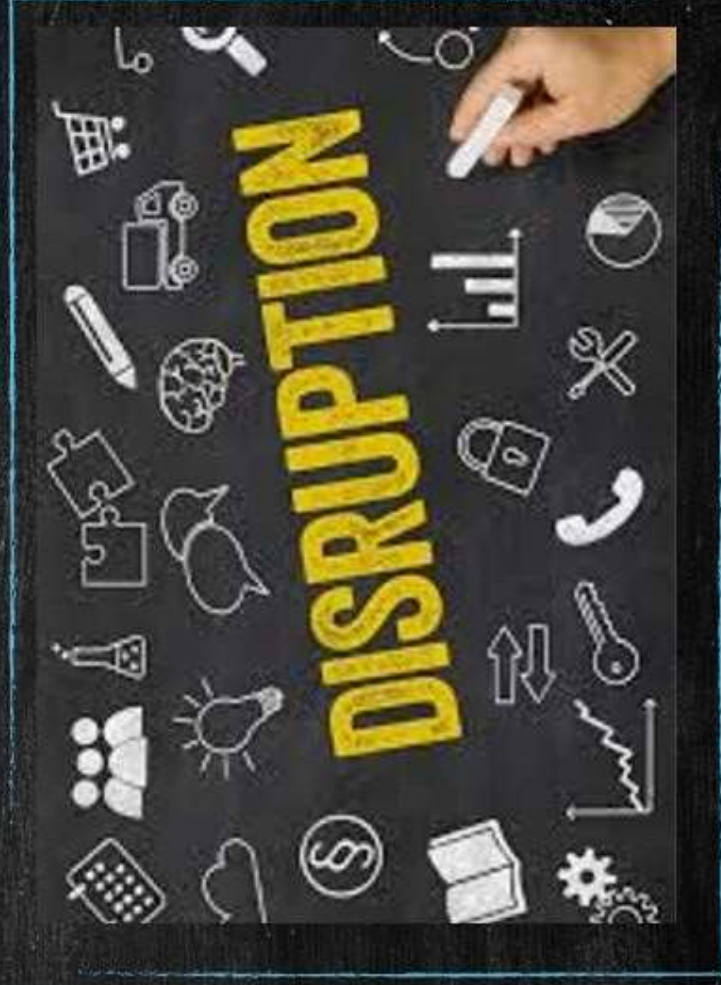
# SHARE OUT



What are some common threads?

## Reimagining Disruption

If we are invested in educational equity, we must... function as a disruptive technology that disrupts cyclical, macrostructural educational inequity.



## What is a disruptive technology?

- a disruptive technology significantly alters the way businesses or entire industries operate. It often forces companies to change the way they approach their business for fear of losing market share or becoming irrelevant (<https://www.investopedia.com/terms/d/disruptive-technology.asp>).
- A disruptive technology makes disruptive innovation possible
- A justice-centered DT makes disruptive innovation imminent (Sims, et al, Forthcoming).



## Deficit Thinking

Deficit thinking places the locus of social struggles and failure squarely on the shoulders of traditionally-marginalized people groups. (Sims, 2018).



## Einstellung Effect

- deficit thinking leads to what in cognitive psychology is referred to as the Einstellung effect, which is formation of a mechanized, intractable mind state (Sims, et al, forthcoming).
- "In this phenomenon, an idea you already have in mind, or your simple initial thought, prevents a better idea or solution from being found (Oakley, 2014, p.17)."





## CRITICAL PEDAGOGY

Giroux (2011), Duncan-Andrade, and Morrell (2008) and others with Emdin's (2010, 2016) work on reality pedagogy, is in many ways akin to the metaphor used to explain critical thinking. To be considered a critical thinker—according to this metaphor—one must be willing to think outside of the confines/paradigm of the seemingly concretized box.



## REALITY PEDAGOGY

- Co-Generative Dialogues
- Co-Teaching
- Cosmopolitanism
- Context
- Content



## KEEPING IT 100%

There also needs to be a laser-focus on creating **opportunities for students to disambiguate, deconstruct, and ultimately redress societal injustice** using whatever material is covered in a given course of study. There is an analog to be made between keeping it 100 and enacting critical-reality pedagogy because both concepts require educators to eschew the trappings of the banking model of education by presenting their authentic selves in their educational spaces so that students will know that there is space for them to be reciprocally authentic.

(Sims, 2018, p.19)

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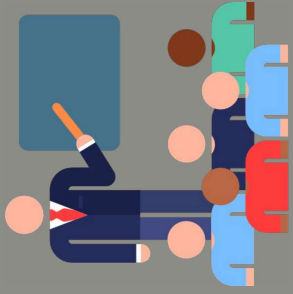


## CRITICAL-REALITY PEDAGOGY (CRP)

A critical-reality metaphor goes further in that simply thinking outside of the “box” is not sufficient. Rather, a critical-reality pedagogical approach holds that **students should not only be encouraged to think outside of the box, but, rather, that they should also be empowered, encouraged, and equipped** to critically analyze the box’s (i.e., paradigm) positionality to determine if its positionality is victimizing particular groups of people while, simultaneously, privileging other groups of people.

(Sims, 2018, p.36)





# Enacting Critical Pedagogy in the Classroom

- Scholars should be **encouraged** to view their home environments via a social justice lens
- Should be **opportunities to deconstruct** cultural deficiency **myths**
- Scholars should be encouraged to **question** oppressive practices
- Student buy-in must be precipitated by **inclusion**
- Open space for **honest discussions** around systemic inequity
- **Equip** students to be critical consumers and producers

---

**Empowers** students intellectually, socially, emotionally and politically.

---

Uses **cultural referents** to impart knowledge, skills and attitudes.

---

**Addresses gaps** in academic achievement

---

**Matches cultures** students bring with them from home

---

**Benefits students** no matter what the ethnic background or culture of the students.

---

Student buy-in must be precipitated by **inclusion**.

# Culturally Responsive Teaching



# Critical Pedagogy & Marginalized Students

Identity as urban youth must be allowed, even encouraged.

Must avoid subtractive schooling.

Must engender a counter-cultural community of practice.

**Critical education must accomplish two goals:**

1. Prepare marginalized students to overcome inequity.
2. Prepare them to succeed educationally as evidenced by college readiness.

# Characteristics of Culturally Relevant Teaching



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Validating and Affirming

---

Comprehensive

---

Multidimensional

---

Liberating

---

Empowering

---

Transformative

---

Identity Development

---

Equity and Excellence

---

Developmental Appropriateness:

Going back to the experience  
you shared, **which one** would  
it fit best with?



# **Which one of these do you most readily use in your classroom?**

(Even if you didn't know the name of it.)

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## CRITICAL-REALITY PEDAGOGY CONTINUED

**The goal of this pedagogical approach is to (re)position students to use their knowledge and skills to deconstruct the box (i.e., white supremacist based structuralized inequity) in a way that is commensurate with social justice.**

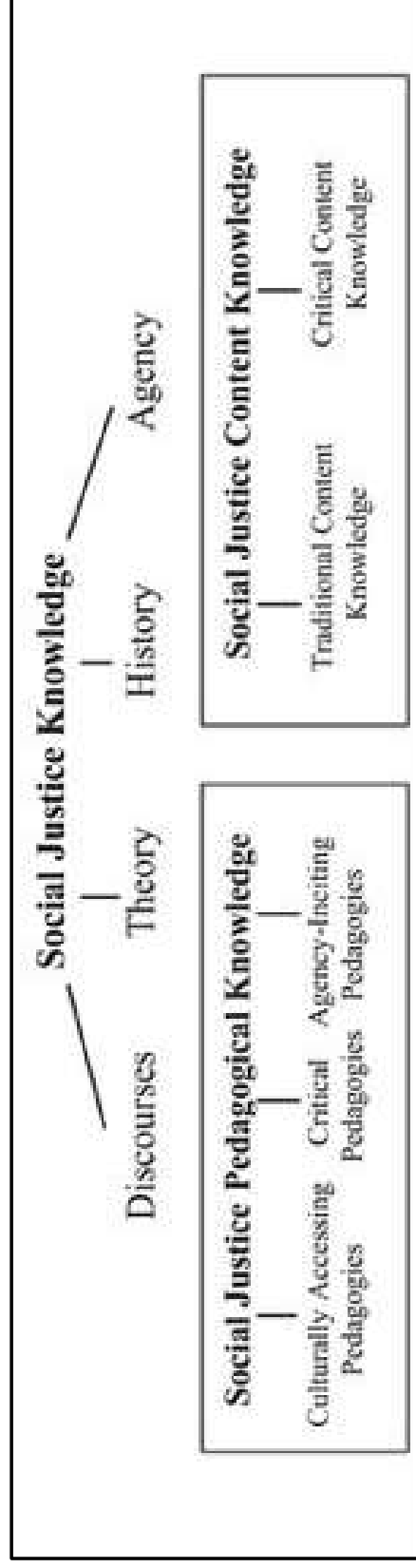


## Operationalizing critical-reality pedagogy

- ◆ How do you or can you carve out spaces for students to use their expertise, whether it be academic, cultural, linguistic, etc., to contribute to the overall knowledge construction and meaning making that takes place in the educational space/s that you are responsible for?



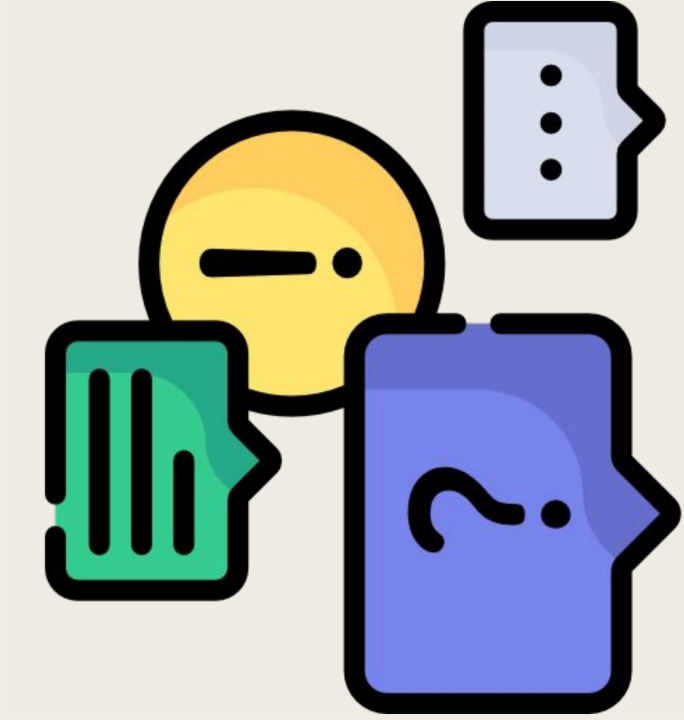
# **SOCIAL JUSTICE AND PEDAGOGICAL CONTENT KNOWLEDGE**



# SHIFTING THE PARADIGM

- Pedagogical knowledge must be **predicated on social justice**, then, eventually the hope is that delivery of content knowledge will also be predicated on social justice.
- Delivering content knowledge should not be the only focus, there must be a **space for enabling conversations** about social justice knowledge.
- Social Justice Knowledge **empowers students** to **voice** their concerns and question unjust situations in their lives or in the lives of those around them.
- Social Justice Pedagogical knowledge is framed on the use of **activist strategies (active learning)** which can raise awareness of an issue and build support for positive change.

# Reflect, Recap & Reimagine



# Thank you!

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