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social terms, educators must place all pedagogical contexts in an historical context so as to see clearly their genesis and development. History is used by Freire in a two-fold sense: it reveals in existing institutions and social relations the historical context that informs their meaning and the legacy that both hides and clarifies their political function. On the other hand, Freire points to the sedimented history that constitutes who we are as historical and social beings. In other words, the history that is anchored in the cultural forms that give meaning to the way we talk, think, dress, and act becomes subject to a form of historical analysis. History in this sense becomes dialectical in Freire’s work because it is used to distinguish between the present as given and the present as containing emancipatory possibilities. Such a perspective makes the present as it constitutes our psyche and the wider society visible in terms of its revolutionary possibilities and in doing so points to the need for a critical awakening (what Freire might call the process of denunciation and annunciation) that is grounded in the capacity of social transformation.

In conclusion, Freire’s work provides a view of pedagogy and praxis that is partisan to its core; in its origins and intentions it is for “choosing life.” Moreover, Freire demonstrates once again that he is not only a man of the present, he is also a man of the future. His speech, actions, warmth, and vision represent a way of acknowledging and criticizing a world that lives perilously close to destruction. In one sense, Freire’s work and presence is there to remind us not simply about what we are but also to suggest what we might become.

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Teachers as Transformative Intellectuals

By HENRY A. GIROUX

Unlike many past educational reform movements, the present call for educational change presents both a threat and a challenge to public school teachers that appears unprecedented in our nation’s history. The threat comes in the form of a series of educational reforms that display little confidence in the ability of public school teachers to provide intellectual and moral leadership for our nation’s youth. For instance, many of the recommendations that have emerged in the current debate either ignore the role teachers play in preparing learners to be active and critical citizens or they suggest reforms that ignore the intelligence, judgment and experience that teachers might offer in such a debate. Where teachers do enter the debate, they are the object of educational reforms that reduce them to the status of high-level technicians carrying out dictates and objectives decided by experts far removed from the everyday realities of classroom life. The message appears to be that teachers do not count when it comes to critically examining the nature and process of educational reform.

The political and ideological climate does not look favorable for teachers at the moment. But it does offer them the challenge to join in a public
The problems with the approaches are evident in John Dewey's "The School and Society," where he argues for a more democratic and participatory approach to education. Dewey believed that education should be based on active participation and inquiry, rather than passive absorption of information. He advocated for a curriculum that is relevant to the students' lives and interests, and for a teaching method that is responsive to their needs and questions.

In contrast, traditional teacher work often emphasizes the transmission of knowledge from teacher to student, with the teacher as the authority figure who dictates the curriculum and méthod of instruction. This approach can lead to a disengaged and passive student body, with little opportunity for active participation or critical thinking.

Therefore, the implications for rethinking and reforming our approaches to teacher work are significant. It is essential to move away from a top-down, authoritarian model of education and towards a more participatory and student-centered approach. This requires a reevaluation of our assumptions about how knowledge is acquired and transmitted, and a recognition of the importance of student agency and voice in the learning process.
Teachers as Transformatory Intellectuals

Teachere are critical players in the educational process, and their role is vital in shaping the intellectual development of students. Effective teaching requires not only a deep understanding of the subject matter but also the ability to engage students in meaningful discussions and encourage critical thinking. Classroom interactions must be designed to foster an environment where students are encouraged to question, explore, and construct their own understanding of the material. This approach emphasizes the teacher's role as a facilitator, guiding students through the learning process rather than simply transmitting information. By creating opportunities for dialogue and reflection, teachers can help students develop a deeper appreciation for the subject matter and its relevance to their own lives. This transformative role of the teacher is crucial in preparing students for a world that is rapidly changing and increasingly complex. It is through this collaborative and dynamic approach that true intellectual growth and development are achieved.
The strategic approach to training cultural policies must be to ensure that the educational and cultural expressions are not only preserved but also enhanced. The introduction of cultural policies into the educational system is crucial to address the current climate of bias and prejudice. Cultural policies should be a part of the curriculum, ensuring that students are exposed to diverse cultures and perspectives. This will not only enrich the educational experience but also prepare them for a globalized world.

Cultural policies should promote the respect and understanding of different cultures, fostering a sense of unity and tolerance. This can be achieved through the integration of cultural expressions in the curricula, such as literature, music, and art. By doing so, students will be able to appreciate the diversity of human experiences, leading to a more inclusive society.

In addition, cultural policies should also support the development of cultural industries, such as tourism, which can provide economic benefits and promote cultural awareness. This can be achieved by encouraging the preservation of cultural heritage sites and promoting local crafts and traditional arts. By doing so, cultural policies can contribute to the economic development of communities while also preserving cultural heritage.

Furthermore, cultural policies should be inclusive, ensuring that all communities have equal opportunities to participate in cultural life. This can be achieved by providing resources and support for cultural organizations, such as museums and libraries, and by promoting cultural events that showcase diverse communities. By doing so, cultural policies can contribute to the social cohesion of society, promoting a sense of belonging among all its members.

In conclusion, cultural policies should be an integral part of the educational system, promoting respect, tolerance, and understanding. By doing so, cultural policies can contribute to the development of a more inclusive and harmonious society, while also preserving the rich cultural heritage of our world.
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concern with curriculum development and in how we achieve the commitments
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Rather, our concern is with the development of a new form of education
with rather than clean.

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BY HENRY A. GROVE AND RODERICK SIMON

Cultural Policies
Curriculum Study and

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