**Approaches to Social Justice**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Approach** | **Definition** | **Role of the Student** | **Role of the Teacher** | **School’s Relationship to** **the Community** |
| Social Justice as *Charity* | * Initiating a charity in response to a particular event or crisis
* Little or no discussion of issues or underlying systemic issues contributing to the need for charity
 | * Passive medium through which fundraising or collection happens
* Little or no understanding of who is being supported, why, or the context of the issue being addressed
 | * Initiator and organizer of fundraising or collecting
* Little or no information provided about the issue
 | * Not engaged
* Only connected to organizations through donations or fundraising
 |
| Teaching & Learning ***About*** Social Justice | * Adding a variety of content, concepts, themes, and perspectives to the curriculum without changing its basic structure
* Adding justice-based issues to the curriculum (e.g., reading newspaper reports on world events, acknowledging commemorative days)
 | * Recipient of information about others
 | * Provider of all information; structures materials, resources, time allocation
 | * Some acquaintance with school communities and organizations as sources of information (e.g., guest speakers)
 |
| Teaching & Learning ***For*** Social Justice | * Challenging and changing the structure of the curriculum to help students to view concepts, issues, events and themes from multiple perspectives
* Engaging in deliberation about real-life local and global issues, and fostering critique of existing power structures
 | * Active learner
* Engages literacy and numeracy as tools for a societal critique
 | * Embeds knowledge of issues and critique in functional literacy and numeracy
* Facilitator of learning opportunities for students to explore multiple perspectives and the critique of existing power structures
* Reflexive understanding of power and privilege
 | * Some acquaintance with school communities as sources of information
 |
| Teaching & Learning ***As*** Social Justice | * Opportunities created for students to make decisions on important social issues and take actions to help address them
* Includes goals of raising awareness, acknowledging unjust power relationships, and addressing systemic causes of injustices, with over attempts to redeem them
 | * Active learner, as *ally* with others
* Engages critical literacy and numeracy as tools for a societal critique and individual and collective agency
 | * Embeds knowledge of issues and agency in functional literacy and numeracy
* Facilitator of learning opportunities for students to critique existing power structures
* Reflexive understanding of power and privilege in context of society
* Fosters activism in order to address injustices locally and globally
 | * Community is brought in, and students engage in the community
 |

Reworked by Vera C. Teschow from a workshop handout at OAME 2013 presented by a team from TDSB’s *Equitable and Inclusive Schools* Project