**Approaches to Social Justice**

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| **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