If Ikea made a car and other bad ideas (and some good ones)
for social justice practice

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# *On the one hand…* BC Ministry of Education

BRITISH COLUMBIA

Ministry of Education

Mandate:

The purpose of the British Columbia school system is to enable the approximately 630,000 students enrolled each school year **to develop their individual potential** and **to acquire the knowledge, skills and abilities needed to contribute** to a **healthy society** and **a prosperous and sustainable economy.**

On the other hand… analysis of the system

NO ONE IS GOING TO GIVE YOU THE EDUCATION YOU NEED TO OVERTHROW THEM.
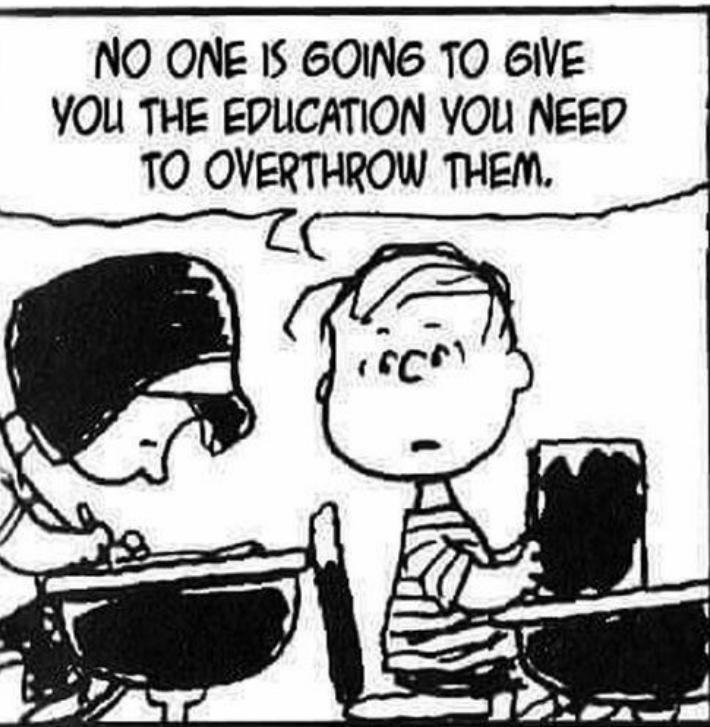
…what it takes to achieve individual potential and in turn a healthy society…

"If there is no struggle there is no progress. **Power concedes nothing without a demand.** It never did and it never will."
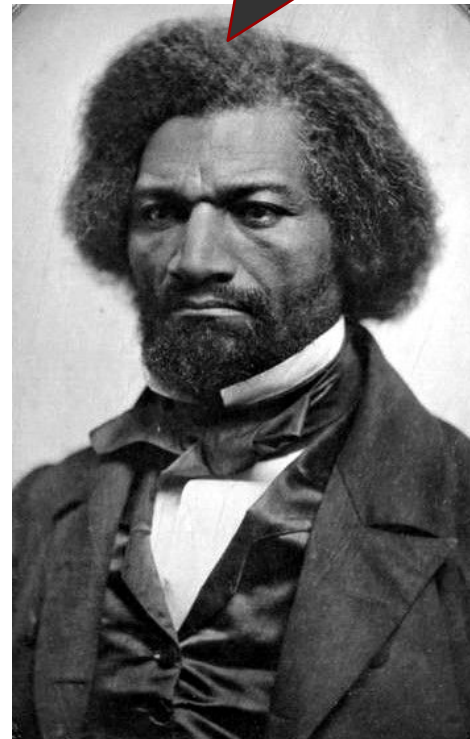
(Frederick Douglass, 1857)

4/10 on reserve Indigenous youth complete Gr12 versus
9/10 non-Indigenous youth

Aboriginal peoples are younger than rest of the population:

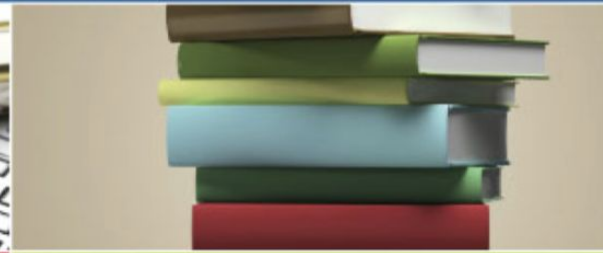**nearly 50% under age 25** compared to 30% of non-Indigenous population

33% below age 15 compared to 20% of the non-Indigenous population

Children up to 10 account for 40% of the urban Aboriginal population.

CTF Survey on Teachers' Perspectives on Aboriginal Education in Public Schools in Canada
Summary Report

Full report available on the CTF website:

www.ctf-fce.ca/Research-Library/CTF-Survey-Teachers-Perspectives-on-Aboriginal-Education-Summary-Report-web.pdf
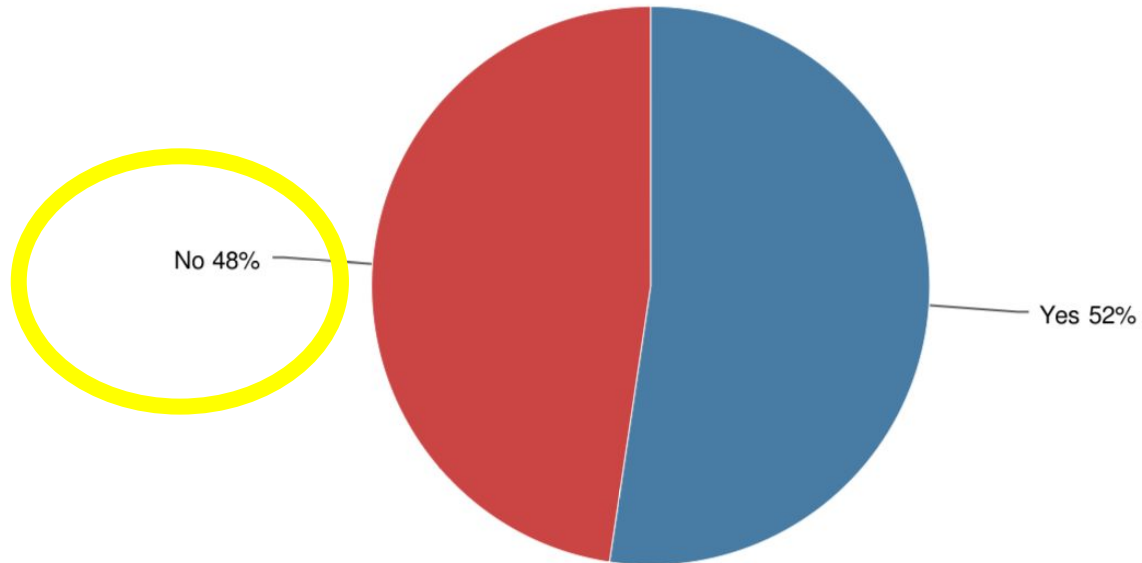
Resources Available for Aboriginal Education

Please indicate how sufficient you believe each of the following resources in your school is as it pertains to integrating Aboriginal content and perspectives into the curriculum:

	Entirely sufficient	Barely sufficient	Insufficient	Not applicable	Don't know	Responses
Funding allocated to Aboriginal education	337 18%	302 16%	420 22%	101 5%	721 38%	1,881
Resource and reading materials and books	417 22%	476 25%	511 27%	49 3%	428 23%	1,881
Professional development and training	338 18%	376 20%	713 38%	76 4%	378 20%	1,881
Support provided by Aboriginal teachers/elders	281 15%	331 18%	671 36%	134 7%	464 25%	1,881

Professional Development

Have you participated in any professional development activities to develop/enhance your knowledge and/or skills pertaining to First Nation, Métis, or Inuit history, cultural perspectives or contemporary issues?

No 48%

Yes 52%

Canadian Bureau for International Education 2018 report

Yukon
220
<1%

Northwest Territories
30
<1%

Nunavut
5
<1%

British Columbia
119,110
24%

Alberta
26,255
5%

Saskatchewan
8,005
2%

Manitoba
16,075
4%

Ontario
237,280
48%

Quebec
61,565
12%

Newfoundland
and Labrador
3,695
1%

PEI
2,490
1%

Nova Scotia
13,395
3%

New
Brunswick
4,865
1%
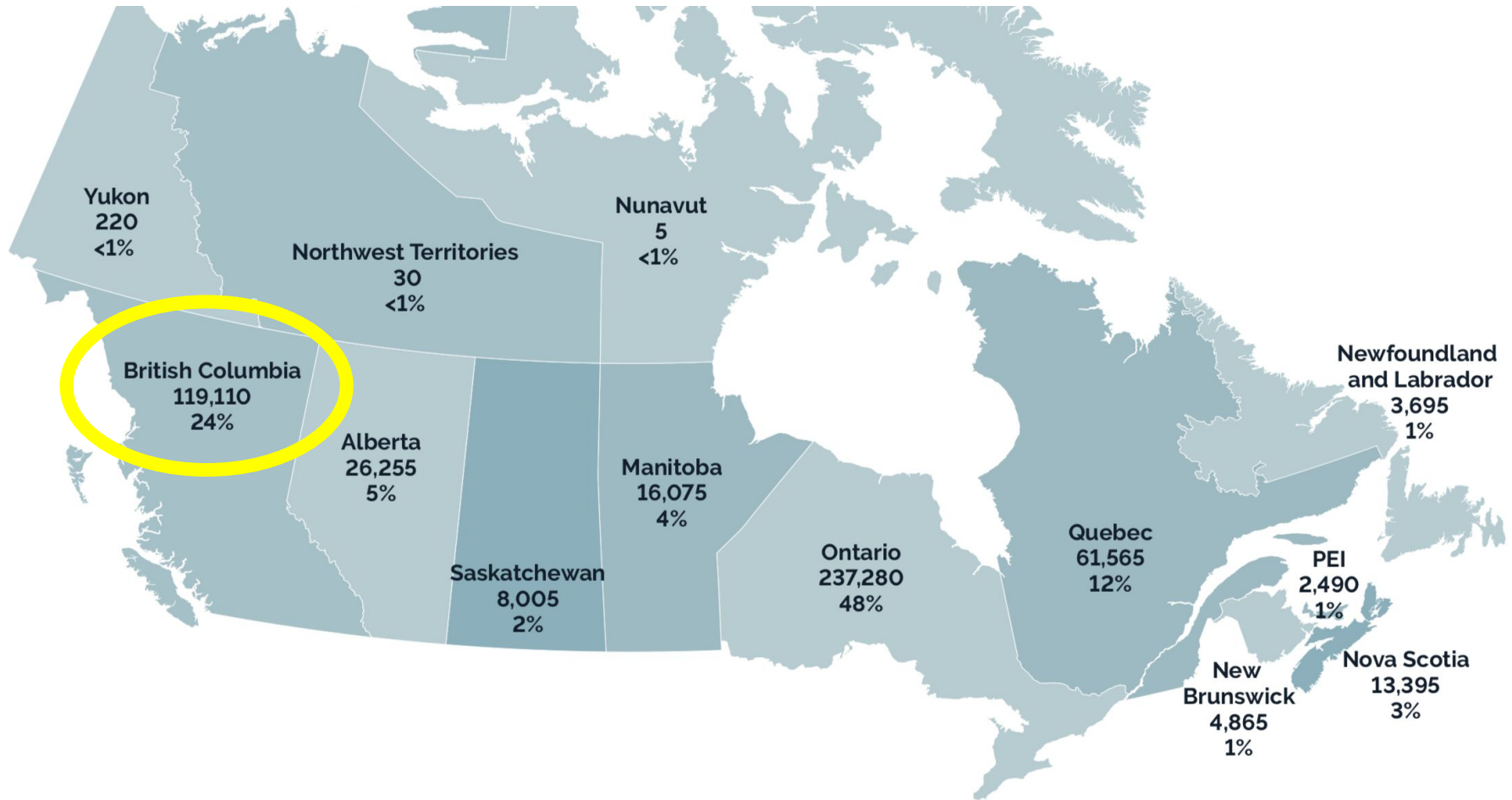
2017: 494,525 international students in Canada at all levels of study
This is **a 34% increase between 2014 and 2017**

Figure 7: Top 15 host census metropolitan areas of international students in Canada (2016, 2017)
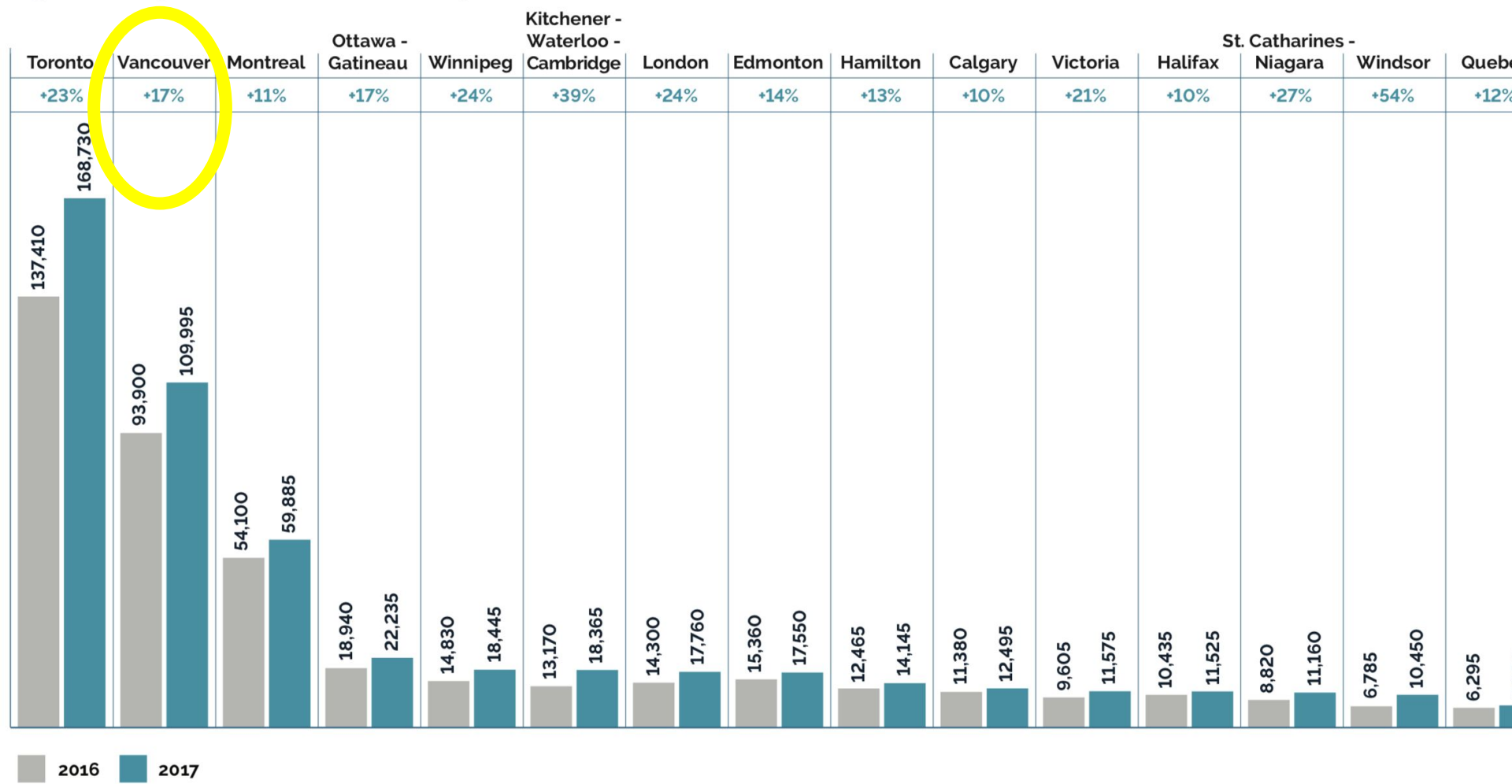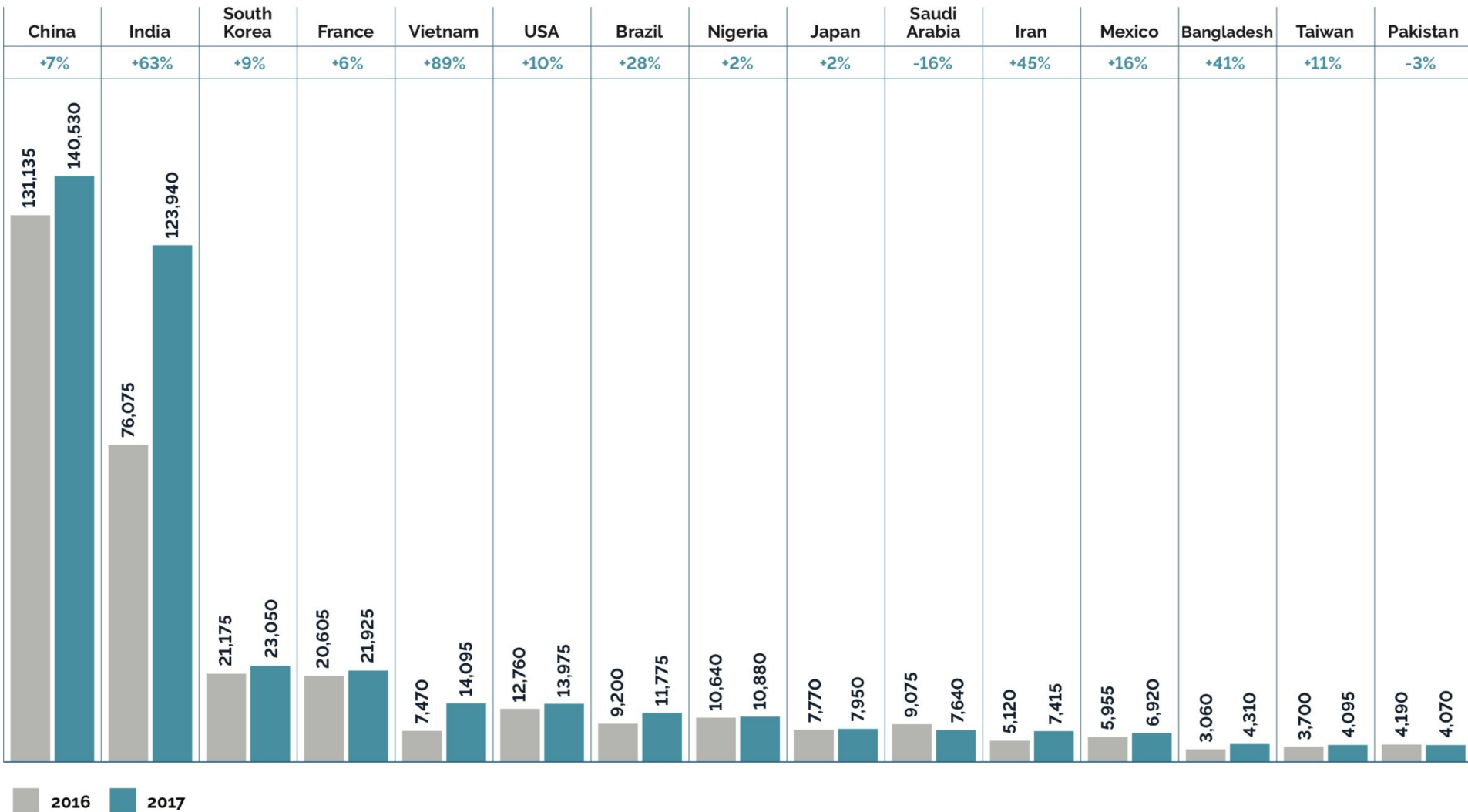
Toronto	Vancouver	Montreal	Ottawa - Gatineau	Winnipeg	Kitchener - Waterloo - Cambridge	London	Edmonton	Hamilton	Calgary	Victoria	Halifax	St. Catharines - Niagara	Windsor	Quebec
+23%	+17%	+11%	+17%	+24%	+39%	+24%	+14%	+13%	+10%	+21%	+10%	+27%	+54%	+12%

2016 / 2017 values:

- Toronto: 137,410 / 168,730
- Vancouver: 93,900 / 109,995
- Montreal: 54,100 / 59,885
- Ottawa - Gatineau: 18,940 / 22,235
- Winnipeg: 14,830 / 18,445
- Kitchener - Waterloo - Cambridge: 13,170 / 18,365
- London: 14,300 / 17,760
- Edmonton: 15,360 / 17,550
- Hamilton: 12,465 / 14,145
- Calgary: 11,380 / 12,495
- Victoria: 9,605 / 11,575
- Halifax: 10,435 / 11,525
- St. Catharines - Niagara: 8,820 / 11,160
- Windsor: 6,785 / 10,450
- Quebec: 6,295

Legend: 2016, 2017

Figure 5: International students in Canada, top 15 countries of citizenship (2016, 2017)

China	India	South Korea	France	Vietnam	USA	Brazil	Nigeria	Japan	Saudi Arabia	Iran	Mexico	Bangladesh	Taiwan	Pakistan
+7%	+63%	+9%	+6%	+89%	+10%	+28%	+2%	+2%	-16%	+45%	+16%	+41%	+11%	-3%

Country	2016	2017
China	131,135	140,530
India	76,075	123,940
South Korea	21,175	23,050
France	20,605	21,925
Vietnam	7,470	14,095
USA	12,760	13,975
Brazil	9,200	11,775
Nigeria	10,640	10,880
Japan	7,770	7,950
Saudi Arabia	9,075	7,640
Iran	5,120	7,415
Mexico	5,955	6,920
Bangladesh	3,060	4,310
Taiwan	3,700	4,095
Pakistan	4,190	4,070

■ 2016   ■ 2017

…the proportion of the general population of colour in Canada is much greater than the proportion of racialized elementary and secondary educators and educational counsellors.

In other words, there are proportionally many more students of colour than there are educators of colour. More than this, the gap between the groups appears to be widening.

Ryan, J., Pollock, K. & Antonelli, F. (2009). Teacher diversity in Canada: Leaky pipelines, bottlenecks, and glass ceilings. *Canadian Journal of Education*, 32(3), 591-617.

Friday, October 8

I am the principal/teacher of a small school (44 students) in a small, fairly isolated, Metis community.

I live and work in my community by choice. One of the big reasons that I choose to live here is because this is very much a non-consumer/non-commercial school and community. We do not have a store, gas station, restaurant, hotel etc. in our community. In fact the only place that you could spend money here is at the post office if you were to buy stamps. This means that our school will be quite the anomaly for your survey as we are very much out of the consumer loop.

I am very distressed at seeing the corporate agenda enter into the public school environment. My daughter went to school in Winnipeg where there was a McDonald's 50 yards from the front entrance of the school and there were 5 Coke machines in the hallways. I find this intolerable.

We try to keep the corporate agenda out of our school. I hope that this insidious creeping consumerism and commercialization is a major concern for the Canadian Teachers' Federation.

I, personally, would find it impossible to work in a school surrounded with corporate commercialism, which is why I work where I do.

TOP 30
MOST VISITED
WEBSITES
IN THE WORLD

HOTINSOCIALMEDIA.COM

#	Website	Category
1.	Google.com	Search engine
2.	YouTube.com	Social network
3.	Facebook.com	Social network
4.	Baidu.com	Search engine
5.	Yahoo.com	Search engine
6.	Instagram.com	Social network
7.	Twitter.com	Social network
8.	Xnxx.com	Porn
9.	Vk.com	Social network
10.	Wikipedia.org	Encyclopedia
11.	Xvideos.com	Porn
12.	Yandex.ru	Search engine
13.	Pornhub.com	Porn
14.	Amazon.com	Shopping
15.	Google.com.br	Search engine
16.	Live.com	Telecom
17.	Google.co.in	Search engine
18.	Google.co.uk	Search engine
19.	Xhamster.com	Porn
20.	Ok.ru	Social network
21.	Mail.ru	Telecom
22.	Google.co.jp	Search engine
23.	Yahoo.co.jp	Search engine
24.	Reddit.com	Social network
25.	Google.de	Search engine
26.	Netflix.com	TV/Video
27.	qq.com	News
28.	Google.fr	Search engine
29.	Google.ru	Search engine
30.	Ampproject.org	Software

Plus, escalating anxieties…

"The parents in my district are so conservative, I can't get away with teaching LGBTQ issues…"

"My administration keeps saying, 'Politics has no place in school,' what can I do my hands are tied…"

"I don't want to be accused of pushing my values onto students…"

"I know that (racism, poverty, homophobia) are important issues but I'm a new teacher, I can barely keep up with the curriculum without also adding social justice in the mix…"

"I get that there are problems… I just don't know where or how to start…"

The notion that a quick eight-step approach could be used to have people become engaged in culture, learning, institutional change, diversity, racism, and many other highly complex areas of inquiry conflicts with the notion that critical learning and engagement involves an on-going process, not just a lesson plan…

While content certainly has a place in education, the context is pivotal to education and schooling.

Paul Carr, 2008

Educators are juggling…

Provincial mandate (to develop individual potential, a healthy society, prosperous economy)

Academic evidence of institutional/structural forces of oppression

Ongoing disenfranchisement of Indigenous Ss from schooling

Insufficient resources for teachers to integrate Indigenous content

Willful ignorance/ avoidance of pro-D to develop Ts' knowledge

BIPOC: families, Ss, Ts, As – often working in isolation

Internationalization of schooling/ higher ed; increased dependence

Linguistic and ethnic diversity; globalization

Entrepreneurialism; corporate and market-driven activities in schooling; sponsored classrooms and curricula

Information and media literacy needs/pressures of web; opportunities of web 2.0

Social isolation; cyberbullying; cybersecurity

Parental, family needs/anxieties re politics, Islamophobia, "isms"

The result… a firehose of social issues and political priorities

To state that a role of schools is to contribute to the preparation of young people for adult roles and active citizenship in Canadian society masks the complexities of the task.

What knowledge, skills and dispositions any one of us needs to live a fulfilling, successful and productive adult life is not something that lends itself readily to a "once-and- for-all" definition - either by any one individual or collectively by the state. **Today the increasing recognition of Canadian cultural diversity and the uncertainties associated with technology and a changing global economy serve only to add to the ambiguity associated with this agenda. Yet this is the task of schools.**

Dr. Jon Young
(*Education Canada*, 2004)

As a result, social justice education can… often look like the "Ikea car" metaphor action

MANAGING VOLUME

Further, social justice education can also… often look like the "chocolate runway"

MANAGING URGENCY

Shift our thinking about socially just teaching as…

- **CONTENT** (ideal lesson plans and materials)

- **ATTITUDE** (good vs bad people)

- **BELIEF SYSTEM** (which we must convince others of)
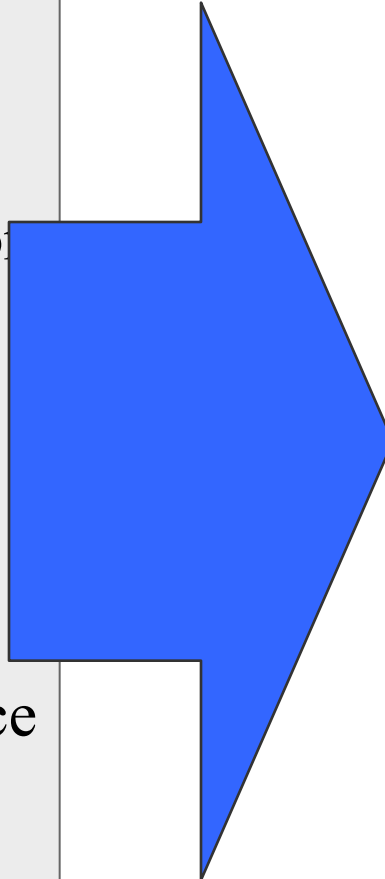
…to SJT:

- **A LENS OF INQUIRY** (for understanding society)

- **A SCHOLARLY, EVIDENCE-BASED DISCIPLINE** (not a "feeling," slogan, or political correctness)

- **AN APPROACH** (an analysis strategy for addressing structural inequity)

Engineering lens?

✔ structural supports
✔ type of lighting placement of refrigeration
✔ energy consumption
✔ location of exits
✔ smoke detectors, sprinkler systems

Nutrition lens?

✔ quality of food in deli, calorie/ fat profile
✔ range/ freshness of vegetables and fruits
✔ availability of organic foods
✔ is meat and produce local
✔ how perishable foods are stored
✔ unprocessed v processed foods

Marketing lens?

✔ amount of time shoppers spend in each aisle/ what draws their attention
✔ most popular items?
✔ how foods are positioned on the shelves
✔ how color and signage is used
✔ what items are best placed at the check out to entice customers

Social Justice lens?

✔ the location of the store in relation to the wider neighborhood?
✔ Is store accessible? Public transportation?
✔ Are products affordable in relation to average income of neighborhood?
✔ Who is assigned to what (washing the floors v managing departments)
✔ How are employees treated? Pay range, schedule flexibility, health insurance? Work conditions? Union?

A different metaphor: SJE as a practice (not a belief system)
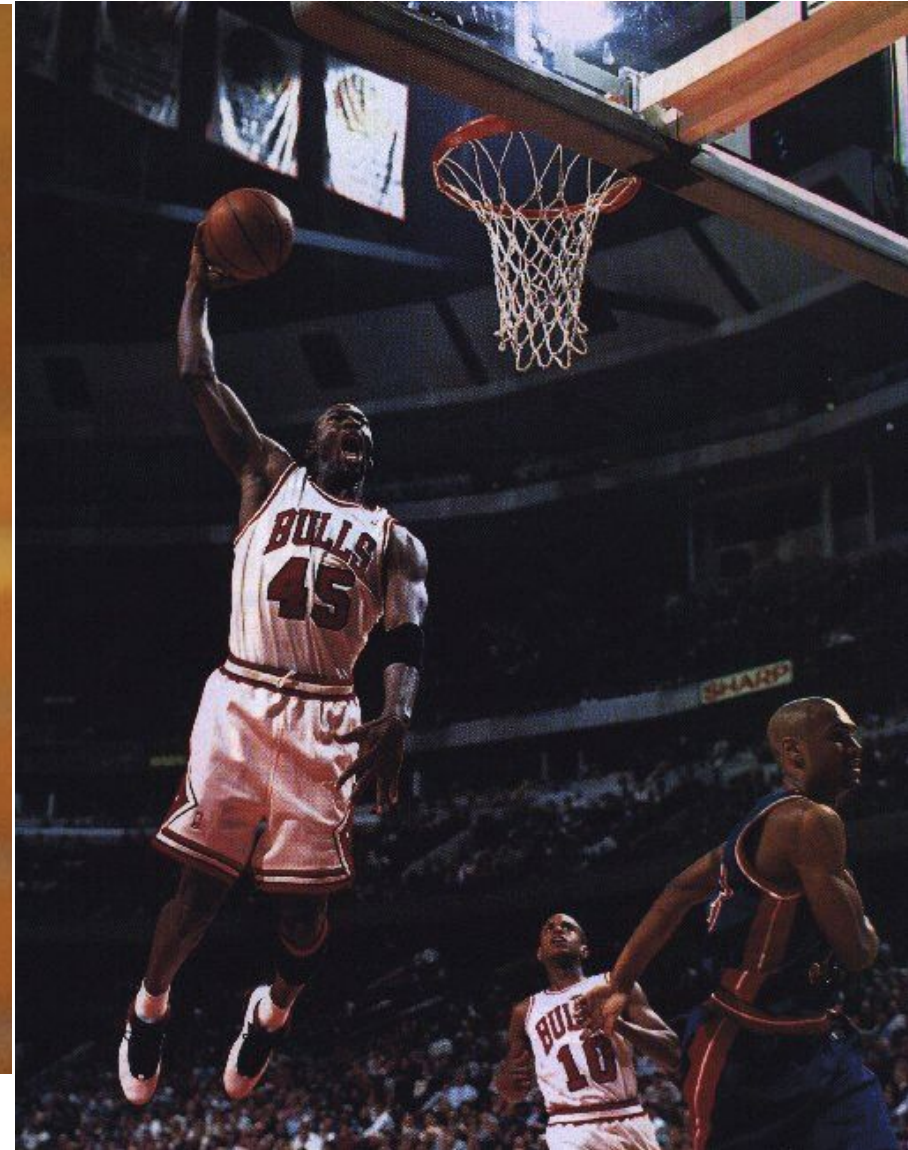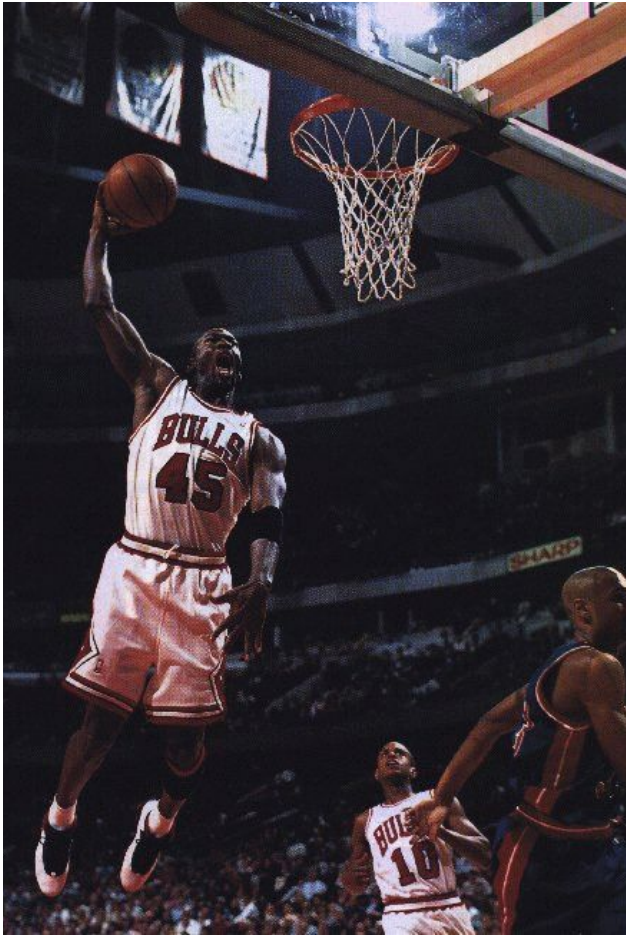
✔ Think in terms of **structures and patterns**, not simply individual incidences or people

✔ Assume a stance of humility as a life long learner **whose moves will shift and develop** as one gains more knowledge and skills

✔ Understand that **how we respond** to the world (actions/ practices/solutions) **comes from how we see** the world (perspective/theory/consciousness)

✔ Recognize that we are social beings, always in **contextual and dynamic relation** to one another

✔ Consult widely to not simply guide a response to, but to **shape your understanding of the equity "problem"** (as well as the systems ahead and beyond the immediate initiative)

✔ Consider **not only personal dispositions** but also skill level (and skill) taking on an equity initiative

✔ **Construct rest stops** on the highway – where are the opportunities to ask for help, and strategies to respond mid-stream to problems

So: How one might work with the concept of **SJE as a lens of inquiry** rather than a set of values/beliefs?

5 established SJ concepts > SJ practices

Concept 1: *There is no neutral ground, no blank slate*

You can't be neutral on a moving train.

- Howard Zinn

IF YOU ARE NEUTRAL IN SITUATIONS OF INJUSTICE, YOU HAVE CHOSEN THE SIDE OF THE OPRESSOR.

*Desmond Tutu

"because racism is so ingrained in the fabric of American institutions, it is easily self-perpetuating. All that is required to maintain it, is business as usual…[when] people do not disrupt unfair systems of privilege, they are—willingly or unwillingly—on the moving sidewalk, receiving White privilege and inadvertently enabling racism" ~ **Bev Tatum**

Concept 2: *Identity is the interplay between your individuality & your social group memberships*

Place
Family
Gender
Language
Culture
Ethnicity
Class

Özlem Şensoy
ئۆزلەم شەنسۆی
Ozlem Sensoy
Ms. Ozlem Sensoy
Dr. Özlem Sensoy
Prof. Özlem Sensoy

History
A given time and place

Immigration
(institutional actors
"Pavl" > "Paul")

Professional
advancement
("Prof." or "Dr.")

Concept 3:

Identity is shaped both internally (how you identi-fy) and externally (how you are identi-fied).

4: *Who I am is a product of home socialization along with messages in society about people like me.*

Socialization: systematic training into the norms of one's culture

Socialization via family…

Then knowledge transmitted formally in schools…

…but also via popular culture

blue, messy eater, large, deep voice

What if… pink, neat eater, small, high voice

 # 5: *Whether we agree with them or not, we all learn the "rules" of classification of people we encounter..*
i.e. the rules about which *ideas* *belong to which* *bodies.*

Is this image Masculine or Feminine?

The 1920s & 1930s…   The 2000s…

Rudolph Valentino

Jamie Foxx

Key ideas to rethink the internal work to social justice education

Concept 1: There is no neutral ground

Concept 2: Identity = individual-me + social group-me

Concept 3: Identity = shaped internally + externally

Concept 4: Our ideas about people shaped by messages   about about those "like me" and "not like me"   in wider culture

Concept 5: These wider cultural messages socialize on
        the "rules" of which bodies are
        normalized to which ideas.

In response, do: Change your working metaphor of social justice pedagogy
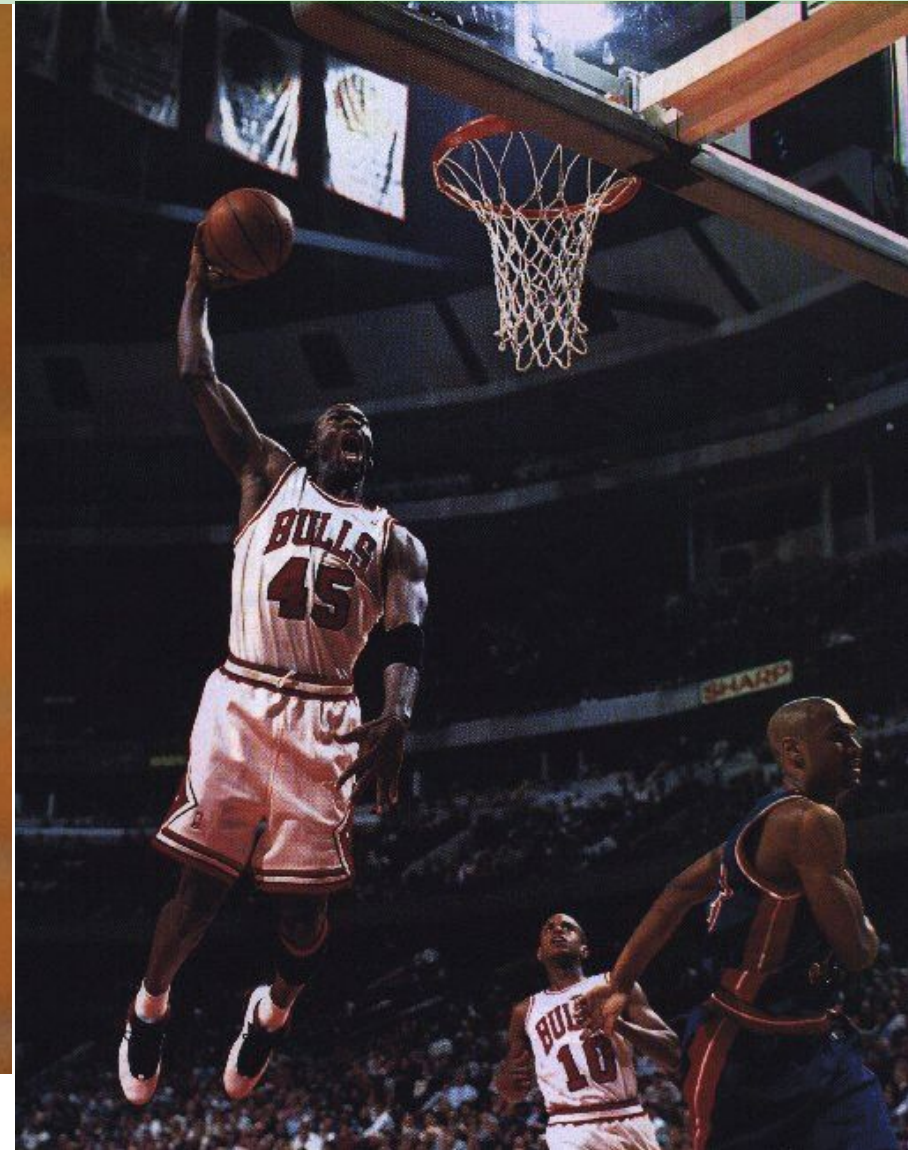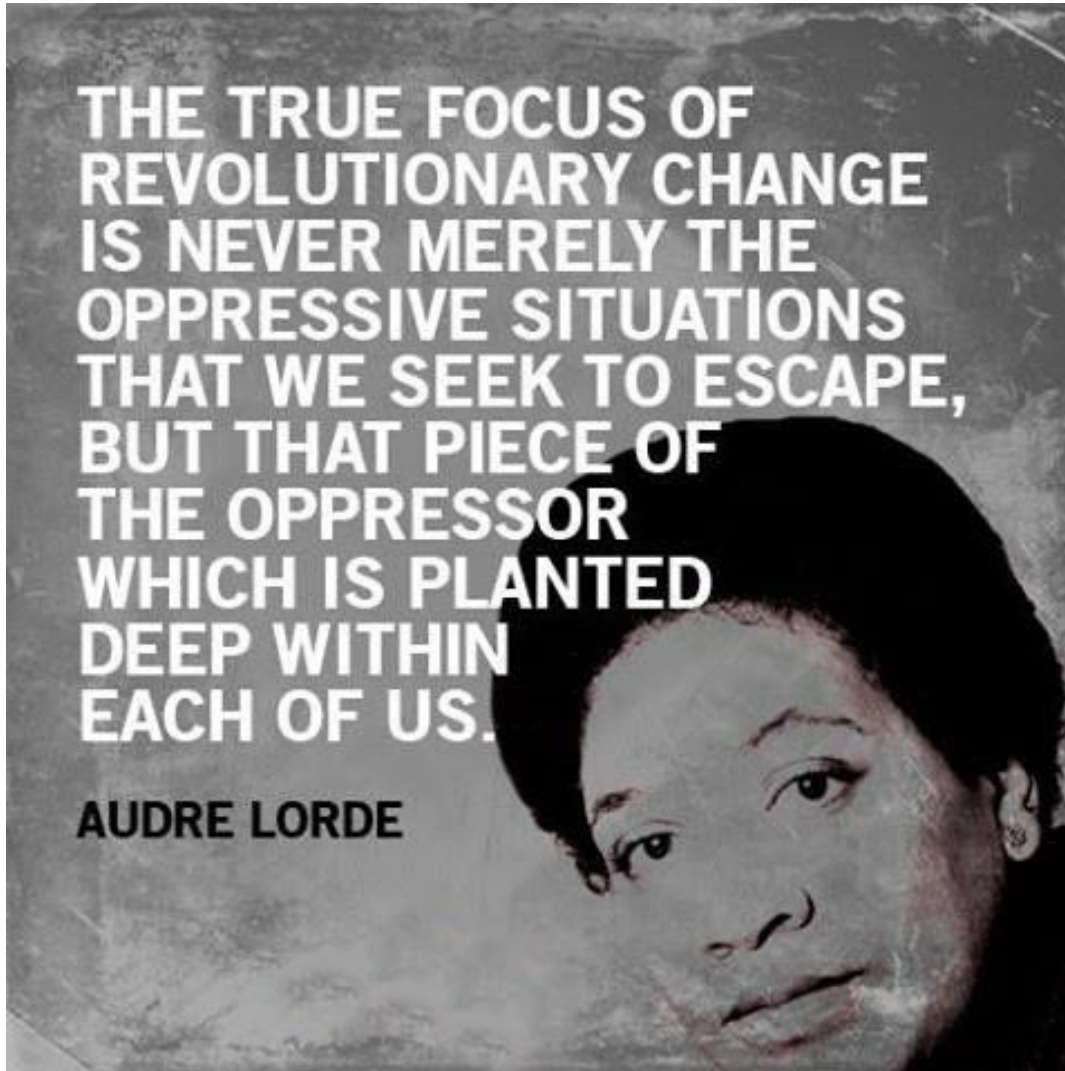
Do: In the classroom, practice seeing individual as well as group identities

When members of oppressed groups have to choose between individuality and group identity it is a no-win situation. **If a person chooses individuality it becomes extremely difficult to maintain ties to their own community.** They look different but act the same as the rest in the organization. **If on the other hand, they choose to preserve their cultural identity, they find themselves both isolated in the organization** and facing perpetual resistance to their claiming of cultural identity.

To overcome tokenism, we need to create organizational **(and classroom)** enable everyone to claim both their individual and their cultural integrity.
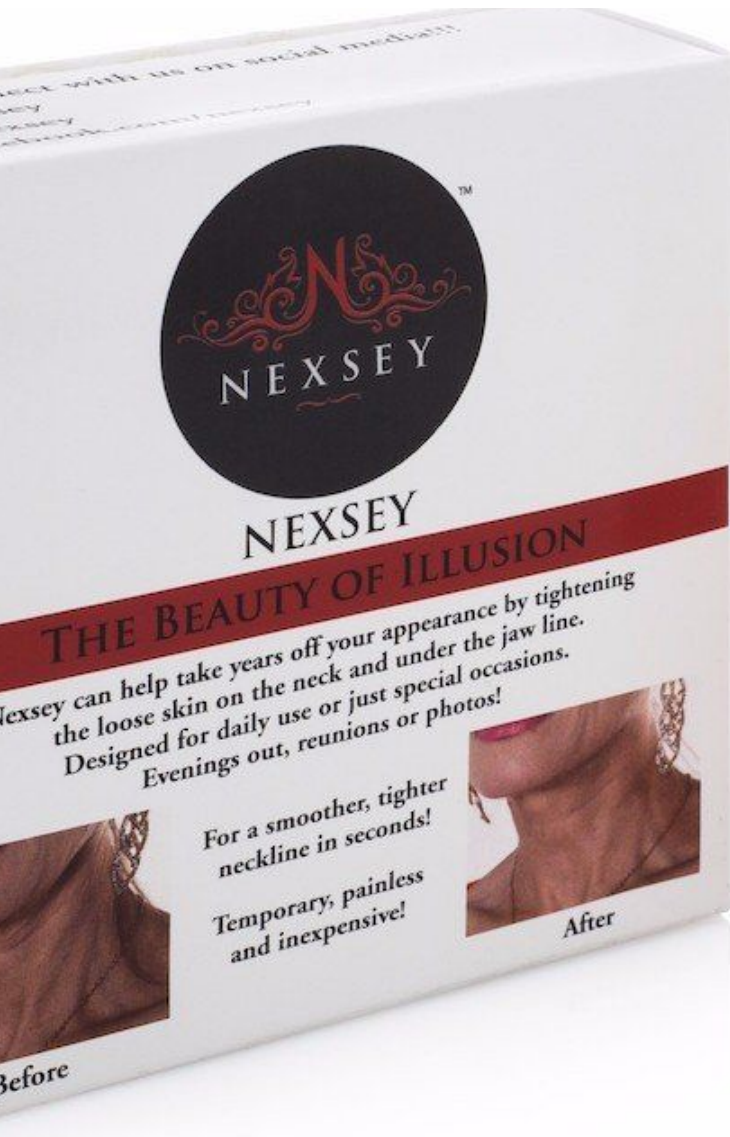
Margo Adair and Sharon Howell, 1997 *Tools for Change*

Do: Excavate hidden ideologies (or at least name them as a struggle) in class

THE TRUE FOCUS OF REVOLUTIONARY CHANGE IS NEVER MERELY THE OPPRESSIVE SITUATIONS THAT WE SEEK TO ESCAPE, BUT THAT PIECE OF THE OPPRESSOR WHICH IS PLANTED DEEP WITHIN EACH OF US.

AUDRE LORDE

(lecture, 1980) "Age, Race, Class and Sex: Women Redefining Difference"
[Sister Outsider, 1984]

"Barbaric cultural practice"?

His "honor" wounded?

Stalking is romantic, charming, and sexy

"He pulls up outside my duplex. I belatedly realise he's not asked me where I live – yet he knows... What able, cell phone-tracking, helicopter owning stalker wouldn't?"
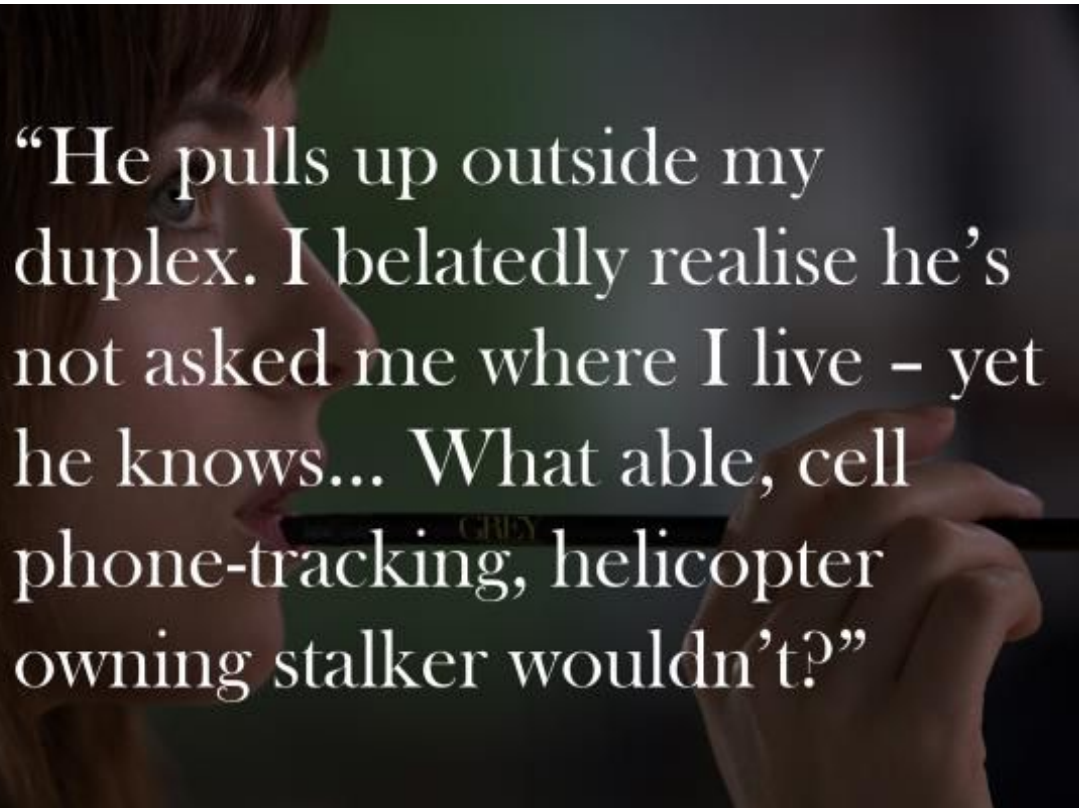
From: *Fifty Shades of Grey*

Pepe le Pew & Penelope; WB

Do: Become aware of patterns people learn to navigate mainstream spaces

Tendencies of *students* in PRIVILEGED positions	Tendencies of *students* in OPPRESSED positions
Defines parameters, judges what's appropriate; often patronizing	Feels inappropriate, awkward, does not trust own perception, **expects others in authority to set agenda**
Often seen as, and **feels, capable**	Often seen as, and **feels, disruptive**
Comfortable talking, interrupting, may raise voice	Finds it difficult to speak up, timid, tries to please, **holds back anger**, resentment
Sees solutions to problems as promoting better **feelings**	Sees **solutions** to problems **in actions** that change conditions
Unaware of hypocrisy, contradictions	**Sees contradictions**, hypocrisy at all levels

toolsforchange.org

Do: Respond to the patterns

Strategies for people in PRIVILEGED positions - "Do's" and "Don't"s…

Don't expect to be trusted.

Don't ignore or minimize differences by emphasizing similarities.

Do look for political differences rather than personality conflicts.

Don't expect to be treated as an individual outside of your group's history.

Don't try to guess what's needed.

Don't assume that the visible reality is the only one operating.

Do remember that others speak about more than the conditions of their own group.

Don't defend mistakes by focusing on good intentions.

Do appreciate efforts to point out mistakes. (You must be doing something right, or no one would bother to tell you what's wrong.)

Thank you.

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