HUMANIZING CRITICAL PEDAGOGY: WHAT TEACHERS? WHAT CITIZENSHIP? WHAT FUTURE?
Habits of thought, reading, writing, and speaking which go beneath surface meaning, first impressions, dominant myths, official pronouncements, traditional clichés, received wisdom, and mere opinions, to understand the deep meaning, root causes, social context, ideology, and personal consequences of any action, event, object, process, organization, experience, text, subject matter, policy, mass media, or discourse. (Shor, 1992, p. 129)
A HETERODOX CRITICAL PEDAGOGY

Freire

Dewey
DIALECTICS
AND
CRITICAL
PEDAGOGY

Step 1: Analyze
(a) One step to the left,
(b) Followed by two steps to the right,
(c) Then one to the left.

Dance of the Dialectic. (Text and choreography by Bertell Ollman; layout by Fran Moran.)
Education is not an affair of 'telling' and being told, but an active and constructive process.

— John Dewey
"We’re looking for impartial people who think the way we do."
Premises of Dangerous Citizenship

- Democracy does not dominate capital
- Intensifying policy regimes that attack academic freedom & discourage critical social analysis
- Schooling as social control
- Civil disobedience is not the problem, civil obedience is.
Holt’s Organic Worldview

- The dignity and value of human existence and belief in the human capacity to learn;

- Concern for freedom and belief that it was being seriously eroded by the impersonality of large organizations and the forms of surveillance and control practiced in social institutions, particularly schools;

- Opposing centralized political and economic power that rests on scientific-technological management of natural and human resources;

- The driving concern for the need of each person to find a meaningful, fulfilling sense of identity in a mass society that makes this difficult.
The best and perhaps only education for social change is action to bring about that change ... *There cannot be little worlds fit for children in a world not fit for anyone else.*” — John Holt
Our aim should be to rethink critical pedagogy so it becomes a site where students can develop personally meaningful understandings of the world and recognize they have agency to act on the world, to make change.

Critical pedagogy should not be about showing life to students, but bringing them to life.

The aim is getting to speak for themselves, to understand people make their own history.