

No Comment?

If you have any comment on this cartoon, don't hesitate and send us (etfun@roshdmag.ir) your interpretations in a short paragraph. Your name along with your comment will be published in the same section in the subsequent edition of the journal.



Riddles

1. It walks on four legs in the morning, two legs at noon and three legs in the evening. What is it?
 2. What always runs but never walks, often murmurs, never talks, has a bed but never sleeps, has a mouth but never eats?
 3. There was a green house. Inside the green house there was a white house. Inside the white house there was a red house. Inside the red house there were lots of babies. What is it?
 4. The more you have of it, the less you see. What is it?
 5. What English word has three consecutive double letters?
 6. I am always hungry, I must always be fed,
- The finger I touch,
Will soon turn red.
7. What gets wetter as it dries?

Sources

<http://www.quotegarden.com/teachers.html>

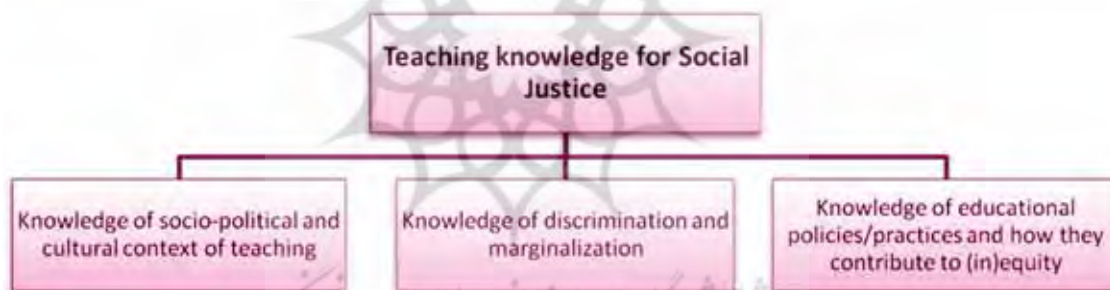
<http://dan.hersam.com/riddles.html>

Answers to the Riddle

1. Man (or woman). Crawls on all fours as a baby, walks on two legs as an adult and uses two legs and a cane when they're old.
2. River
3. Watermelon
4. Darkness
5. Bookkeeper
6. Fire
7. Towel

of knowledge base for social justice. Educational policies refer to a wide range of issues relating to intended policies, educational ends and purposes pursued by policy makers and represented in educational materials and programs. Educational practices, on the other hand, deal with the rules and regulations of the schools and/or institutions where teachers work. Educational practices also cover micro-educational issues such as classroom setting and teaching learning relations within the classroom. It is not knowledge of policies and practices per se that makes this component of knowledge relevant to our discussion; it is teachers' awareness of policies and practices in relation to social justice and how they are designed to perpetuate (in) equity.

While the above components of pedagogical knowledge pertaining to social justice cover a wide spectrum of social, cultural, economic and political issues, it would be over-simplification to restrict this knowledge to these three categories. Teaching knowledge for social justice is, in fact, a part of a complex matrix of knowledge which is tightly interwoven with all other knowledge domains that define personal and professional identity of teachers. This knowledge also has a dynamic nature and responds to the demands of the context in which teaching takes place. For example, knowledge of racial diversity becomes more important in multiracial contexts while knowledge of gender discrimination gains priority in contexts where there is gender discrimination.



actors in an inherently moral enterprise, namely education. In addition to this awareness, teachers need to know the societal challenges that their students face in their daily lives. Overall, teaching knowledge related to social justice can be categorized into three categories: knowledge of socio-political and cultural context of teaching, knowledge of discrimination and marginalization, and knowledge of educational policies/practices and how they contribute to (in)equity. The first of these three components, i.e. knowledge of socio-political and cultural context of teaching, refers to the knowledge that teachers should have of the social, political and cultural features of their teaching context. This knowledge base covers a broad spectrum of issues that relate, either directly or indirectly, to students' learning and thus teachers' practices. It is from this base of pedagogical knowledge that teachers make sense of issues such as their students' socio-economic status,

their ethnic background, socio-cultural traditions, etc.

The second category of teaching knowledge related to social justice is knowledge of discrimination and marginalization. This knowledge moves beyond understanding the context of teaching, to the power relations behind it; more specifically, it deals with issues of social/political injustice and racial/cultural discrimination. It is from this knowledge base that teachers reflect upon and respond to the instances of injustice and discrimination based on gender, race, language, social class, and politics. As in the case of the previous category, knowledge of discrimination and marginalization can relate both directly and indirectly to the classroom practices of teachers and the way they relate to their students.

Finally, knowing educational policies/practices and how they contribute to (in)equity is another important dimension



a set body of knowledge and skills to students. The reduction of teaching to knowledge transmission is what Paulo Freire refers to as *banking concept of education*. Freire uses banking education to describe a narrative mode of knowledge transmission/construction in which teachers are mere depositors and students are reduced to depositories at the bottom chain of educational practices. Within this scheme, education itself becomes a sheer act of depositing. Good teaching is teaching of what has already been identified as significant and good learning becomes the mastery of the content. Neither teachers nor students are expected to deviate from the grand educational scheme planned for them, namely being implementers and receivers of a body of 'facts and figures'.

Freire's alternative to banking education is *problem posing education*. In problem posing education, the ultimate objective is raising consciousness

through problematization. The starting point is a dialogue between the teacher and students and/or amongst students themselves. The dialogic approach of problem posing education delves into social, political, cultural, economic and educational issues by starting from the life experiences of students. As the dialogue unfolds in the classroom, teachers adopt the role of transformative intellectuals. They are no longer transmitters of 'a fixed body of facts'. Both teachers and students reflect upon reality and social relations to understand it better. This reflection, in turn, leads to revisiting one's assumptions followed by action for change, a process that Freire refers to as praxis.

Viewed as a moral enterprise, teaching should address issues of equity, diversity and social justice as a part of its educational mission. To be able to address these issues, teachers first need to be aware of their role as moral



Poem

WHOSE CHILD IS THIS?

“Whose child is this?” I asked one day
Seeing a little one out at play
“Mine”, said the parent with a tender smile
“Mine to keep a little while
To bathe his hands and comb his hair
To tell him what he is to wear
To prepare him that he may always be good
And each day do the things he should”

“Whose child is this?” I asked again
As the door opened and someone came in
“Mine”, said the teacher with the same tender smile
“Mine, to keep just for a little while
To teach him how to be gentle and kind
To train and direct his dear little mind
To help him live by every rule
And get the best he can from school”

“Whose child is this?” I ask once more
Just as the little one entered the door
“Ours” said the parent and the teacher as they smiled
And each took the hand of the little child
“Ours to love and train together
Ours this blessed task forever.”

Author Unknown

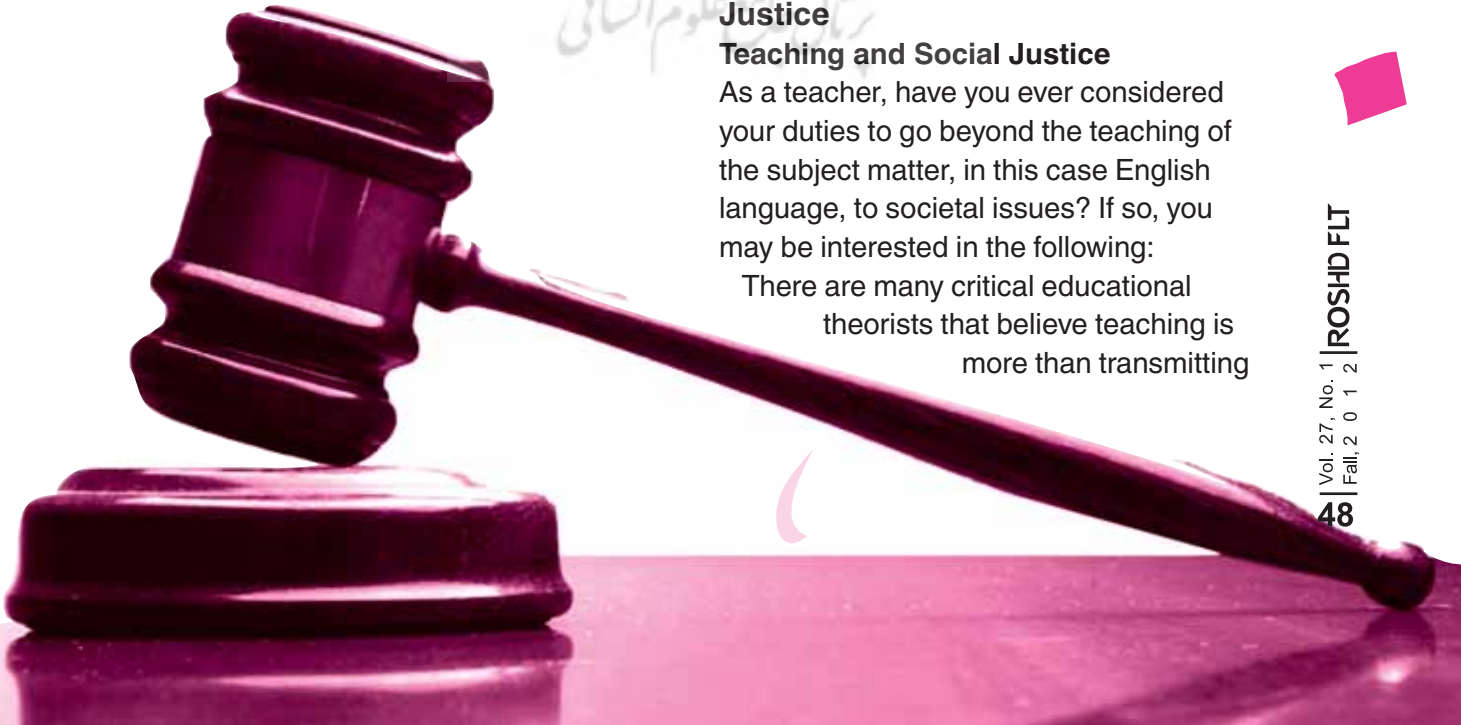
پروشگاه علوم انسانی و مطالعات فرهنگی
رسانه علوم انسانی

Teaching Tips: Teaching for Social Justice

Teaching and Social Justice

As a teacher, have you ever considered your duties to go beyond the teaching of the subject matter, in this case English language, to societal issues? If so, you may be interested in the following:

There are many critical educational theorists that believe teaching is more than transmitting



English through Fun



**Roshd
& Teachers**

Babak Dadvand, email: babak.dadvand@gmail.com

Hadi Azimi, PhD in English Language Teaching, email: azimi.hz@gmail.com

The Note

For this edition of ETFun, we decided to choose a theme which will run through all the sections. It is our belief, and the belief of many critical educational theorists, that education is not neutral. Education in general, and teaching in particular, is a value-laden activity which involves issues of right and wrong. As such, teachers' duties go well beyond the teaching of the subject matter; they will become responsible for the moral wellbeing of the students under their care.

All the following sections of this edition of ETFun are prepared with this view of education and teaching. We hope you find them useful for your teaching practices.

Quotable Quotes

A teacher is one who makes himself

progressively unnecessary.

- **Thomas Carruthers**

A good teacher is a master of simplification and an enemy of simplism.

- **Louis A. Berman**

Teaching should be full of ideas instead of stuffed with facts.

- **Author Unknown**

What a teacher writes on the blackboard of life can never be erased.

- **Author Unknown**

A teacher should have maximal authority, and minimal power.

- **Thomas Szaz**

2 teach is

2 touch lives

4 ever

- **Author Unknown**