

Principles of Social Justice Education Practice

(Adams, Bell and Griffin, 1997: 42-3)

1. Balance the emotional and cognitive components of the learning process.

Teaching that pays attention to personal safety, classroom norms, and guidelines for group behavior.

2. Acknowledge and support the personal (the individual student's experience) while illuminating the systemic (the interactions among social groups).

Teaching that calls attention to the her-and-now of the classroom setting and grounds the systemic or abstract in an accumulation of concrete, real-life examples.

3. Attend to social relations within the classroom.

Teaching that helps students name behaviors that emerge in group dynamics, understand group process, and improve interpersonal communications, without blaming or judging each other.

4. Utilize reflection and experience as tools for student-centered learning.

Teaching that begins from the student's world view and experience as the starting point for dialogue or problem-posing.

5. Value awareness, personal growth, and change as outcomes of the learning process.

Teaching that balances different learning styles and is explicitly organized around goals of social awareness, knowledge, and social action, although proportions of these three goals change in relation to student interest and readiness.