

# Pedagogy Weekly Summary #1

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“In order to have the continued opportunity to express their “generosity”, the oppressors must perpetuate injustice as well.” Paulo explains the cyclical process of injustice and exploitation of marginalized communities in the *Pedagogy of the Oppressed*. They were expressing the necessary mindset of a liberated thinker, along with the journey for purposeful and responsible freedom. Comprehending the fear of freedom marginalized societies face, we first have to consider transformation instead of conformation. Realizing the problem is not the student, but rather the ways in which they are being taught. Evolving the curriculum and education around the student using culturally relevant pedagogy. Communication is vital in a classroom to liberate the student and educator. Paulo speaks about the power of dialogue and critical thinking in healthy learning environments. He further defines education as an end to contrarian beliefs and assumptions between students and teachers. Fostering a space where both sides provide insight into their respective cultures.

Educators are here to provide further resources/answers for students and their inquiries. Allowing students to make mistakes, and correct their course as they travel through their educational journey. Building their identity through natural humanistic behaviors and critical dialogue. The sole purpose of “salvation” in education is to become acquainted and endarkened by the struggles and burdens of other cultures before entering the classroom. Rescuing the idea of a liberated and inclusive curriculum includes stepping into the other person’s world, not assumptions of their needs or what you feel comfortable with giving young life-long learners. The belief is improper communication is a conditioned form of oppression in pedagogy and curriculum. Having “alienated rhetoric” intentionally removes necessary diverse voices, opinions and lived experiences. A student’s experiences and cultures is not independent of their learning environment. An effective educator should know how to positively merge the two, providing a safe space for identity development and academic expansion for students.