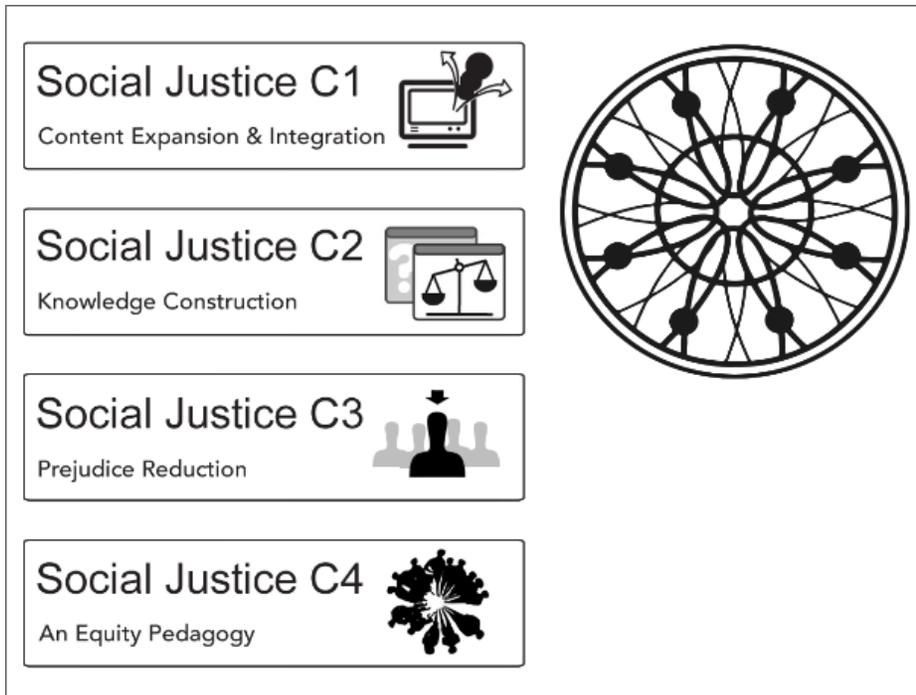


SOCIAL JUSTICE COMPETENCIES

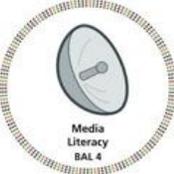
A curriculum planning framework that works with the Quebec Education Program
(Broad Areas of Learning, Subject-area and cross-curricular Competencies)



The Social Justice Competencies (SJC) is a framework developed by Dr. Lisa K. Taylor (Bishop's University) over a 12 year period of working with the QEP and future teachers. It is designed as a tool to support developing curriculum in all subjects in a cross curricular way that frames and infuses students learning through the perspective of social justice and the active transformation of all forms of discrimination (including heterosexism, homophobia, transphobia, classism, ableism, linguicism, racism, colonialism, Islamophobia) in our society and world. The goal, then, is to meet the curricular objectives while preparing students with the critical thinking, moral compass, sense of solidarity, and commitment to diverse worldviews, cultural and knowledge traditions that they will need to act in the world as global citizens.

As a cross-curricular framework, the SJC outlines a perspective that can support all stages of curriculum development: (re)framing the content to be studied and contextualizing it within an awareness of ongoing unequal power relations; designing essential questions that generate critical analysis; foregrounding knowledge from marginalized groups' histories of creation and resistance; designing pedagogy and learning activities; encouraging students' experience of learning as a collective project and as an essential tool for changing one's world towards greater democracy, dialogue, and equity.

SOCIAL JUSTICE COMPETENCY 1	KEY FEATURES of Social Justice Competency: CONTENT EXPANSION & INTEGRATION	<div style="border: 1px solid black; padding: 5px; display: flex; align-items: center;"> <div style="flex: 1;"> <p style="margin: 0;">Social Justice C1</p> <p style="margin: 0;">Content Expansion & Integration</p> </div> <div style="flex: 0.2; text-align: center;">  </div> </div>	Integrating other frameworks
1/ Content Expansion & Integration (Defining the 'What?' to be studied)	<p>Students will develop a perspective on the entire discipline and specific topic of study that is inclusive and multicentric (vs. Eurocentric, androcentric, heteronormative, mid/upper class centric, Christian-centric, ability normative etc.) . This perspective assumes diversity as a norm (sexual, gender, racial, faith, ability, class, language, etc.). The “we” of the curriculum is always diverse: the ‘we’ in the classroom, in society, and in the relevant perspective or viewpoints on the topic under study. The following questions may guide teachers’ curriculum planning (ie. topics, essential questions, learning intentions, resources, texts, activities):</p> <p>Framing: Who is ‘in the picture’? Who is erased? When the curriculum is more inclusive, is this intersectional? (see intersectionality defined below)</p> <ol style="list-style-type: none"> 1. Whose voices and experiences do students study? <ol style="list-style-type: none"> a. Whose experiences matter enough to be learned, to be described in the books or literature in the curriculum or in the library? b. Which students’ personal experiences, family cultures, values, background/prior knowledge (cultural capital) are presented in lessons and learning materials as universal? Whose are forgotten, less valued or treated as a ‘special issue’ or cultural particularity (not universal) ? 2. How does our framing of the topic (by time period or geographic region) in/exclude different groups and imply responsibility or innocence? <ol style="list-style-type: none"> a. Eg. Studying only the 100 days of the 1994 Rwandan genocide and Canada’s role as peace keeper but ignoring the imperial European policies of ‘divide and conquer’ through institutionalizing racial hierarchies; studying Indigenous peoples in the course section on the 18th Century but not in the contemporary section b. Eg. Studying only post-contact Canadian history or literature in English from pre-1960s 3. Perspective: Whose perspective is taken? (eg. defining important dates, geographical focus, issues, artistic genres, school-supported extra-curricular sports) <ol style="list-style-type: none"> a. Who is the presumed ‘Us’/protagonist in the curriculum/resource/text? Ie. Who is assumed as ‘we’? (ie. which students see themselves as part of ‘us’?) b. Who writes the texts we read? Which groups have the power to represent themselves in the resources we read or view? Which groups tend to be written about and talked about by others? 4. Portrayal: How are different groups represented? <ol style="list-style-type: none"> a. Which groups are rarely mentioned and stereotyped in a few, polarized images? Which are shown so often their group identity become invisible or normal(ized)? Ie. any individual member of that normalized group comes to be seen as a unique individual (not as their identity category or as a member of that particular group) b. Which groups are presented as active leaders? Which are shown as passive, as acted upon? c. When marginalized groups are included, is it only the most dominant members? (eg. Anglophone, upper class, straight cis-gendered women) d. Who is represented in the present and who is represented in the past? Who is represented as modern, progressing, changing? Who is represented as traditional, completely shaped by their culture, unchanging over time? <p>Systemic/structural analysis: Distinguishing Individual intentional bigotry from Systemic, Institutional norms & practices that still maintain inequality:</p> <ol style="list-style-type: none"> 5. Who is present or absent, visible or invisible when we look at a topic or situation? If inequality and silencing are neither accidental or natural, what are the (ongoing) institutional policies, routines, actions <i>and</i> inaction that actively exclude, erase, and marginalize different groups (and privilege or normalize others) ? <ol style="list-style-type: none"> a. Eg. What policies made and keep Canada (predominantly) White? (immigration policies eg. Chinese head tax, ‘Continuous Journey’; policies using starvation to ‘Clear the Plains’ (Dashuk, 2014) / Indian Act / Pass System / residential schools; racially discriminatory policies towards Black United Empire Loyalists or towards Africville) b. Eg. What policies made and keep Canadian leaders (predominantly) male? (role models available in curriculum influence career choice, glass ceilings.) c. Who is silenced and what gender identities are erased and turned into a problem by male/female only bathrooms? Are schools neutral when they ignore this question? 	<p>A social justice approach to QEP Cross Curricular Competencies:</p> <div style="text-align: center;">  </div> <p><u>Competency 1:</u> To gather and use information</p>	

SOCIAL JUSTICE COMPETENCY 2	KEY FEATURES of Social Justice Competency: KNOWLEDGE CONSTRUCTION <div data-bbox="1331 321 1738 423" style="float: right; border: 1px solid black; padding: 5px;"> Social Justice C2 Knowledge Construction  </div>	Integrating other frameworks
<p>2/ Knowledge Construction and Critical Thinking (Defining the 'How?' of studying and learning)</p> <p>A social justice approach to:</p> <div data-bbox="149 813 323 987" style="text-align: center;">  <p>Media Literacy BAL 4</p> </div> <p><u>Broad Area of Learning (BAL) 4:</u> Media Literacy</p>	<p>Students will develop the capacity to pose critical questions of, analyse and evaluate issues, learning materials and texts from the perspective of equity and social justice. Students will:</p> <ol style="list-style-type: none"> 1. Learn to articulate a social justice perspective on different issues (vs. relativism): <ol style="list-style-type: none"> a. Rather than equating all voices and perspectives, students will learn to analyze the unequal authority of differently powerful groups (eg. elite vs. the poor; the government and churches vs. residential school survivors; slave owners vs. slaves; 'able' vs. blind) b. Learn to see an issue from multiple perspectives and from the complex positions of differently powerful stake-holders (eg. when studying power generation in science class, students role play public debates over hydroelectricity projects, mining, or the tar sands, grouped as different stakeholders: urban, rural, Indigenous, settler, white or blue collar workers, youth or seniors) 2. Understand Intersectionality: <ol style="list-style-type: none"> a. Learn to analyze how inequality and discrimination/privilege are relations of power that work intersectionally. (I.e. no 'ism' happens in isolation; racism, ablist hetero/sexism, homophobia, transphobia, classism, faithism, linguicism all reinforce each other. Nobody experiences only one 'ism' at a time: different 'isms' marginalize or privilege each of us differently in different contexts.) b. Learn to appreciate an artistic expression or cultural product (including the literary, visual, musical or performance arts) from different aesthetic perspectives and cultural traditions 3. Learn Critical Literacy (& media literacy): <ol style="list-style-type: none"> a. Learn to discern historically powerful and silenced perspectives in any issue, canon, media, resources/texts or use of language (eg. describing Indigenous "legends" vs "history", "spirituality" vs. "religion" / "philosophy", or "crafts" vs "art") b. After identifying the powerful vs. silenced perspectives in any issue or representation, students learn to ask why and how this silencing happens, based on the premise that inequality and silencing is neither natural nor accidental but rather, the effect of policy, practices and (ongoing) institutional discrimination (eg. students use Power & Discrimination Triangles to analyze stereotyping, prejudice/bias, and individual/institutional/statistical discrimination using questions such those in SJC #1 above) 4. Develop Critical Reflexivity: Learn to identify one's implication or role in creating/maintaining/potentially transforming different intersectional systems of social inequality: <ol style="list-style-type: none"> a. Trace how one participates in beliefs, stereotypes, social norms, habits, actions, and institutional practices or policies that maintain the status quo b. Reflect on how one's blindness, indifference or 'un-surprisedness' tacitly supports the status quo (eg. lack of surprise or outrage at news reports of murdered or missing Indigenous women) c. Gain insight into how one's changing beliefs, norms and habits could contribute to changing the status quo 5. Learn through Critical Pedagogy: <ol style="list-style-type: none"> a. Learn that knowledge is power and that no perspective is neutral b. Learn and use knowledge for empowerment and as tools to change their lives and world (rather than learning info for a test) 	<p>A social justice approach to QEP Cross Curricular Competencies:</p> <div data-bbox="1822 656 1906 734" style="text-align: center;">  </div> <p><u>Cross Competency 2:</u> To solve problems</p> <div data-bbox="1822 813 1906 891" style="text-align: center;">  </div> <p><u>Competency 3:</u> To exercise critical judgement</p> <div data-bbox="1822 980 1906 1058" style="text-align: center;">  </div> <p><u>Competency 4:</u> To use creativity</p>

**SOCIAL JUSTICE
COMPETENCY
3**

KEY FEATURES of Social Justice Competency:

PREJUDICE REDUCTION

Social Justice C3
Prejudice Reduction



**Integrating
other
frameworks**

3/ Critically reflexive, self-implicated, ethical, emotional, embodied, and relational learning (Integrating the ‘Why?’ into the ‘How?’: Asking “Where am I in this picture?” “What’s my role?”)

A social justice approach to:



Broad Area of Learning (BAL) 3: Environmental Awareness



Broad Area of Learning (BAL) 5: Citizenship and Community Life

Students will develop understanding of and capacity to articulate their individual and collective/common social identities, belonging, and commitments:

1. Develop an understanding of one’s **multiple, intersecting memberships and consciousness**:
 - a. Each student will develop an understanding of her/his social identities in relation to many different (intersecting) social identities finding areas of both commonality and contrast with other people in her/his world, as well as with the non-human web of life and Mother Earth/Pacha Mama (living organisms, ecosystems, spirituality)
 - b. Each student will develop the acceptance and valorization of her/his own social identities and those of others in her/his world (as a step towards overcoming ignorance about other identities and dispelling myths, stereotyping)
2. Students will develop **Critically Reflexive Consciousness** by analyzing:
 - a. some of the ways that social identities can work to empower/ disempower, in/exclude, and privilege/oppress different social groups or different forms of life or ecosystems
 - b. how their identities and lives are **implicated** in social inequality and environmental degradation
 - c. how to use power to challenge privilege (eg. as a white antiracist, male feminist, cis-gendered anti-transphobic, middle/upper class anti-classist, secular anti-faithist person, or balancing consumer desire with environmental responsibility and solidarity)
 - d. how to act in **respectful, non-paternalizing alliance** to support the struggles of other social groups in challenging oppression (even oppression that benefits oneself or one’s own group)
3. Students will develop their **emotional learning**:
 - a. Learn to express, explore, own, weigh, and work through her/his own feelings and their impacts on others
 - b. Learn to empathize with others
 - c. Work through the “difficult knowledge” (Britzman, 1998), resistance and discomfort associated with acknowledging one’s own role and implication in the status quo that creates or perpetuates social injustice

A social justice approach to QEP Subject-area Competencies:



Ethics & Religious Cultures Competency:
Reflects on Ethical Questions

<p>SOCIAL JUSTICE COMPETENCY 4</p>	<p>KEY FEATURES of Social Justice Competency:</p> <p>AN EQUITY PEDAGOGY</p> <div data-bbox="1333 313 1782 428" style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Social Justice C4 An Equity Pedagogy</p>  </div>	<p>Integrating other frameworks</p>
<p>4/ An Equity Pedagogy (Building the kind of learning community to support SJs #1 - 3)</p> <p>A social justice approach to:</p> <div data-bbox="144 703 291 846" style="text-align: center;">  </div> <p>Broad Area of Learning (BAL) 5: Citizenship and Community Life</p>	<p>Teacher plans/enacts pedagogy that supports students to learn through inclusive learning activities / strategies which develop respectful, supportive, equity-oriented relationships within the classroom learning community:</p> <ol style="list-style-type: none"> 1. High expectations/differentiated support: <ol style="list-style-type: none"> a. Teacher maintains high expectations for all students but adapts/differentiates pedagogy, learning themes, resources, activities, products and forms of evaluation in order to support students' different learning needs. b. In her/his choice of materials, perspectives, <i>sequencing</i>, and interactions with students, the teacher explicitly role models how to value and develop students' different 'multiple intelligences', learning styles, and prior knowledge (their diverse cultural and linguistic capital) so that every student is recognized, valued, challenged, motivated and supported to succeed, (including English language learners). c. Teacher pays attention to ensure all students receive recognition (i.e. all are encouraged to answer questions, go to the board, take on different roles in the school, in the classroom, and in small groups). 2. Valuing diverse prior knowledge: <ol style="list-style-type: none"> a. Inclusive learning activities, materials and themes invite and value the knowledge traditions, forms of expertise, and cultural and linguistic capital of diverse parents, family and community members as partners in all students' learning. 3. Using diversity as a resource for peer teaching/learning: <ol style="list-style-type: none"> a. Inclusive learning activities encourage heterogeneous grouping, interdependence, cooperation and new friendships as well as independence & confidence. 	<p>A social justice approach to QEP Cross-curricular Competencies:</p> <div data-bbox="1833 654 1913 732" style="text-align: center;">  </div> <p>Competency 8: To Cooperate with others</p>