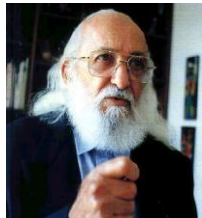


Philosophy of Education

An Introduction to the work of Paulo Freire

Key points

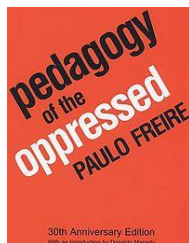
- ▶ Early life highlighted issues of poverty and oppression
- ▶ 'Culture of silence'
- ▶ Education is never neutral
- ▶ Fatalism



1921-1997

Pedagogy of the Oppressed - 1968

- ▶ Firmly places education within a political context
- ▶ Influence of Marx on Freire
- ▶ Who are the oppressed?
- ▶ What is oppression?
- ▶ A pedagogy of enabling



'Banking' concept of education

- ▶ Conventional schools illustrate this
- ▶ Freire and 'narration sickness'
- ▶ 'Narrating subject' & listening 'objects'
- ▶ Loss of learning vitality – reality as 'motionless, static, compartmentalised and predictable'
- ▶ Words have been 'emptied of their concreteness and become a hollow, alienated and alienating verbosity'



- ▶ Banking concept as a mirror of society
- ▶ Objectification and alienation of students
- ▶ 'Knowledge emerges only through invention and re-invention...through inquiry men pursue in the world, with the world, and with each other.' Pedagogy of the Oppressed
- ▶ Limits of curriculum
- ▶ Critical consciousness
- ▶ Culture of silence

- ▶ 'True education should equip people to know and respond creatively to the concrete realities of the world in which they live, **their** world.' Pedagogy of the Oppressed
- ▶ Process of domestication not irreversible
- ▶ What are these contradictions? Examples may include...
 - schools which teach democracy and justice are run as autocracies
 - regulation could be through administrative imperatives rather than justice

Liberating education

- ▶ Educators need to ensure students can engage with critical thinking
- ▶ Trust in students is essential
- ▶ Humanization and dehumanization are radical alternatives
- ▶ *'...it is affirmed, by the yearning of the oppressed for freedom and justice, and by their struggle to recover their lost humanity.'* Pedagogy of the Oppressed
- ▶ The process of learning should be of paramount importance
- ▶ Advanced societies promote objectification of people



The Role of Freedom

- ▶ Essential – but something we must struggle for
- ▶ Freedom is the pre-requisite for humanization
- ▶ School either enslaves or liberates – cannot do both
- ▶ Banking concept reinforced by paternalistic social apparatus which views the oppressed as 'welfare recipients.'



Praxis

- ▶ Human activity – two dimensions
thought & action, theory & practice
- ▶ Teaching and learning should be a two way process
- ▶ Students need to be empowered to see the world as a process and not as a static reality – it is in a state of transformation.
- ▶ Through their thoughts and action, their praxis, they can influence this transformation.
- ▶ Liberating education begins with the student in their current life experience



- ▶ Problem posing education
- ▶ Learners possessing the power to see their own reality
- ▶ Changing role of the teacher – joint responsibility
- ▶ *'authority must be on the side of freedom, not against it...'*
Pedagogy of the Oppressed



Language & Dialogue

- ▶ Transformative power of language
- ▶ Naming is power...examples?
- ▶ Therefore, dialogue is the medium of liberating education
- ▶ Links between naming and action
- ▶ Dialogue is the medium of transformative education



- ▶ *'Without dialogue there is no communication, and without communication there can be no true education.'* Pedagogy of the Oppressed

- ▶ Faith, hope and charity
- ▶ The role of critical thinking
- ▶ True education aims at resolving the contradiction between teacher and learner through shared effort to understand aspects of their world



Paulo Freire died in 1997. He worked throughout his life for the liberation of the oppressed, promoting education which enhances the power of critical thought, challenges conventional limits to freedom, and aims at the liberation of teachers and learners everywhere.

Flanagan (2006)

TASK

- ▶ To what extent do you think Freire’s ideas are relevant to modern day education?