



## Education as a Political Act: Co-Creating New Possibilities

“Because love is an act of courage, not of fear, love is a commitment to others. No matter where the oppressed are found, the act of love is commitment to their cause—the cause of liberation.” – **Paulo Freire, Pedagogy of the Oppressed**

“If the uniqueness of the artistic-aesthetic can be reaffirmed, if we can consider futuring as we combat immersion, old either/ors may disappear. We may make possible a pluralism of visions, a multiplicity of realities. We may enable those we teach to rebel.” - **Maxine Greene, The Artistic, Aesthetic, and Curriculum**

### Overview:

How do we break away from the ordinary, the given, the status quo to look beyond the dualities of what is? How do we learn how to think critically, and how do we teach others to learn how to think critically for themselves? How can we learn how to be in solidarity, and implement liberatory processes within our classrooms, staff meetings, and daily lives, through educational dialogue and creativity? Essentially, how can we learn and teach to ask in all the tones of voices there are, “how and why do we know what we know,” in order to not be complicit in the old, oppressive structures by activating new possibilities of creative agency?

This 8-week course, **Education as a Political Act: Co-Creating New Possibilities**, explores the concept of critical pedagogy, created by the great educational philosopher Paulo Freire based upon his book “Pedagogy of the Oppressed,” through experiential and participatory practices of educational dialogue and the expressive arts (aesthetic education), and how to implement these philosophies daily in our work environments, classrooms, and activism. The course, in partnership with The Willy Brandt Center Jerusalem, utilizes the practices of a critical pedagogy, giving participants an opportunity to not only learn theory, but also participate in the act of philosophizing and experiencing through practice Freire’s teachings. To complement this process, the teachings of educational philosophers Maxine Greene, John Dewey, and bell hooks will be included. By questioning, experiencing, and reflecting upon “critical pedagogy” through educational dialogue and the expressive arts (aesthetic education), participants will develop greater understanding of self and their world, deepen self-expression, and gain the skills to implement a critical pedagogy in their educational contexts.

### Pedagogy (“the process of learning”):

A critical pedagogy that is learner-centered will be used to enable participatory practices, horizontal learning, and inclusivity through safe spaces for all. Also an “ethic of care” (Holloway & Krensky, 2001) will be used, and anti-oppressive pedagogies in general, recognizing the existence of the Occupation and status quo at large of systemic and cultural violence.

### Competences (“Skills”):

- Decode and recode systems of oppression that are antidialogical within our social, political, and professional environments.
- Implement Freirean ideas of critical pedagogy, within our social, political, and professional environments, from our staff development and meetings to our learning spaces and activism.
- Lead educational dialogue and utilize the expressive arts (aesthetic education) as a way for individuals in our aforementioned spheres to develop greater understanding of self and their world, develop self-expression, hear and be heard, foster empathy and agency, and develop dialogical and aesthetic competences.

### Fast Facts:

- Timeline: April 17 – June 12
  - Language: Taught in English (but if translation is needed, we can explore that option)
  - Class size: 8 - 12
  - Cost: 420 NIS (60 NIS/meeting)
  - Where: Near the Jerusalem Theatre in West Jerusalem
  - When: Tuesdays, 18:00-20:00
  - Who: For all who are interested in one (or ALL!) of the following: education, activism, the arts, teaching, learning, music, music education, youth development, disrupting the status quo, NGO workers, etc.
  - To officially register for the course: <https://sgottesman.com/learn/courses/>
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### **Educational Goals:**

Participants will have an understanding of critical pedagogy (origins, principles, implementation, and dilemmas) through experiential and participatory practices of educational dialogue and the expressive arts (aesthetic education), its existence (or absence of) in their worlds, and its implementation in their daily lives.

### **Educational Objectives:**

Participants will understand how to:

- Decode and recode systems of oppression that are antialogical within our social, political, and professional environments.
- Question critical pedagogy itself as a method and uncover the dilemmas that exist within critical pedagogy.
- Implement Freirean ideas of critical pedagogy, within our social, political, and professional environments, from our staff development and meetings to our learning spaces and activism.
- Lead educational dialogue and utilize the expressive arts (aesthetic education) as a way for individuals in our aforementioned spheres to develop greater understanding of self and their world, develop self-expression, hear and be heard, foster empathy and agency, and develop dialogical and aesthetic competences.