

Rochester Teacher Center ©

Emancipatory Pedagogy

Below is a list of pedagogical practices that can be seen in teachers who use emancipatory pedagogy.

These practices are drawn from a chapter entitled “Emancipatory Pedagogy” by Susan Goodwin in *Teaching Children of Color: Seven Constructs of Effective Teaching in Urban Schools* (Goodwin & Swartz, 2004)

➤ **Critical Inquiry**

- Students examine and think critically to develop understanding about everything they are learning

➤ **Build on what students know**

- Students are asked questions that tap into the knowledge that is within them, which allows them to provide correct answers that “work” in the context of critical questions.

➤ **Engage in collective work and responsibility**

- Use cooperative learning, group work, collaborative projects, and group assessments that recognize the historical traditions found in African American and Latino cultures. Individuals are valued for what they contribute to the group. Working together is valued and mistakes are seen as learning opportunities. Collective decision making is seen as a way to be fair and just; everyone is included.

➤ **Interdisciplinarity**

- Teaching content that crosses and incorporates more than one discipline.

➤ **Center Students in Instruction**

- Students need to know and feel that they are the reason for the whole learning process (e.g., ask critical questions that invite students’ voices, into instructions, use content about students’ cultures- past and present, use approaches like reciprocal teaching that provide specific roles to each student).

➤ **Inclusion, Representation, and Indigenous Voice**

- Students need to experience curriculum that includes and accurately represents diverse cultures and groups, including the use of indigenous accounts, beliefs, and values. Just as these principles help to determine whether curriculum is culturally connected, you also want to use these principles in your pedagogy. They refer to presence, context/connection, and agency.

- **Be authentic with students**
 - This is a way to create connections with students. Don't deny that yo-u have shortcomings; apologize if necessary; let students experience that we are all one and that no one has to worry about being excluded, ridiculed, or embarrassed in your class.
- **Work with colleagues, students, and parents**
 - Engage others as full participants, actors, and partners in the learning process
- **Authentic Assessment**
 - Evaluate students based on demonstrations of their understanding, analysis, and synthesis of the content, skills, and concepts they are learning through projects, portfolios, products, and exhibitions. Authentic assessments evaluate students performance and progress and extend their learning during the assessment process; they do not compare students to each other through standardized tests and other numbers-based examinations.
- **Question Driven Pedagogy**
 - Teachers ask thought-provoking questions so that students arrive at answers as opposed to being told answers. Teachers and students do this together; they produce knowledge