

A Social Justice Education intervention in the PME

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**SCHOOL OF
EDUCATION**
UNIVERSITY OF LIMERICK

School of Education, UL

Module	Becoming A Teacher: Identity and Agency
Cohort	PME1
Semester	Semester 1
# Student teachers	75





**How do we get student teachers
to really feel the issues?**



0 – 17:15
Peter's early life

21:30 – 22:30
Flat in Ballymun

23:46 – 25:02
David intro, no judge

Sample student teacher feedback...

Privilege V Poverty

- His "Unquestioning" upbringing, he didn't see the inequality – "I was very much part of society, a very unquestioning existence"
- Different perspectives – different views...basement, top floor
- The establishment favouring development – bridges, economics...along side lack of regard for the poor/homeless
- Developments favoured the well off, the educated
- Powerlessness of the homeless – no voice, not recognised.

Peter's identity - "They changed me"

- "I thought I would change them!")
- They "turned me inside out, upside down, my view of society, my relationship with God".
- Giving up wealth to live in poverty, no possessions – why would he do this?
- His sacrifice (but he wouldn't see it that way?)
- His willingness to 'change'
- Becoming the voice of the homeless child.

What **impacts** you most and why?

(prompt: theme, key point, image, statement, personal story, feeling...)

Non judgement

- Understanding the stories and actions of the homeless (stealing, drugs, violence)
- How he built relationships with them.
- Giving second chances
- The respect they showed him

Importance of Community & Support

- Tearing down the flats and relocating people decimated the sense of community, identity
- No work, no prospects
- Flats in Ballymun – lack of amenities, supports
- Peter gave them something to do

Generative Questions to explore a 'line of enquiry'



Who am I?
Who are my people? What is their story?
Who tells their story?
Where do I go when I need to get away?
Who owns my life? Who can I trust?
Where do I belong? Where am I accepted?
Where will I find love? Who should I choose to love?
How can I break free? Who will I take with me?
Why did I leave? Why do I go back?
What do I believe in? What do I live for?
What am I prepared to die for?'

Reference: Kevin McDermott,
<http://www.ubuntu.ie/our-work/ipps/dialogic-teaching/pursuit-of-questions.html>



Your thoughts...?