

Carving Out a Space for Critical Pedagogies in the Secondary School Classroom

Participatory research drawing on Theatre of the Oppressed

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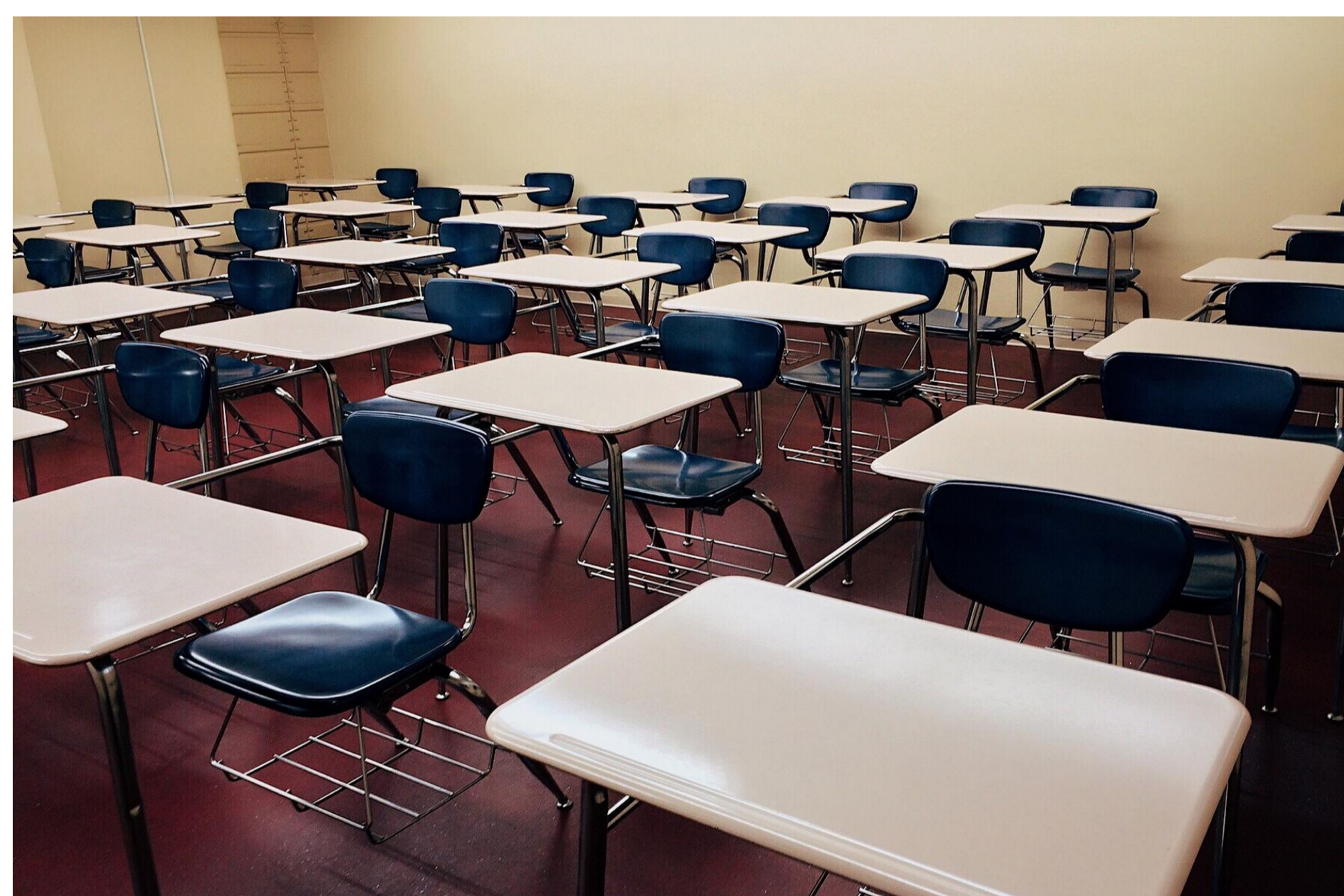
Pedagogies as critical spatial practices

Looking at space as produced through social interactions, in a “shifting geometry of power” (Massey, 1994, p. 16)

- ★ Exploring how a dominant mode for learning produces spatial segregation (Thomson, 2007)
- ★ How discourses and subjectivities are constituted and challenged in different learning spaces (Youdell and Armstrong, 2011)
- ★ Creating 'counter-public spaces' in schools, by deconstructing and then intervening in spatial practices (Thomson, 2007)
- ★ Engaging with “the margins” as “material space from which relationships of oppression might be reimagined and reshaped” (Gruenewald, 2003b, p. 631)

Learning as a rehearsal of change

- ★ As a tool for change in classrooms/ research, to explore new roles/identities in the classroom & different narratives in research (Gallagher, 2001; 2007)
- ★ As a critical pedagogy of place, routed in a specific local “requires that researchers question what it means for historically non-dominant youth to learn within place” (Schindel Dimick, 2016, p. 818)
- ★ As a way to trouble the fixed identities of the oppressor and the oppressed, troubling the critical educator’s identity (Kitching, 2011)
- ★ As a way to diversify ways of expressing (hooks, 1994), “constructing alternative ground rules for communication” (Ellsworth, 1989, p.317)



<http://www.actingnow.co.uk/wp-content/uploads/2017/03/SCHOOLS.jpg>

- ★ What do you see?
 - ★ Describe the way the chairs are positioned.
 - ★ Which object is the most powerful?
 - ★ What does this constellation represent or make you think of?
 - ★ Can you think of a different constellation to change the power relations?
- How does this change the space for learning?**



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Power in the room

The great game of power (Augusto Boal, 1992)



<http://cw.routledge.com/textbooks/actortaining/practitioner-boal.asp>

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