

Critical reflection journal. teachers and activism

[Education](#)



Critical Reflection Journal: Teachers and Activism

Teachers and Activism This chapter, *Conflicting Visions of Schooling and Teaching* presents a candid discussion about the progressive developments in activism in education. After beginning by explaining much about teaching and learning process, it traces the changes that took place in the education sector concerning activism. These include neoliberalism and vocationalism, “very important initiatives that greatly transformed the pursuit of justice, social equality, democracy and justice” (p62).

Two critical questions are generated from the issue of activism. The first question illustrates the positive effects that activism activities had on the education sector; for instance, the development of vocationalism. The second question illustrates the types of changes realized due to activism; for example, social equality in education process. 1) What is the impact of activism in education sector? 2) What are the categories of changes realized by education activism?

Indeed, this article is quite informative. It has equipped me with lots of information about the development and roles of activism in the education sector. Besides, it has enabled me to know much about the reforms that still need to be introduced in education so as to make it accomplish its role of bringing social order in the society. As explained by the author, such transformations are necessary because of “our changing notions of freedom and the changing relationship between individuals and society and between individuals and government” (p65). During most of the twentieth century “social democratic liberalism became increasingly dominant as workers, women, and people of color pushed for and were able to extend their personal and political” interest (p 63).

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Activism has two major applications in the education sector. The first application involves enhancing equality in the education sector. All students must be treated equally, in terms of resource allocation, and instructional processes. Secondly, activism improves the relevance of education objectives and activities in the society. The education curriculum must aim at ensuring the people become self reliant. This is through acquisition of appropriate skills, knowledge and experience.

The three critical questions for understanding education activism involve: What is the effectiveness of the education reforms? What is the opinion of the teachers and related education stakeholders on the illustrated education concept? What is the opinion of the parents on the new education concept? The research of the study illustrated “ an intellectual and social richness that was rarely discussed in the public sphere or in the media” (Rose, 2014, p. 2). The author illustrates that, “ I want to consider school reform in light of the lessons learned” (Rose, 2014, p. 3) in the research process. “ Life inside a classroom is profoundly affected by the immediate life outside it” (Rose, 2014, p. 3); this implies that the surrounding community and environment have significant roles to play in the education reform processes.

The chapter does exhaust all the necessary information that needs to be understood about the contributions of activism in education. The experiences had during neoliberalism, for instance, ‘ can be used to shed light on the way school activism was perceived in the society’ (p 61). However, as the author examines, a lot of reforms still need to be implemented because they can make schools to help in promoting social equity, proper understanding and democratic practice.

References

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