I. Critical theory of education

A. Critique of Neoliberal Theory of Education

The current powerful corporate-based un-reform movement is wedded to developing modes of governance, ideologies and pedagogies dedicated to constraining and stunting any possibility for developing among students those **critical, creative, and collaborative forms of thought and action necessary for participating in a substantive democracy.**

1.public education has been made to fail

***a. underfunded***

***b. unequal***

***c. resources***

***i. “eternal” war: “war on terror”***

***ii. “eternal” tax cuts***

***iii. school bonds: “then” and “now”***

***d. California***

***i. $17 billion in cuts***

***ii. 20,000 teachers, nurses, school librarians and counselors fired***

***iii. art, music and vocational programs eliminated***

***iv. 50% of teachers quit in 5 years***

***2. “school reform” is about profit***

<https://www.wired.com/2016/04/apec-schools/>

a. corporations and the rich: $500 billion

<http://www.fair.org/blog/2014/03/19/are-charter-schools-really-helping-poor-children/>



b. charter schools vs public schools

c. =s continued failure of public schools

i. public money to charter schools

ii. free space

iii. choose students

iv. not accountable

v. cuts special needs programs

d. closing public schools

e. powerless teachers

f. what is left of public schools: prep schools for prison- industrial complex

g. standardized tests = academically adrift

3. neoliberalism and the failure of higher education

a. academically adrift

b. gate keeping

i. access

ii. ideas: assessments

c. debt bondage

d. degree but adrift

Never developed those **critical, creative, and collaborative forms of thought and action necessary for participating in a substantive democracy.**

B. Education as a pedagogy of freedom

1. assumptions

a.***inherent value***and ***full humanity***

b. recognition of a ***shared world***

c. reciprocal recognition of the other’s humanity

2. goal: humanization

a. not just entrepreneur, worker and consumer

b. imagination and creativity

c. critical thinking ability

3. Education as a transformative practice

a. name the system of oppression

i. demystify

ii. reveal its structure, it works, goal

reduce all of reality to “thing” commodity

iii. reformism not an answer

b. need to increase knowledge base

i. not the banking method

ii. not abstract, isolated

iii. understand knowledge differently

no such thing as neutral

objective knowledge

knowledge is in and of the world

iv. chemistry, physics, biology, comparative literature

c. need to increase critical thinking skills

i. problem solving

ii. problem posing

d. dialogue?

i. interhuman process of coming to know the world and

transform it

ii. recognition of humanity of others

iii. belief in possibility of transforming world

iv. trust in others

v. substantive: it is about knowing and being