



CLAE - project

A Guide for Critical Teaching



FOR THE IMPROVEMENT OF CRITICAL AWARENESS, WE NEED CRITICAL TEACHING

IF WE WANT TO WORK WITH CRITICAL LITERACY AND CRITICAL AWARENESS IN EDUCATION...

WHAT SHOULD WE BE AWARE OF, AS A TEACHER?

5 pedagogical principles for CRITICAL TEACHING

1. **BE AWARE** that critical thinking should be a goal (long term perspective), a learning outcome (short term perspective) and a method. It means that this perspective should be integrated from the very start in the planning of a lesson or teaching activity.
2. **BE AWARE OF** the topic you choose. We should keep in mind that for the pupils to have an opinion on a topic, it's easier when they manage to establish a connection with their own environment (possibility of transfer). The challenge for the teaching lies in the way we manage to connect a challenging topic to the pupils' lives... This doesn't mean that we should avoid challenging topics (!)
3. **BE AWARE OF** the way you introduce or present the topic.
 - a. It should be possible to present the topic as a question/quest, a task or a problem that has to be answered/solved by the pupils, not only as a topic. As teachers, we don't make "propaganda".
 - b. Remember, as a teacher, that you don't have the answer... but the pupils have. You should accept not to be in control of the result/the meaning THEY create (but be in control of the process).
 - c. It should be given the priority to a variety of resources (multimodal resources: both "texts", films/documentaries, visual supports/photos, digital resources...) and resources with multiple and diverse perspectives/points of view.
4. **BE AWARE OF** the way you discuss the topic with the pupils, the methods of work you choose for the fulfilment of the task/quest. Focus on the way you ask them questions during the work. This point is also related to the final product you want the pupils to produce... and the kind of critical thinking you want them to work with.
 - a. Do you want them to argue? To defend their own opinion? This activity should give the priority to interactional work, dialogues, discussions between the pupils... and with the teacher.
 - b. Do you want them to reflect? This activity should give the priority to the presentation of a "research" work, a project in group or individually.
 - c. Do you want them to carry on a social action? This activity should focus on concrete social issues and actions outside the school.
5. **BE AWARE OF** the assessment, the evaluation of critical literacy and critical awareness. There is not one correct answer and you should give the priority to formative feedbacks. Evaluation can be made by the teachers or by the pupils. An important aspect here could be that the pupils should also learn to give feedback – "learn to learn" perspective.