Working Academics Value Excellence for International Teachers
WAVE-IT

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Intellectual outcome

+ IO1: interactive resource: a set of practical recommendations and learning interventions to promote teacher's **social entrepreneurship** in primary schools and in teacher education.

Promoting teacher's <u>social entrepreneurship</u> in primary schools and in teacher education.

Equip teachers and students to apply their knowledge and vision to deal with **inequalities from a social justice perspective.**

To acquire an **intersectional perspective** to analyse inequalities in school.

Foster the design and implementation of **positive educational environments** to address intersectional issues.

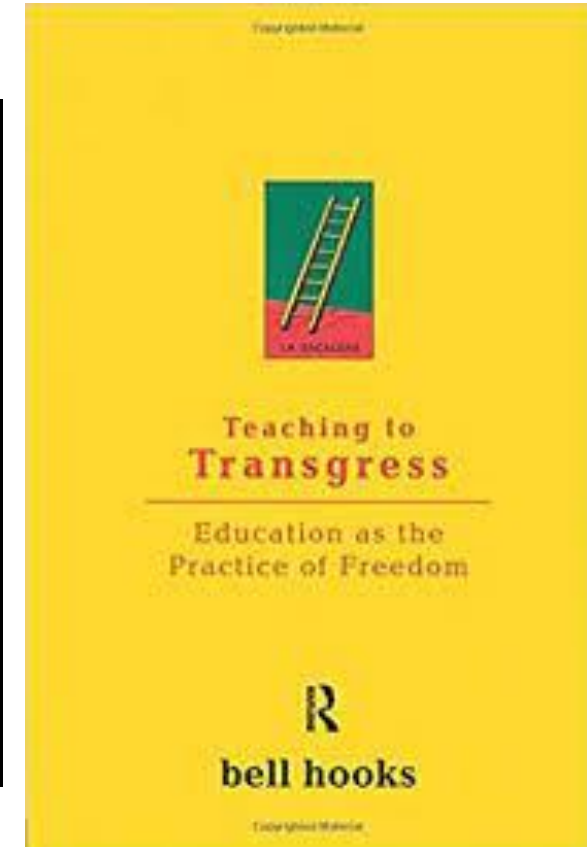Engage in **strategies** to develop student's active role and critical thinking

Promote more democratic & equalitarian schools.

Social justice perspective

+ WHICH SOCIAL INJUSTICES SCHOOLS APPROACH?

MAIN FEATURES OR OUR CULTURE

◢ **PATRIARCHY**

Politics & Legislation
Binaries and Steretpes
Invisibilization /
Discrimination
Simbolic Violence
Justice System

◢ **CAPITALISM**

In history, the millions win -
Nawal El Saadawi

◢ **ADULTOCENTRISM**

Children's Rights
Public Space and
Institutions
Social & Political
Recognition

◢ **POST-COLONIALISM
ANDROCENTRISM**

Knowledge as product of
colonial subjugation of
European or Western to
"Glogal South"

School is the place to compensate social injustices, but how?

Sometimes **people try to destroy** you, precisely **because they recognize your power** - not because they don't see it, but because they see it and they don't want it to exist.

— Bell Hooks

AZ QUOTES

Teaching to **Transgress**

Education as the Practice of Freedom

R

bell hooks

Participatory Methodology

+ PARTICIPANTS: 8 SCHOOLS
+ FOCUS GROUP 1: **23rd February**

Goals:

1. Current state in the school
2. Identify "best practices" of SE in the schools

+ FOCUS GROUP 2: **22nd March**

Goal:

1. Create resources that can act as a template

Joanot Alisanda

La Trama

L'Escoleta

Nostra Llar

Roureda

Serraparera

El Turó

A. Brusi

Participatory Methodology

FG1

To analyze the current situation at the selected school, we asked ourselves the following questions:

- How is organized and in what way does (online) teaching take place?

- How do teachers reflect on the transition to online teaching?

- What does a teacher's day at a primary school look like hen teaching online?

- What are the platforms used for online teaching?

- What do teachers consider important in online teaching?

- What are the activities in online teaching?

- What teaching aids and tools do teachers use?

- How do students and parents reflect on such a way of teaching?

- What do school management, teachers, parents, and students solve problems regarding online teaching?

Participatory Methodology

FG2

To describe "good practices" on Social Entrepreneurship

- Description of the practice: goal, contents, method, competences, learning achievements, etc

- Identify obstacles and strengths

- Compare core principles and keys for success

Participatory Methodology

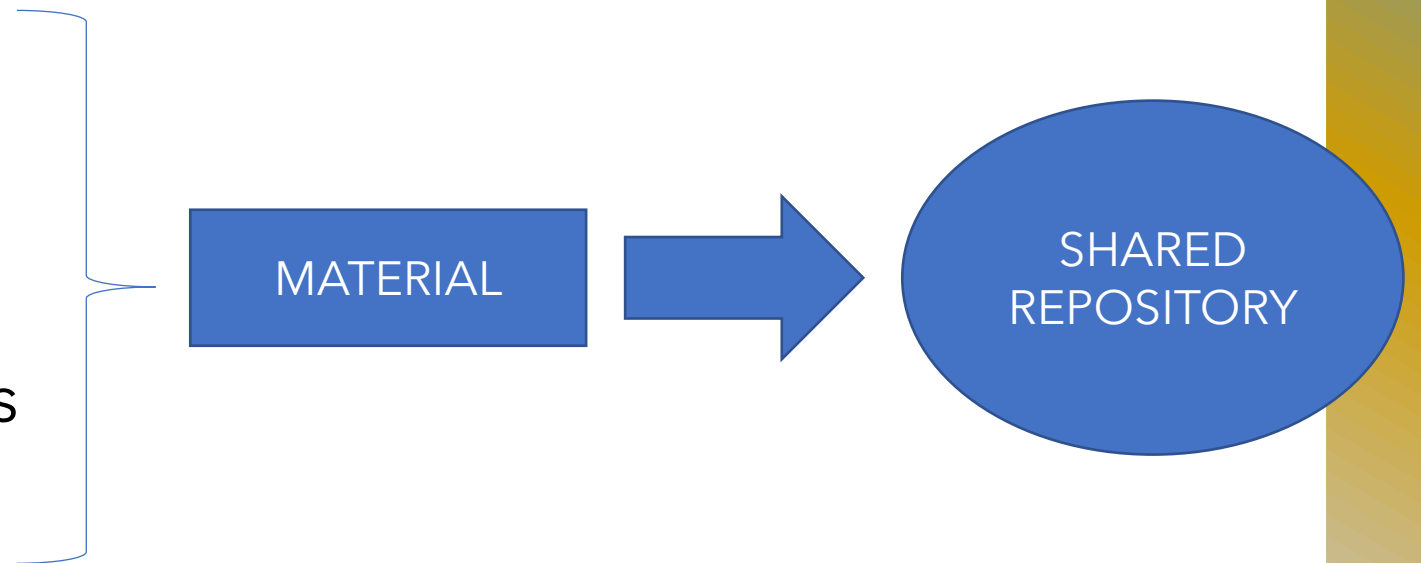+ **1. IDENTIFICATION OF A "GOOD PRACTICE" (Descriptive level)**

+ 1. Title
+ 2. Scope
+ 3. Description (short)
+ 4. Recipients
+ 5. Timing
+ 6. Activity/Content
+ 7. Methodology
+ 8. Evaluation

MATERIAL
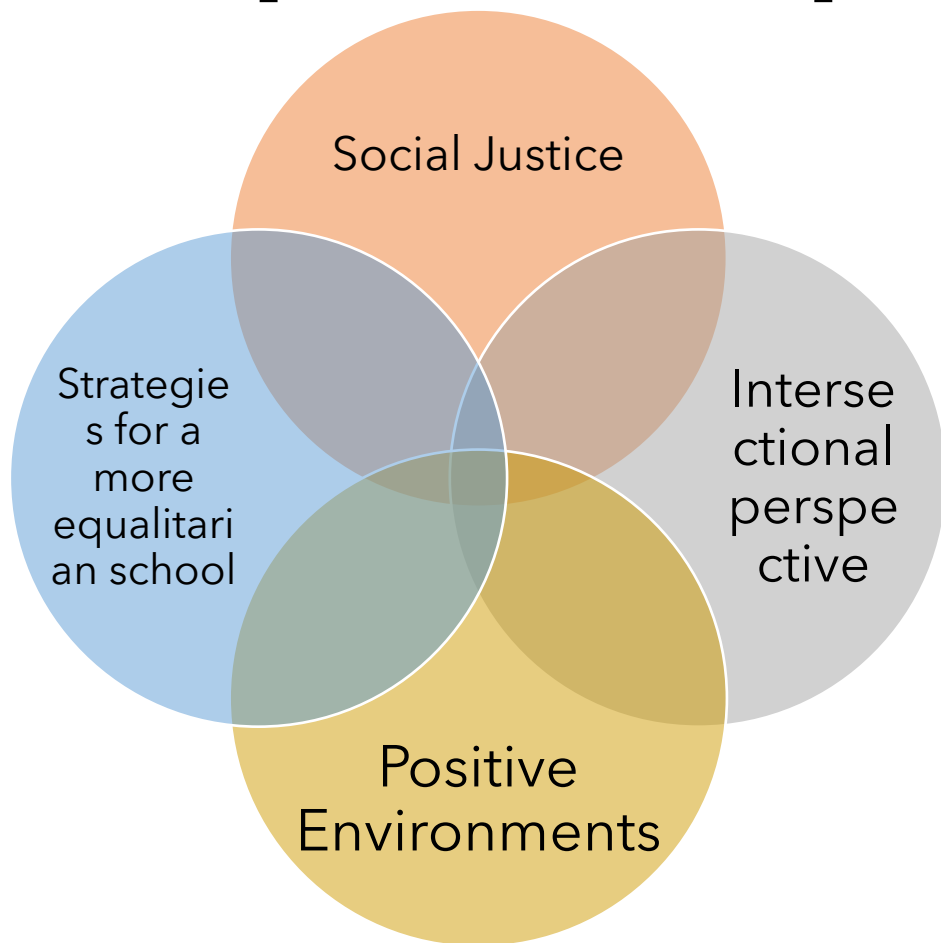
PRESENTATION

SHARED REPOSITORY
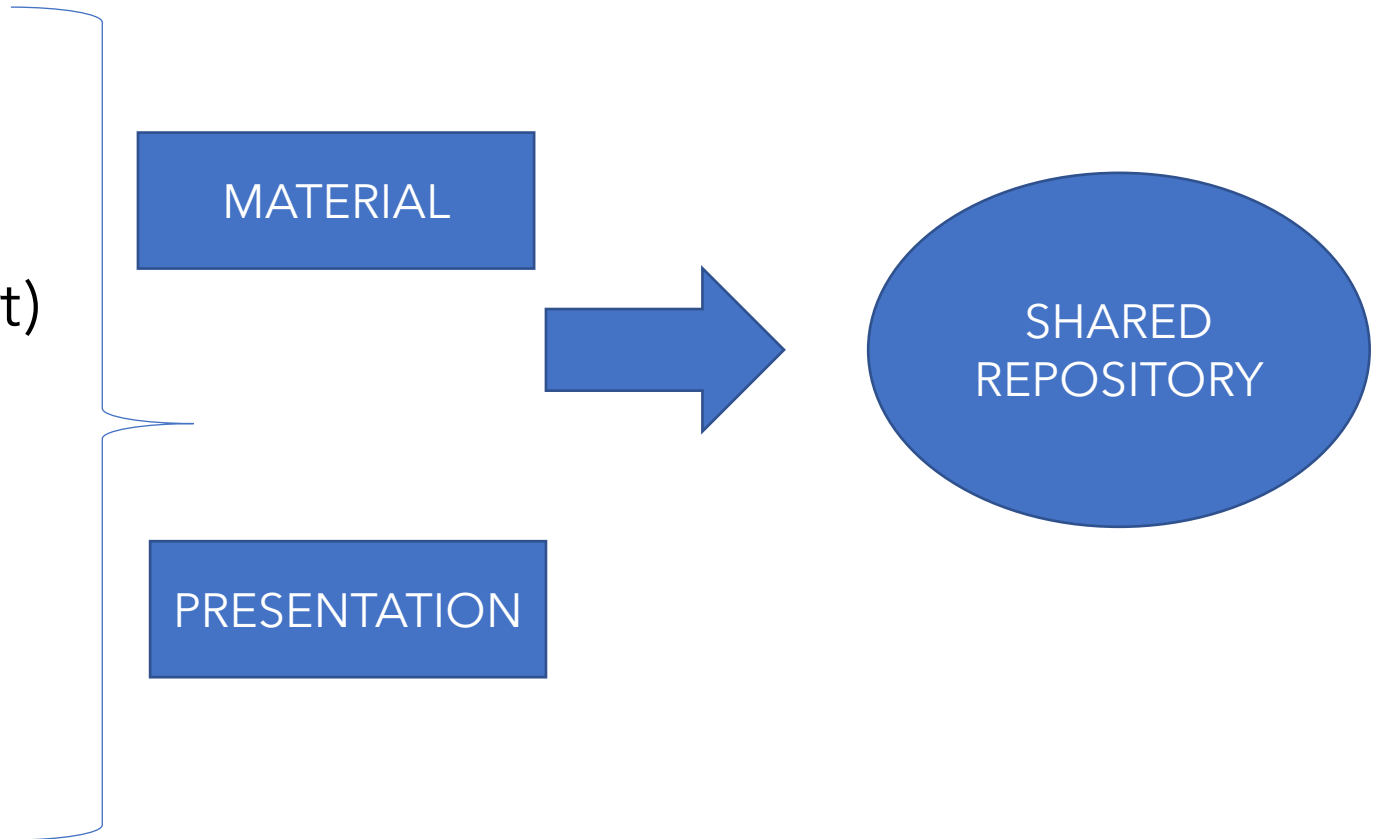
Participatory Methodology

+ **2. COMMON MATERIAL ELABORATION (Analytical level and creation)**

+ 1. Aspects of improvement
+ 2. Limitations
+ 3. Common elements

MATERIAL

SHARED REPOSITORY
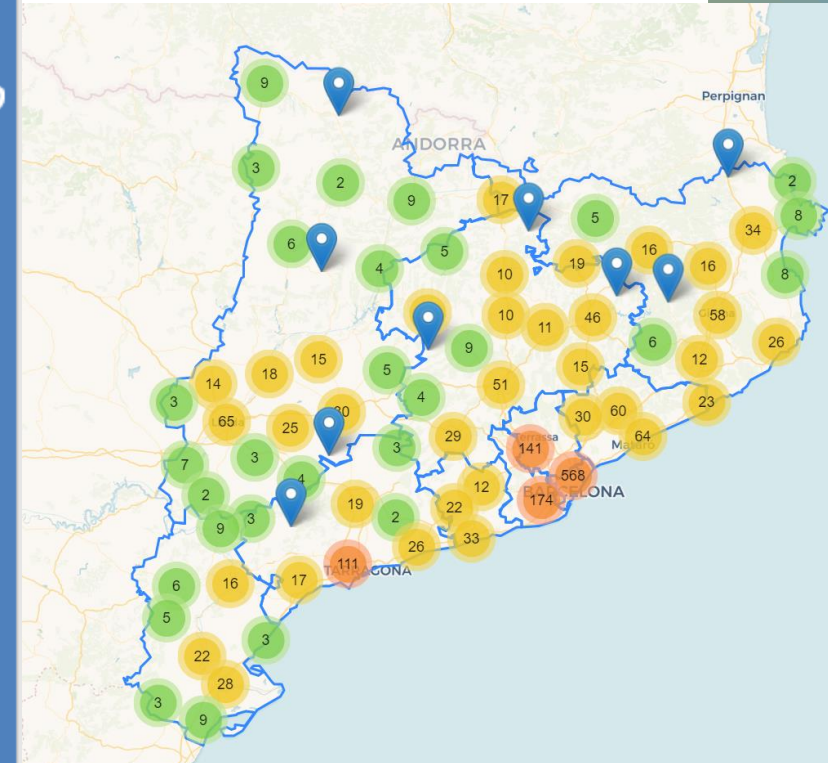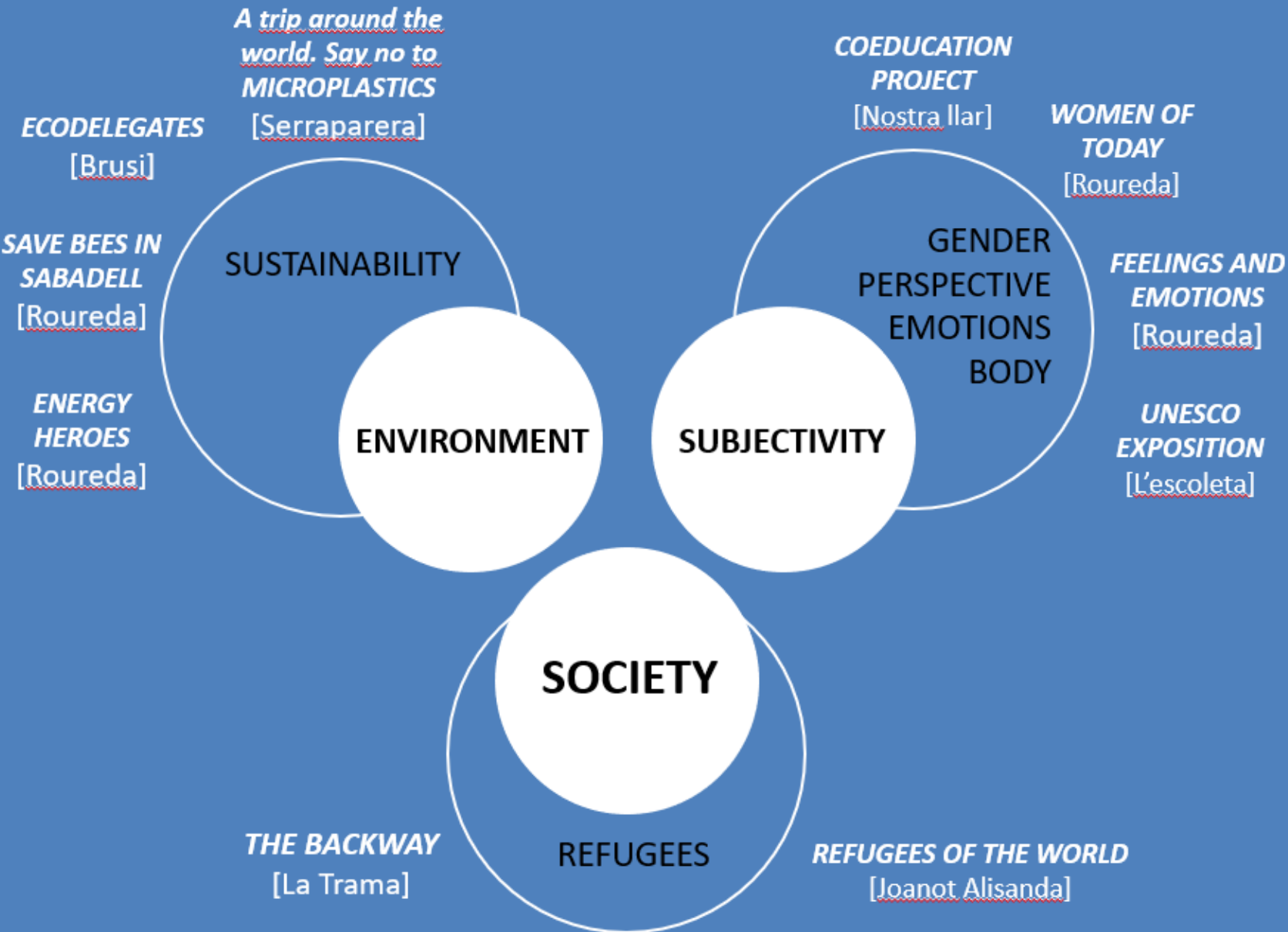
Good Practice exemple of "social enterpreneurship" in the school

Social Justice

Strategies for a more equalitarian school

Intersectional perspective

Positive Environments

https://vimeo.com/335080465

Teacher Training

+ To pilot the resource in initial teacher training.

+ Involve students during their internship to promote the created resources

Dissemination
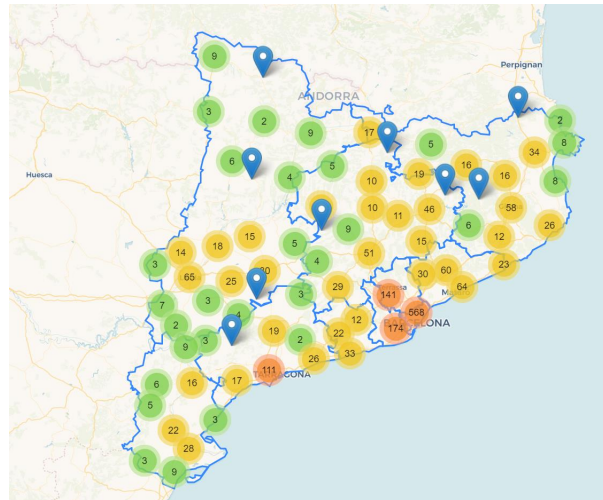
Share the resources with Pedagogical Resources Centres of different territories in Catalonia.

Thank you.