

Public Education in New Orleans: Pursuing Systemic Change through Entrepreneurship

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Background on Freire Thecasesolutions.com

- 1981: Birth of Paulo Freire, dedicated spent 30 years educating North Americans about Paulo Freire
- 1982: Director of YESA, education set up to help the working class and their families
- 1989: Brought Freire's work to the attention of the public
- 1994: United Nations Institute for Educational Sciences (UNESCO) awarded Freire the International Award for Education
- 1996: Freire's work was recognized by the United Nations
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- 2015: Freire's work was recognized by the United Nations
- 2016: Freire's work was recognized by the United Nations
- 2017: Freire's work was recognized by the United Nations
- 2018: Freire's work was recognized by the United Nations
- 2019: Freire's work was recognized by the United Nations
- 2020: Freire's work was recognized by the United Nations
- 2021: Freire's work was recognized by the United Nations
- 2022: Freire's work was recognized by the United Nations
- 2023: Freire's work was recognized by the United Nations
- 2024: Freire's work was recognized by the United Nations



Introduction to the Problems

"Education is suffering from **narration sickness**" (68).

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Why?

- The teacher acts as a depositor of information, as an oppressor
- There is not equal power and dignity amongst teachers and students

What is it causing?

- Students become banks to deposit information and information is not put into its original context
- Teaching becomes "rote learning, rote, uncontextualized, and practical"
- Acceptance of a passive, less dignified, and dehumanized role

Solutions to the Issues Presented

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"...authority must be on the side of freedom, not against it." pg. 74

- Dialogue creates "teacher-students with students-teacher."

"Students, as they are increasingly posed with problems relating to themselves in the world and with the world, will feel increasingly challenged and obligated to respond." pg. 75

- Critical thinking challenges "men in their relation with the world."

Relations to Other Theorists

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- Paul Freire's Banking Concept, mirrors Robert Smagorinsky's Constructivist theory
- Smagorinsky is another educator and theorist, writer of "Teaching English by Design"
- Freire talks about "Language as Social Construct" in "Language and Reflection", this concept parallels with both Freire's and Smagorinsky's theories

Freire's Banking Concept

"Education thus becomes an act of depositing, in which the students are the depositaries and the teacher is the depositor" (Freire 69).

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Smagorinsky's Transmission Concept

"In this approach, the teacher is presumed to be an expert who fills students with knowledge" (Smagorinsky.xi).

Freire's "Language as Social Construct"

"Language is not a neutral medium; it is a social construct that is shaped by the power relations in society" (Freire 70).

Application to House on Mango Street

"...men develop their power to perceive critically the way they exist in the world with which and in which they find themselves; they come to see the world not as a static reality, but as a reality in process, in transformation" (Freire 76)

Freire's Problem-Posing Concept

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"The teacher is no longer merely the one who teaches, but one who is himself being taught in dialogue with the students, who in turn while being taught also teach."

Smagorinsky's Constructivism Concept

"You also need to be prepared to do work alongside your students...Learning in parallel with their learning" (Smagorinsky. xiv).

Discussion Questions

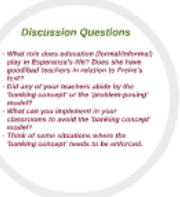
- What role does education (formal/informal) play in Esperanza's life? Does she have potential teachers in relation to Freire's text?
- Did any of your students, able to do "banking concept" or the "problem-posing" model?
- What can you implement in your classroom to avoid the "banking concept" model?
- Think of a lesson situation where the "banking concept" needs to be reinforced.

"A Incredible Connection with Paulo Freire" (3:38)




Start at 4:28

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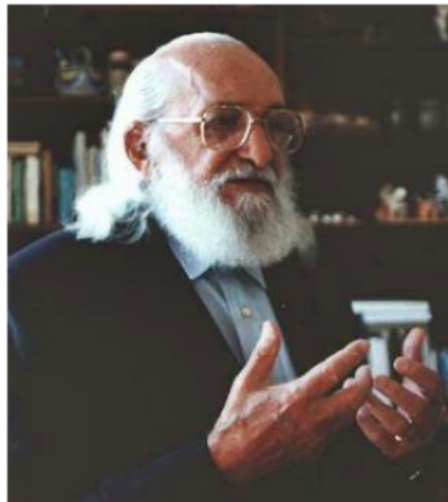
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Background on Freire

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- **1921:** birth of Paulo Freire, childhood spent in poverty-stricken Northeastern town of Recife, Brazil
- **1940:** director at SESI, institution set up to help the working class and their families
- **1950s:** taught literature to peasants in Brazil
- **1964:** exiled from Brazil due to his theories on equal teaching & participation in the democratic Movement for Popular Culture
- **1970:** published *Pedagogy of the Oppressed*, where 'The Banking Concept' essay is taken from
- **1964-1980:** taught in USA and Europe, involvement in UNESCO
- **1986:** awarded UNESCO Prize for Peace
- **1997:** death of Freire



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Problem-Posing Education

- *existence*
- *relation with and in the world*
- *world's future*

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