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ROLE OF TEACHER IN SOCIAL JUSTICE

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Social justice is an underlying principle for peaceful and prosperous coexistence within and among nations. We uphold the principles of social justice when we promote gender equality or the rights of indigenous people and migrants. We advance social justice when we remove barriers that people face because of gender, age, race, ethnicity, religion, culture or disability. For the United Nations, the pursuit of social justice for all is at the core of our global mission to promote development and human dignity. This paper discusses the Lipman's frames of four imperatives that create a vision of social justice education. The Linking to Real-World Problems and Multiple Perspectives for social justice are also considered.

Excellent teachers have the capacity to transform the lives of students and to inspire and nurture their development as learners, individuals and citizens. As teachers, we can encourage both sharing one's own ideas and responding to the ideas of classmates. How a teacher teaches is as important as what he teach. If he is capable to integrate social justice into core subjects and can use curriculum that is relevant to student's lives he can spread social justice beyond the classrooms. Teacher is always being responsible in his multiple roles, must treat children seriously. Teaching is more than providing the free environment for enhancing the abilities of the students. It is about trying to make a better society. Some of the characteristics that facilitators should have in order to lead social justice are given in the paper.

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Social Justice Education (SJE)

The term and concept of "social justice" in education has come under fire. Rather than allowing this term to be abandoned or co-opted, it is critical for those of us who see education as a vehicle for liberation from various forms of oppression to be clear about what we mean when we say Social Justice Education. Within the context of social justice, Education pays attention to the systems of power and privilege that give rise to social inequality, and encourages students to critically examine oppression on institutional, cultural, and individual levels in search of opportunities for social action in the service of social change.

Lipman (2004) frames four imperatives that create a vision of social justice education.

- Equity: all children should have equal opportunities and rights, but special efforts must be made to overcome past injustice and inequalities of race, gender, and class.
- Agency: Education should allow students to take action to change their personal situations and social injustice. It should support youth to be active participants in the challenges facing them, and arm them with the tools they will need to survive and thrive in the face of multiple forms of oppression.
- Cultural Relevance: Teachers should use students' cultures to support academic success. They should work to develop sociopolitical consciousness and challenge unjust conditions.