

## **Proposal for a collaborative research project on social justice pedagogies in teaching**

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The proposed collaborative research project deals with the identification of social justice pedagogies in the class within different disciplines and grades of education through critical incident research methodology. Drawing a theoretical framework from the recognitive justice approach, the present study attempts to elaborate from the school teachers' perspective what are the critical incidents during teaching practice about social justice and injustice and educational inequalities in different educational and cultural contexts. A qualitative research methodology is applied through initially the use of the critical incident techniques method and subsequently the application of the self-study research method. The research tool of writing up narratives from critical incidents identified by the participant school teachers is drawn from a previous similar study which addressed social justice critical incidents in physical education only (Philpot *et al.*, 2021, p. 63). Participants include in-service school teachers of any discipline and/or education grade (i.e. primary, secondary, post-secondary) from different countries who have been receiving student teachers to carry out their school teaching practice component in order to qualify as class teachers. In that sense in-service teachers should be (a) exposed to recognizing social justice and injustice incidents during class teaching and /or school life and furthermore work through the self-study approach to improve their teaching actions and provide a pedagogical environment to their pupils which is driven by social justice principles and (b) prepared to work alongside student teachers to promote social justice principles.

The contribution of the proposed research project is three-fold:

1. It reinforces the instrument for collecting critical incidents about social justice principles in the class which was used in previous research as it is applicable to various disciplines and education grades.
2. Participant teacher becomes the researcher at the same time whereas in the previous study about P.E. researcher was an outside participant.
3. Experience versus experiment becomes stronger in the present research.

The research questions framed in the study are as follows:

- What is in-service teachers' recognition of social and educational justice and/or injustice incidents during class teaching?
- What are the benefits and challenges in applying self-study approach to improve in-service teachers' teaching actions for promoting social justice principles?
- How can in-service teachers support student teachers in promoting social and educational justice?

## Reference

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