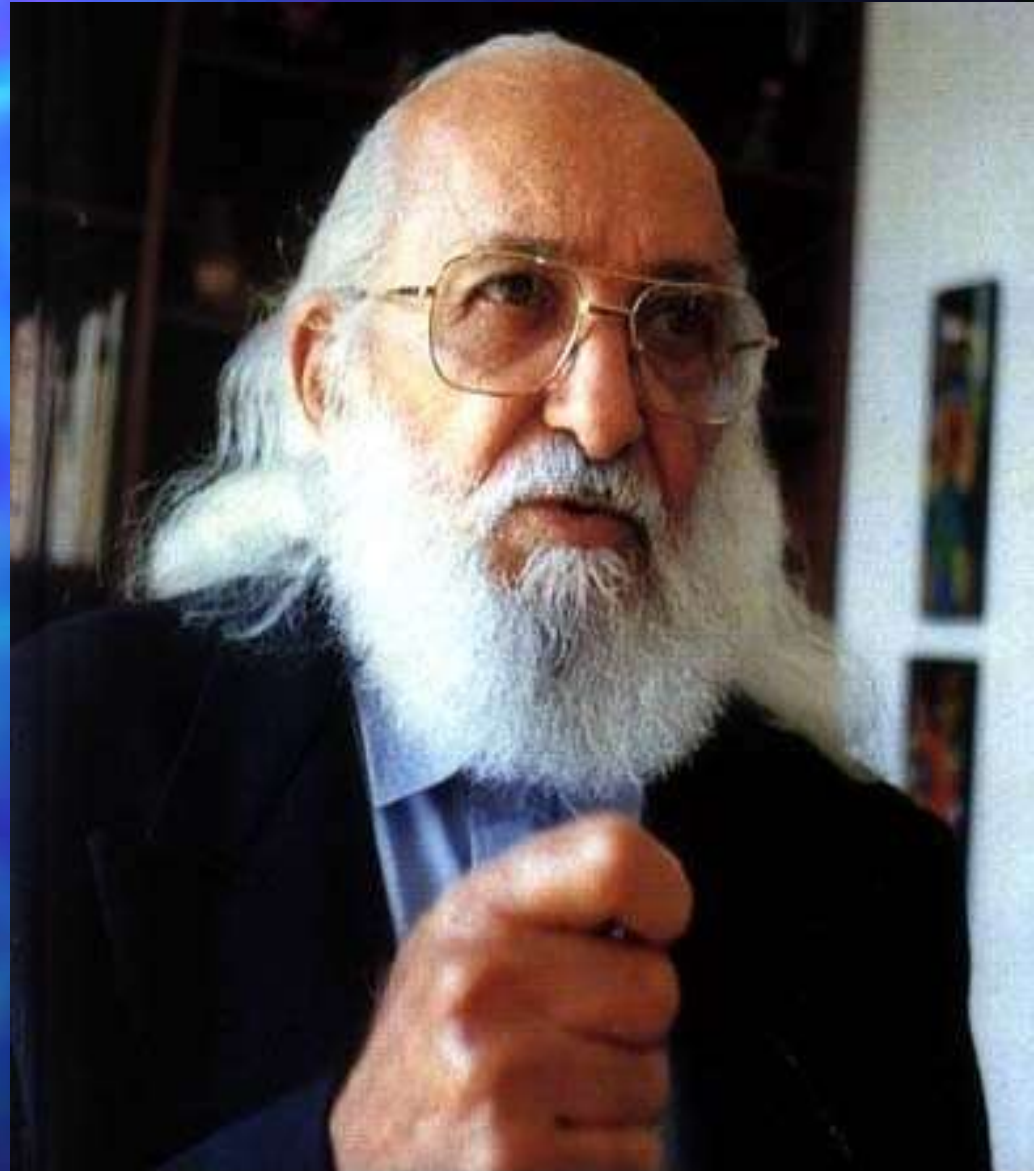


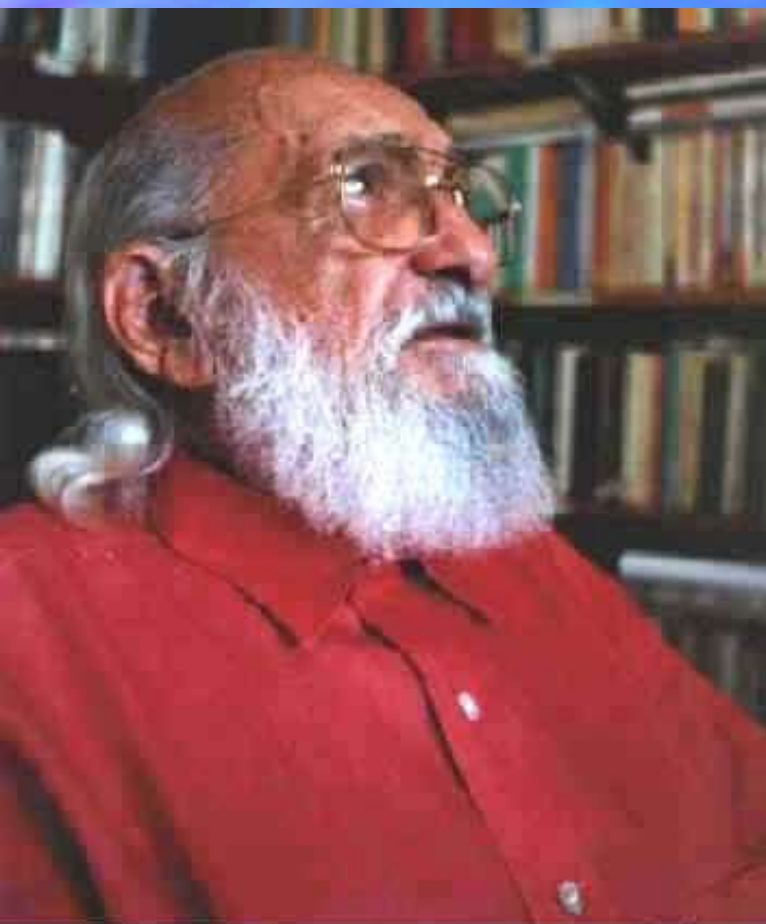
# Paulo Freire





# Biography

- Freire was born in Brazil on September 19, 1921.
- Educated
  - traditional upper-class boys private high school. 1934
  - University of Recife in Brazil, law student
  - Ph.D. Thesis, "Present-day Education in Brazil. 1959
  - Died May 2, 1997



arquivos paulo freire

"I'd like to say to us as educators: poor are those among us who lose their capacity to dream, to create their courage to denounce and announce..."

Paulo Freire

# Foundations of Freire

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- To Name
- To Reflect
- To Act



# To Name: Named the World

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- Gave a voice to those who were oppressed, so educators who served them could better battle their oppression.
- conscientization - developing consciousness, but consciousness that is understood to have the power to transform reality' (Taylor 1993: 52).

# Reflection: Dialogue & Conversation

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- **'Dialogue', Freire says, 'is the encounter between men, mediated by the world, in order to name the world'.**

# Reflection: Situational Educational Activity

- Freire was concerned about using the imagination to produce new possible ways of naming and acting in the world when working with people around literacy's. (Smith, 2005, <http://www.infed.org/thinkers/et-freir.htm#contribution>)

# To Act: Praxis

- This action is not merely the doing of something, which Freire describes as activism. (Taylor, 1993, <http://www.infed.org/biblio/b-praxis.htm>)
- It is not simply action based on reflection. It is action which embodies qualities which include a commitment to human well being, a search for truth, and a respect for others. (Carr and Kemmis, 1986, pg. 190)
- This enables society to act in ways which produce justice and allow mankind to flourish. (Smith, 2005, <http://www.infed.org/thinkers/et-freir.htm#contribution>)



# Teachers as Cultural Workers:

Letters to those who Dare Teach

Fourth Letter-

## On the Indispensable Qualities of progressive Teachers for Their Better Performance

### ■ Attributes Indispensable to Progressive Teachers

- Humility – requiring courage, self-confidence, self-respect, and respect for others
- Lovingness – not only for the student, but also toward the process of learning
- Courage – to fight, to love, and to conquer fears to be a political agent of change to improve democracy.
- Tolerance – requires respect, discipline, and ethics.
- Decisiveness – ability to make decisions
- Security – confidence in one's actions
- Wisdom – to use both patience and impatience in unison to work patiently impatient, never surrendering entirely to either.
- Verbal Parsimony – Those who live in the assumption of patience-impatience will rarely lose control over their words; they will rarely exceed the limits of considered yet energetic discourse.

# Progressive Teacher Qualities Create Schools produce:

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- thinking
- participation
- creation
- Speaking/Dialogue
- love
- Ability to guess
- and passionately embraces and says yes to life.
- A school which does not quiet down and quit.

# Teachers Rights

- Freedom in Teaching
- The right to speak
- The right to better conditions for pedagogical work
- The right to paid sabbaticals for continuing education
- The right to be coherent
- The right to criticize the authorities without fear of retaliation.
- The right and duty to be serious and coherent and to not have to lie to survive.

# Bibliography of Freire Works

- Education as a Practice of Freedom (1967, 1974)
- Cultural action for freedom (1968, 1970)
- Pedagogy of the oppressed (1968, 1970)
- Extension or communication? (1969, 1973)
- The political literacy process (1970)
- Witness to liberation, in Seeing education whole (1970)
- Education for Critical Consciousness (1973)
- Pedagogy in Process: The Letters to Guinea Bissau (1977, 1978)
- The importance of the act of reading (1982, 1983)
- The politics of education: culture, power and liberation (1985)
- Pedagogy of the City (1991, 1993)
- Pedagogy of Hope (1992, 1994)
- Teachers as Cultural Workers: Letters to those who dare teach (1993, 1998)
- Letters to Cristina: reflections on my life and work (1994, 1995)
- Pedagogy of Freedom (1997, 1998)
- Pedagogy of the Heart (1997)
- Pedagogy of Indignation (2000, 2004)



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- Smith, M. K. (2005) Summary of Freire's main Contributions and problematic areas retrieved online on May 1, 2007 at [http://fcis.oise.utoronto.ca/~daniel\\_schugurensky/freire/freirebooks.html](http://fcis.oise.utoronto.ca/~daniel_schugurensky/freire/freirebooks.html)
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