

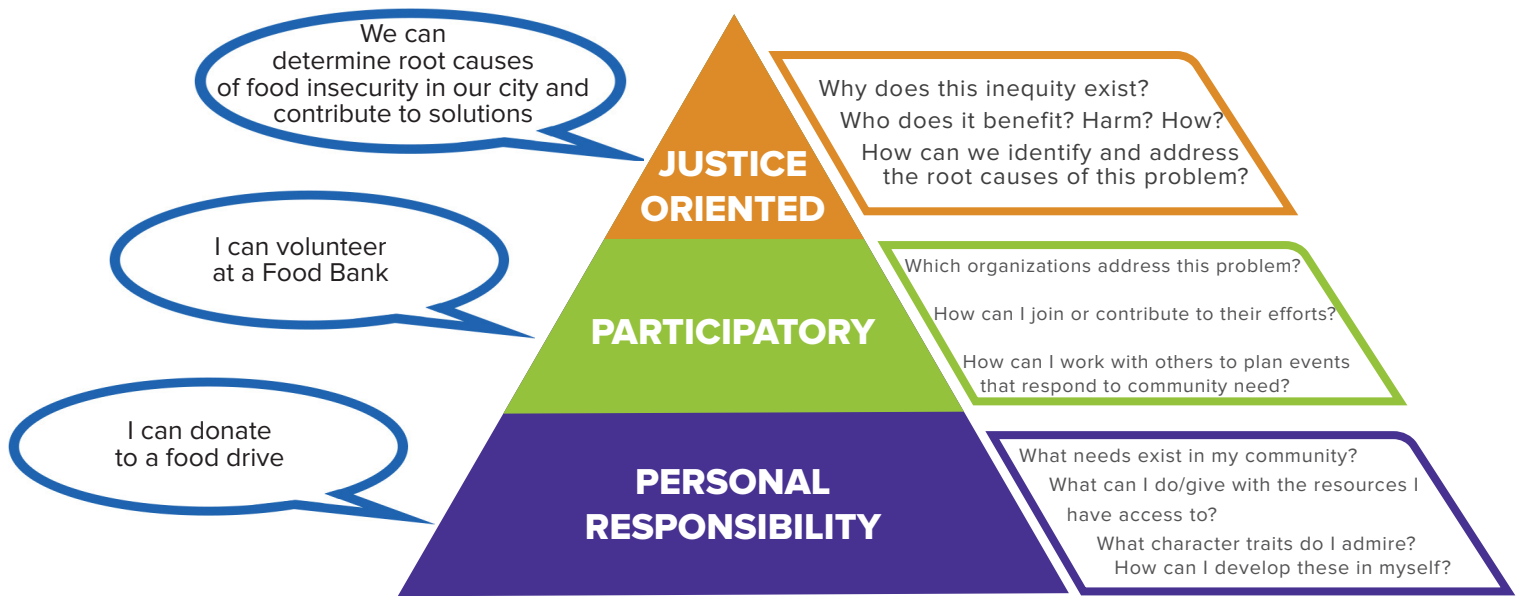
INTRODUCING THE POWER 5:

➤ The Justice-Oriented Educator's Toolkit

JUSTICE-ORIENTED CITIZENSHIP & THE ESSENTIAL CITIZENSHIP COMPETENCIES

The Conventus Citizenship Education K-12 inquiries are designed to cultivate in students a justice-orientation toward citizenship by developing their Essential Citizenship Competencies.

There are 3 predominant approaches to citizenship education, represented here:



J. Westheimer, 2004

While citizens within the first two approaches focus on responding to the symptoms of inequities in the short term, those adopting a justice-oriented approach care for people's immediate needs and address the root causes of inequities to effect lasting, systemic change.

Westheimer's observes that citizens of dictatorships and democracies are both encouraged to be personally responsible and participatory citizens. Citizens in Canadian democracy, however, must also be justice-oriented to collectively ensure that the rights and responsibilities in Canadian Charter of Rights and Freedoms and the Truth and Reconciliation Commission's Calls to Action become a lived reality for all Canadians. This video helps to clarify this key difference: (Upstream (YouTube channel) "Introduction To Upstream" - <https://www.youtube.com/watch?v=qarQXqKbmLg>)

In his article, "Educating the 'Good' Citizen: Political Choices and Pedagogical Goals" (2004), Joel Westheimer shares research which reveals the impacts of each approach on student learning and citizenship development (as represented next in Table 1: Kinds of Citizens).

**Table 1
Kinds of Citizens**

	Personally Responsible Citizen	Participatory Citizen	Justice-oriented Citizen
DESCRIPTION	<p>Acts responsibly in their community</p> <p>Works and pays taxes</p> <p>Obeys laws</p> <p>Recycles,gives blood</p> <p>Volunteers to lend a hand in times of crisis</p>	<p>Active member of community organizations and/or improvement efforts</p> <p>Organizes community efforts to care for those in need, promote economic development, or clean up environment</p> <p>Knows how government agencies work</p> <p>Knows strategies for accomplishing collective tasks</p>	<p>Critically assesses social, political, and economic structures to see beyond surface causes</p> <p>Seeks out and addresses areas of injustice</p> <p>Knows about social movements and how to effect systemic change</p>
SAMPLE ACTION	<p>Contributes food to a food drive</p>	<p>Helps to organize a food drive</p>	<p>Explores why people are hungry and acts to solve root causes</p>
CORE ASSUMPTIONS	<p>To solve social problems and improve society, citizens must have good character; they must be honest, responsible and law-abiding members of the community</p>	<p>To solve social problems and improve society, citizens must actively participate and take leadership positions within established systems and community structures</p>	<p>To solve social problems and improve society, citizens must question and change established systems and structures when they reproduce patterns of injustice over time</p>

To learn more about these approaches, read:

Westheimer, Joel and Kahne, Joseph, **“Educating the “Good” Citizen: Political Choices and Pedagogical Goals” (2004)**. Special Topics, General. 113. <https://digitalcommons.unomaha.edu/slcestgen/113>