

Program



Education and Social Justice Across Borders: Celebrating 100 Years of Paulo Freire

In celebration of the centenary of Brazilian educator Paulo Freire (19 September 1921 – 2 May 1997), one of the most important thinkers of the twentieth century, we have the honour of convening a conference to discuss the theme of “education and social justice across borders”. The conference is hosted by the Centre for Research in Educational and Social Inclusion (CRESI), University of South Australia, in partnership with the Postgraduate Program in Language Studies, Fluminense Federal University, Brazil, and the English Postgraduate Program, University of São Paulo, Brazil.

Day 1, December 6, City West Campus, room JS6-13¹ or [Zoom](#)

Conference Welcome, 8.30am-9am

Anna Sullivan (Director of the Centre for Research in Educational and Social Inclusion, University of South Australia), Joel Windle (Convenor for University of South Australia and Fluminense Federal University), Daniel Ferraz (Convenor for University of São Paulo), Sam Sellar (Dean of Research, University of South Australia), Denise Chapman (poet and lecturer, Monash University), Guido Melo (poet and activist).

Roundtable 1: Histories and futures of the critical tradition, 9am-10.50am

Barbara Comber (University of South Australia - conference convenor and chair), Jennifer Alford (Queensland University of Technology), Rob Hattam (University of South Australia), Jane Kenway (Monash University), Rebecca Rogers (University of Missouri), Lynn Mario de Souza (University of São Paulo)

"It is important to perceive that social reality can be transformed, and that it is fabricated by people and can therefore be changed by people, that it is not something untouchable, a pre-ordained destiny which only permits one reaction: that of accepting it. It is important that a naïve perception of reality be gradually replaced by a perception that is capable of perceiving the very act of perception, of perceiving how the previous fatalism gradually gives way to critical hope that can move individuals towards ever-

¹ Please note: dates and times show Australian Central Daylight Time: UTC +10:30 hours

more concrete actions that may result in the radical transformation of society.” Freire 1982:33 Ação Cultural pela Liberdade

Roundtable 2: Rethinking curricular justice, 11.10am-1pm

Melanie Baak (University of South Australia - chair), Bekisizwe Ndimande (University of Texas, San Antonio), Lew Zipin (University of South Australia), Marie Brennan (University of South Australia), Jorge Jorquera (Councillor for City of Maribyrnong), Licho Lopez (University of Melbourne), Nadeem Memon (University of South Australia)

“To investigate the generative theme is to investigate people’s thinking about reality and people’s action upon reality, which is their praxis. For precisely this reason, the methodology proposed requires that the investigators and the people (who would normally be considered objects of that investigation) should act as co-investigators. The more active an attitude men and women take in regard to the exploration of their thematics, the more they deepen their critical awareness of reality and, in spelling out those thematics, take possession of that reality.” — Paulo Freire, Pedagogy of the Oppressed

Day 2, December 7, City West Campus, room HB11-23 or [Zoom](#)

Roundtable 3: Critical literacies across borders, 9am-10.50am

Sarah McDonald (University of South Australia - chair), Brian Morgan (Glendon College, York University), Leina Jucá (Federal University of Minas Gerais), Daniel Ferraz (University of São Paulo), Ruth Ratcliffe (Flinders University), Miriam Jorge (University of Missouri), Andrea Mattos (Federal University of Minas Gerais)

“Reading does not consist merely of decoding the written word of language; rather it is preceded by and intertwined with knowledge of the world. The understanding attained by critical reading of a text implies perceiving the relationship between text and context” Paulo Freire & Donaldo Macedo, Literacy: Reading the Word and the World, 1987, p. 20

Roundtable 4: Language education and ideology, 11am-1pm

Kathleen Heugh (University of South Australia - Chair), Gabriel Nascimento (Federal University of Southern Bahia), Walkyria Monte Mor (University of São Paulo), Junia Zaidan (Federal University of Espírito Santo), Luciana Freitas (Fluminense Federal University), Xoán Lagares (Fluminense Federal University), Michelle Ocriciano (University of Queensland)

“Word is not the privilege of some few persons but the right of everyone”— Paulo Freire, Pedagogy of the Oppressed

Day 3, December 8, City West Campus, room JS6-13 or [Zoom](#)

Roundtable 5: Social justice and the city, 9am-10.50am

Joel Windle (University of South Australia - chair), Amparo Clavijo Olarte (District University Francisco José de Caldas), Kassandra Muniz (Federal University of Ouro Preto), Daniel Silva (Federal University of Santa Catarina), Junot Maia (Federal University of Minas Gerais), Ana Lúcia Silva Souza (Federal University of Bahia), Sílvia Lorenzo (Middlebury College)

“That is why it is important to state that it is not enough to recognize that the City is educational, regardless of our will or desire. The City becomes educational by the need to educate, to learn, to teach, to know, to create, to dream, to imagine that all of us, women and men, pervade its fields, mountains, its valleys, its rivers; we pervade its streets, its squares, its fountains, its houses, its buildings, leaving in it the marks of a time, the style, the taste of a certain period. The City is culture, creation, not only for

what we do in it and from it, and what we create in it and with it, but also because the City is also culture through gratuitous aesthetics or amazement, as we look at it. The City is us and we are the City. (Politics and Education, Freire, 1993, p. 13)

Roundtable 6: Classroom practices and student voice, 11am-1pm

Foteini Pasenidou (University of South Australia - chair), Paul Coats (Adelaide Secondary School of English), Sally Lamping (Curtin University), Helen Grant (Gilles Street Primary School), Nigel Howard (University of South Australia), Tony Hole (Catholic Education Office of South Australia), Eve Mayes (Deakin University)

"The teacher is of course an artist, but being an artist does not mean that he or she can make the profile, can shape the students. What an educator does in teaching is to make it possible for the students to become themselves." — Paulo Freire, Pedagogy of the Oppressed

Report Launch: Refugee education in Australian secondary schools: an overview of current practices, ARC Linkage funded Refugee Student Resilience Study, 2pm-3.30pm, Bradley Forum, Level 5, UniSA Hawke Building, City West Campus (face-to-face only)

Melanie Baak (University of South Australia), Neil Tippet (University of South Australia), Bruce Johnson (University of South Australia), Jennifer Brown (University of South Australia), Anna Sullivan (University of South Australia), Jennifer Alford (Queensland University of Technology - workshop leader)

Day 4, December 9, City West Campus, room JS6-13 or [Zoom](#)

Critical theory and methods workshop, 9am-11.50am

Robyne Garrett (University of South Australia - Introduction and welcome), Jennifer Alford (Queensland University of Technology - workshop leader)

Book launches: [The Handbook of Critical Literacies](#), [The Dynamics of Language and Inequality in Education: Social and Symbolic Boundaries in the Global South](#), and [A Sociolinguistics of the Global South](#), 12pm-12.45pm

Belinda MacGill (University of South Australia - chair), Mara Barbosa (Texas A&M University - Corpus Cristi), Sam Schulz (Adelaide University), Jenni Carter (University of South Australia), Barbara Comber (University of South Australia), Lynn Mario de Souza (University of São Paulo), Kathleen Heugh (University of South Australia)

The Centre for Research in Educational and Social Inclusion

The Centre for Educational and Social Inclusion (CRESI) is based at the University of South Australia. Educational inclusion is a global issue. The impact of social circumstances on access to education and quality of education is profound. The Centre for Educational and Social Inclusion undertakes research to advance an understanding of the barriers and enablers to successful educational inclusion. For further information please see the CRESI [website](#).