

The Teacher Protesting is also Educating

“El Profe marchando, también está educando!”

Chilean teachers' traditional protest slogan.

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BACKGROUND



Social Activism

During the last decades, social activism has become a significant and representative issue worldwide: countries such as the United States, Argentina, Chile, Ireland, Spain, Hong Kong, and more, have had a significant number of people trying to make themselves heard.

Teachers have been active participants of this social and public activism. This project explores how social activism shapes the professional identity of teachers in Chile and the journey from street-based activism to social and political inclusion in the classroom.

(Bellei, et al., 2014; Catone, 2017; Gindin, 2011; Hernández, 2013)

This project's research question is:

How does social activism influence teachers' professional identity in Chile?

The sub-questions that will be answered include:

- Which group of teachers employed in the compulsory years of schooling are engaged in social activism?
- What form does this activism take and how has changed over time?
- How do teachers see connection between their identities?

Basil Bernstein's

Sociological Corpus

"An effective democracy needs people to have a stake in society"

(Bernstein, 2000, p. 24).



This research uses ideas from Bernstein's sociological corpus as a theoretical framework, namely, the concepts of pedagogic device and pedagogic rights.

- The pedagogic device is a theoretical tool for understanding the social reproduction, recontextualization, transmission and acquisition of pedagogic discourse (Singh, 2002).
- The pedagogic rights offer the space for potential actions by describing and understanding the unequal distribution of rights (Frاندji & Vitale, 2016)
- New forms of education (Freire, 2005; Sandlin, et al., 2010)

There is a synergistic relationship between the street and the classroom

METHODOLOGY



Yarning & Testimonios

As activism challenges traditional ways of participation and politics; this research project was conducted with a similar approach challenging the conventional ways to do research.

- Yarning. The "establishment of our relational connections (...) and our reading of each other" (Shay, 2019, p. 2) in different settings such as socially and professionally. Therefore, Yarning is an open conversation about a particular topic, where participants can freely talk in a safe space while the researcher listens their voices, experiences and knowledges (Bargallie, 2020)
- Testimonio. Reflexive narrative used for liberation and empowerment. Its goal is "to name oppression and to arrest its actions whether as genocide, racism, classism, xenophobia, or any other type of institutionalised marginalisation" (Reyes & Curry Rodriguez, 2012, p. 527).
- Snowballing sampling. (Liamputtong, 2020)
- Teachers working in compulsory sectors of education.
- Stages of data production.

Step 1:

Transcription

Step 2:

Discourse analysis frame

Step 3:

Translation

Step 4:

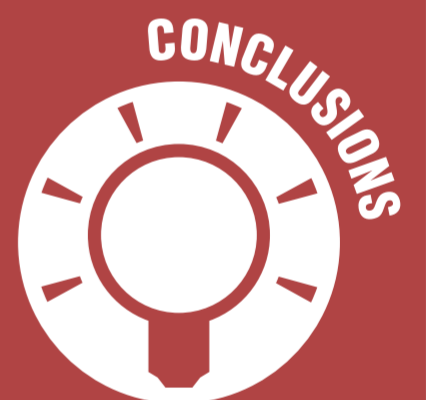
Explain the theoretical framework through stories

- COVID-19 issues.
 - Observations were cancelled.
 - Testimonios and Yarnings were moved to an online basis (social distancing).
 - The written Testimonios were added and printed in a handmade booklet (crafted by the researcher). The participants were able to read their own voices and their fellow activists. They also kept the booklet as a souvenir to remember these important (revolutionary) times.

* The participants will have the opportunity to revise, reflect and discuss their contributions.

Expected Outcomes

This research project has revealed how social activism has shaped teacher professional identity in Chile, which is an under-researched field



Expected outcomes for the project are:

- **Suggestions for policies**
- **Identify the influence of activism in educational issues**
- **A clearer picture of the teachers who participate and the reasons behind without social (mis) preconceptions.**

“TRATARON DE ENTERRARNOS, NO SABÍAN QUE ÉRAMOS SEMILLAS.”

[They tried to bury us, they didn't know we were seeds]

(Popular claim from the streets)

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Image credits: One of the participants of the project.