

TABLE 5.1 Shifting From a Pedagogy of Compliance to a Pedagogy of Voice

	FROM A PEDAGOGY OF COMPLIANCE TO A PEDAGOGY OF VOICE
Primary Form of Data	Tests and quizzes (traditional assessments)	Street data (formative assessments, performance-based assessments)
Core Belief	Hierarchy of power: teacher wields expertise and distributes “content”	Democratization of power: teacher and students build knowledge together
Core Instructional Approach	Lecture-style dissemination of information	Active learning through inquiry, dialogue, projects, simulations, etc.
Roots in Critical Pedagogy	Freire’s banking model of education	Freire’s problem-posing model of education
Roots in Culturally Responsive Education	Rests on invisible norms of dominant culture (quiet, compliant, task oriented, individualistic) Views marginalized students through a deficit lens: <i>What gaps can I fill?</i>	Rests on foundation of collectivist cultures (collaborative, interdependent, relational) and includes students’ cultural references in all aspects of learning Views marginalized students through an asset lens: <i>What gifts do you bring?</i>
Views Students as . . .	Vessels to fill with information	Culturally grounded critical learners