# Table of Contents

Acknowledgments ................................................................. xi

Foreword: The Understanding of Paulo Freire's Education:  
Ethics, Hope, and Human Rights ................................................. xiii  
Ana Maria (Nita) Araújo Freire

Introduction: Paulo Freire: The Global Legacy ................................. 1  
Michael A. Peters and Tina Besley

## Section 1: Theoretical Perspectives—Reclaiming the Legacy

Chapter One: Reflections on Paulo Freire, Critical Pedagogy,  
and the Current Crisis of Capitalism ........................................... 17  
Peter McLaren

Chapter Two: Paulo Freire and the Continuing Struggle to  
Decolonize Education ............................................................. 39  
Antonia Darder

Chapter Three: Equity as Critical Praxis: The Self-Development  
of Te Whare Wānanga o Awanuiārangi ........................................ 55  
Graham Hingangaroa Smith

Chapter Four: Paulo Freire and the Idea of Openness ....................... 79  
Peter Roberts
Chapter Five: Freeing Ourselves: An Indigenous Response to Neo colonial
Dominance in Research, Classrooms, Schools, and Education Systems ..... 93
Russell Bishop

Chapter Six: Humanization in Decolonizing Educational Research:
A Tree of Life Metaphor ........................................................................... 103
Renee Baynes

Chapter Seven: Warfare as Pedagogy: Shaping Curriculum From the
Margins; A Freirean Counter-Narrative of War ........................................ 115
Eric D. Torres

Chapter Eight: Paulo Freire’s Prophetic Voice at the Intersection
of Liberation Pedagogy and Liberation Theology ................................. 145
Débora B. A. Junker

Chapter Nine: Social Emancipation and Human Rights ...................... 161
Mauro Torres Siqueira

Section 2: Reading the World

Chapter Ten: The Popular Education Network of Australia (PENA)
and Twenty-First-Century Critical Education ........................................ 175
Tracey Ollis, Jo Williams, Rob Townsend, Anne Harris,
Jorge Jorquera, and Lea Campbell

Chapter Eleven: Freire’s Legacy for Communities Seeking
Change in Sub-Saharan Africa ................................................................. 187
Tim Budge

Chapter Twelve: Autoethnography in a Kabyle Landscape .................. 199
Si Belkacem Taieb

Chapter Thirteen: Travellers in Time: A Critical Dialogue With
the Gypsy Travellers of Lancashire ........................................................ 211
Alethea Melling and Yasmeen Ali

Chapter Fourteen: How the MST’s Educational Principles in Brazil Respond
to Global Capitalism, Neoliberalism, and “Reactionary Postmodernity” .... 221
Júlio Emílio Diniz-Pereira

Chapter Fifteen: Enough Is Enough—(de) Constructing Measurement
Through Exposing Aspects of the Australian Curriculum in
Mathematics as a White-Centric Epistemic Location .............................. 235
Glen Parkes
Chapter Sixteen: Shattering Silence in Kinshasa—Reading the World With Freire Under the Mango Tree .................................................. 247 Holger Nord

Chapter Seventeen: Re-claiming Traditional Māori Ways of Knowing, Being, and Doing, to Re-frame Our Realities and Transform Our Worlds ........... 261 Lesley Rameka and Kura Paul-Burke

Chapter Eighteen: Pakistan in Praxis: The Development of a Peer Education Programme as a Tool Kit in Developing Young People for Critical Consciousness ................................................................. 273 Alethea Melling and Wajid Khan


Chapter Twenty: On the Streets With Paulo Freire and Simone Weil, Talking With Gamilaraay Students About Hélio Oiticica ......................... 319 Charlotte Sexton

Chapter Twenty-One: Teaching English for Academic Purposes in a Japanese Setting: Problematizing and Dialogizing Essentialist Constructions of Language Pedagogy, Culture, and Identity ............... 335 Glenn Toh

Chapter Twenty-Two: The Customer Knows Best: The Opposite of the Banking Concept in the Case of the United Arab Emirates .................. 351 Liz Jackson

Chapter Twenty-Three: Freire, Sublative Hope, and Early Childhood Education in Aotearoa New Zealand ................................................ 363 Bradley, Hannigan

Section 3: Education as the Practice of Freedom

Chapter Twenty-Four: A Freirean Approach to Internationalization in Higher Education Within the Context of Globalization .................... 379 Rosetta Khalideen

Chapter Twenty-Five: A Dialogue About Dialogue: Freire and Bakhtin Talk Pedagogy in Response to Percy’s “Problem” ............................ 391 Leon Benade and E. Jayne White
Chapter Twenty-Six: Voices of Resistance: Positioning Steiner Education as a Living Expression of Freire’s Pedagogy of Freedom ........................................ 409
Althea Lambert

Chapter Twenty-Seven: Bilingual Education, Culture, and the Challenge of Developing Freirean Dispositions in Teacher Education ........................................ 431
Jacob W. Neumann

Chapter Twenty-Eight: A Contribution to Perspectives on Educational Partnerships for Social Justice .................................................. 445
Jo Williams

Chapter Twenty-Nine: Working for the World .............................................. 461
M. J. Stuart

Chapter Thirty: Education as an Aesthetic Exercise in Everyday School Performances ................................................................. 471
Muriel Yuen-Fun Law

Chapter Thirty-One: Decolonizing Ways of Knowing: Communion, Conversion, and Conscientization .................................................. 489
Jon Austin

Chapter Thirty-Two: Music Education as a “Practice of Freedom” ...................... 503
Linda M. Locke

Chapter Thirty-Three: Activism, Reflection, and Paulo Freire—an Embodied Pedagogy ................................................................. 517
Tracey Ollis

Chapter Thirty-Four: Entwining Three Threads: Working Within and Through a Culturally Responsive Pedagogy of Relations ................. 529
Iti Joyce and Dawn Lawrence

Chapter Thirty-Five: Freire’s Theory as a Reference to Teaching Practice in Adult Education ................................................................. 543
Sonia Maria Chaves Haracemiv and Veronica Branco

Chapter Thirty-Six: Freire and Skinner: Is There Space for a Dialogue on Education? ................................................................. 555
Denise Bachega and João dos Santos Carmo

Chapter Thirty-Seven: Appropriate/Critical Educational Technology Within Freire’s Framework, Towards Overcoming Social Exclusion ......................... 567
Beatriz Lidia Fainholc

Contributors ......................................................................................... 581
Name Index ......................................................................................... 593