

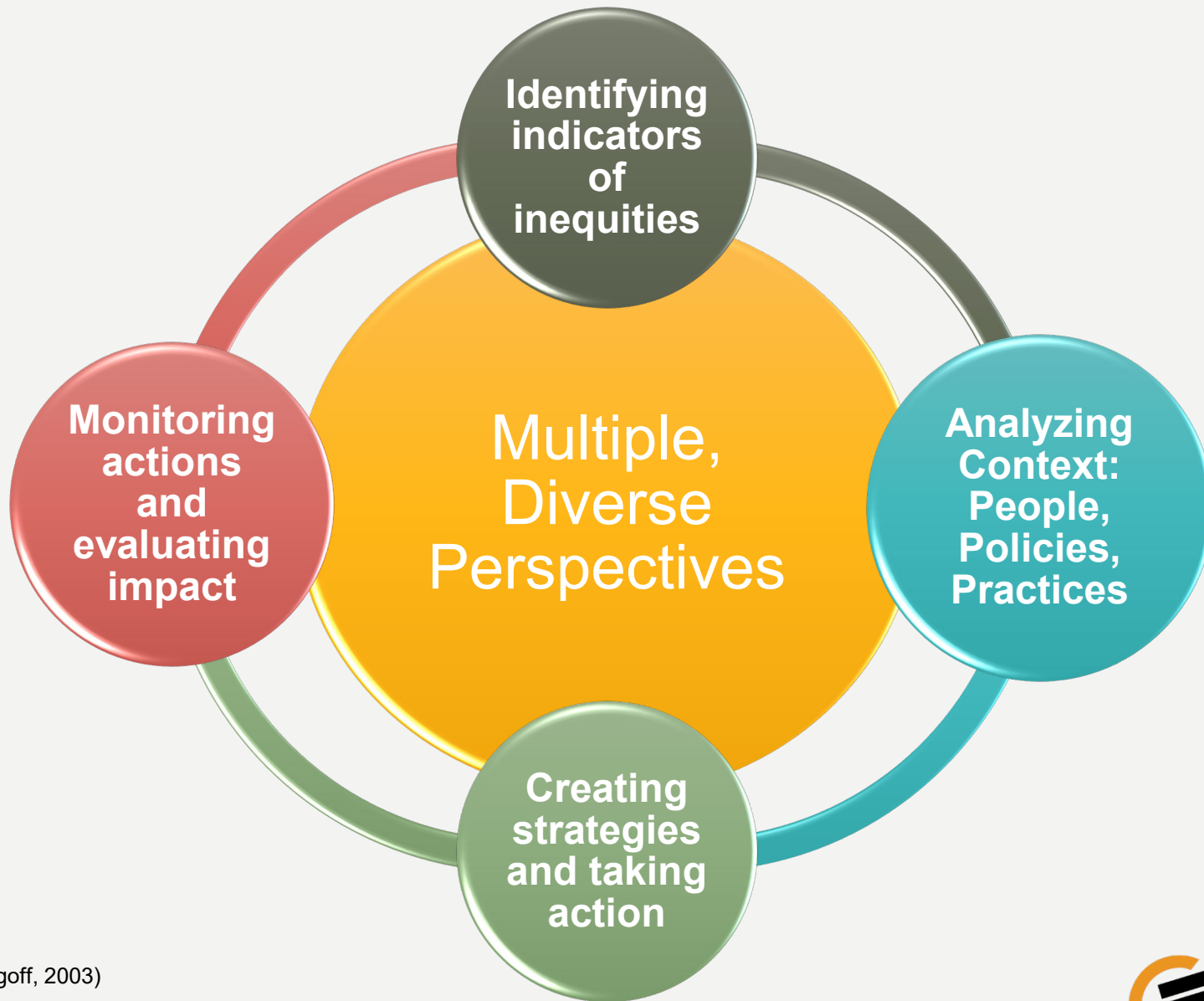
# INCLUDING ALL STAKEHOLDERS IN CRITICAL COLLABORATIVE INQUIRY CYCLES

Developed by  
MAP Center Leadership Team

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# CRITICAL INQUIRY CYCLES (CIC)



(Rogoff, 2003)

# CRITICAL COLLABORATIVE INQUIRY

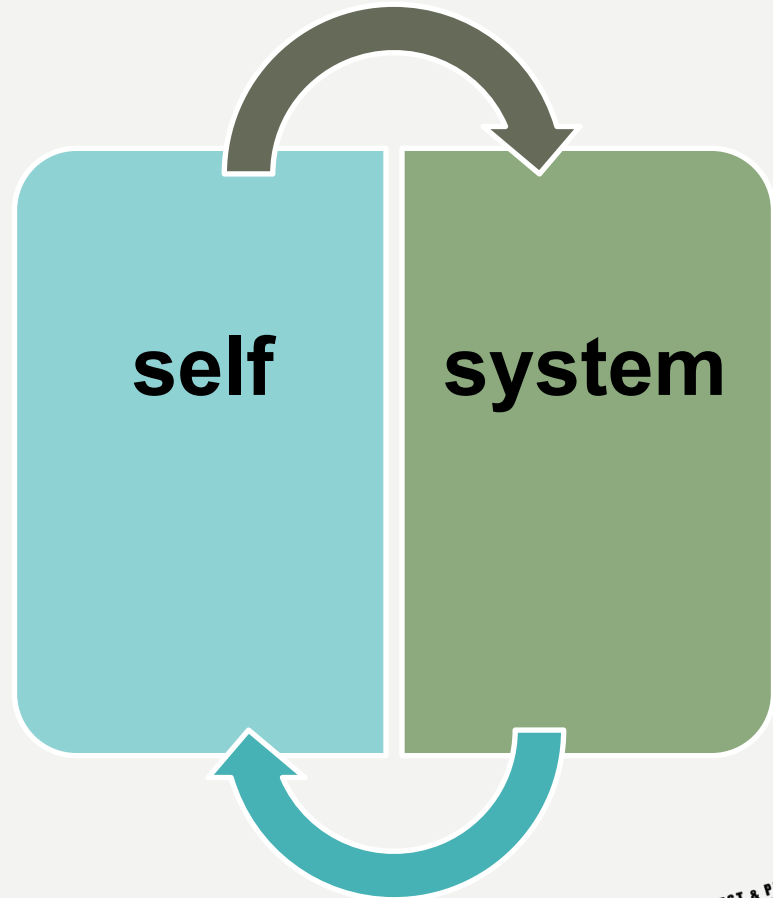
- Critical collaborative inquiry is a process that engages students, families, community members, educators and policy makers and facilitates the use of perspectives to move toward equitable learning environments, and data as a mediating tool within that process.

# CRITICAL COLLABORATIVE INQUIRY

- The Critical Collaborative Inquiry Process (CCIP) involves the formulation of questions, investigation, and the creation of solutions. The process is cyclical in that it is reflexive and designed to support continuous improvement (Bishop et al., 2004).
- The critical collaborative inquiry cycle includes two essential additional elements to a traditional inquiry cycle: 1) The process includes multiple diverse stakeholders in the collaborative process, and privileges historically marginalized perspectives; and 2) the critical collaborative inquiry process attends to interrogating ideologies, discourse, policies and practices that systematically advantage some while simultaneously disadvantaging others on the basis of race, sex, national origin, gender identity, sexuality, dis/ability, social economic status or other identity markers at each step of the process (Radd & Kramer, 2013).

# CRITICAL INQUIRY CYCLES

CIC requires individuals to engage in examining personal and systemic practices.



(Hatcher et al., 2010; Rogoff, 2003; Waitoller & Kozleski, 2013)

# KEY CRITICAL QUESTIONS

What inequities are present?

What factors are contributing to the production or reproduction of the inequities? What goals do we want to establish to advance conditions for equity?

What actions will be taken to redress inequities and advance social justice?

How effective are the actions in making progress towards realizing established equity-focused goals?

(Rogoff, 2003)

# CRITICAL INQUIRY FOR INDIVIDUALS

the  
Self



How are my decisions preventing others from benefiting from the way things are?

How have my actions contributed to creating barriers for people?

How does my positionality affect my actions?

To what extent do I adjust my actions to address issues surfaced by non-dominant groups?

(Freire, 1998)

# CRITICAL INQUIRY FOR SYSTEMS

CCIP entails collective action to be applied to larger systemic inequities.

CCIP centers multiple perspectives and involves the practice of critical discourse.

CCIP should demonstrate critical language awareness - an understanding of how language in written, physical, oral and digital forms silence, marginalize or oppress people with less power and act to disrupt these practices.



(Briscoe et al., 2009; Rogoff, 2003; Waitoller & Kozleski, 2013)



# Engage in Critical Collaborative Inquiry Requires Critical Consciousness

The ability to critically question the social forces that constrain individuals and communities within systems of inequities based on race, gender, gender identity, sexuality, dis/ability, religion, national origin, economic status and other [identity markers], and to engage in individual or collective action to redress social inequities (Duncan-Andrade, 2007).



# PROMOTING CRITICAL INQUIRY AND INVOLVEMENT



# CRITICAL CONSCIOUSNESS FOR NON-DOMINANT GROUPS

## Purpose

- To critically analyze their social conditions and to take individual or collective action in order to change identified inequities.

## How to Develop Critical Consciousness

- Reflecting on and becoming critically aware of social, political, and economic oppression and the resulting social injustices;
- Identifying and navigating the structural constraints and social inequities that limit their human agency and well-being; and,
- Acquiring the skills and resources needed to transform oppressive elements to create a just society.

# CRITICAL CONSCIOUSNESS FOR DOMINANT GROUPS

## Purpose

- [for members of privileged groups who have greater access to resources and power] is to learn to operate as allies to marginalized communities and collaborate with them to transform systems of oppression.

## How to Develop Critical Consciousness

- Increasing one's awareness of how one is privileged by systems of social injustice, unfair distribution of resources and opportunities, and inequity.
- Recognizing unjust social processes.
- Acquiring the knowledge and skills needed for social change.

# ADVANCING A CULTURE FOR CRITICALLY CONSCIOUS ORGANIZATIONS

## Creating a critically conscious learning community requires:

- **Commitment:** Individuals at multiple levels demonstrate a dedication to engage in deliberate questioning of status quo policies and practices and discuss beliefs about sociocultural contexts and power dynamics surrounding aspects of social identity.
- **Time and Space:** Time and space is allocated for focused critical inquiry and dialogue to occur that are accessible to all members of the learning community including families and community members.
- **Action:** Ongoing coordinated and strategic activity to address educational and social inequities.

## Sustaining a critically conscious learning community requires:

- **Monitoring** and evaluating process and impact of equity efforts.
- **Engaging** a critical inquiry cycle including dialoguing and feedback loops.
- **Disrupting** marginalizing and deficit discourse.

# CULTIVATING CRITICALLY CONSCIOUS SYSTEMS

## Dialogue & Critical Reflection -

Consciousness-raising investigation of ways of thinking through dialogue

**Reflective Questioning -**  
Promote critical reflection posing reflective questions

## Collegial Support -

Development of critical consciousness is theorized to occur when people are socially supported to explore and challenge social inequity



(Diemer et al., 2009; Freire, 2000; Hatcher et al., 2010; Smith-Maddox & Solorzano, 2002)

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