



Belonging and civics education for marginalized youth: an analysis of teachers' curriculum-making and teaching in Dutch prevocational education through a powerful knowledge lens

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Since 2006, Dutch schools have been legally required to teach “active citizenship and social cohesion”. The paper presents a longitudinal study conducted at an urban prevocational school, referred to as Future College (FC), examining how the school seeks to implement these requirements within a civics curriculum that is both meaningful and empowering to its marginalized students.

In this study, we use powerful knowledge and the didaktik approach as conceptualized by Klafki as a qualitative analytical lens to reconstruct how teachers build and teach a civics curriculum that starts and ends with the aim to empower their students as future citizens, and contribute to their sense of belonging.

In his work, both Deng (2021) and Gericke et al (2018) build on the concept of powerful knowledge (Young & Muller, 2013). However, unlike Young & Muller – whose definition focuses on disciplinary perspectives and how they are powerful to interpret and shape the world – they both emphasize that, from the pupils' perspective, knowledge only becomes powerful through transformations in the classroom (Gericke et al., 2018, p. 431; Deng, 2021). Accordingly, this study examines how this group of teachers constructs a curriculum that enables the transformation of knowledge into a powerful curriculum that presents different kinds of opportunities for teachers to transform knowledge into an educational moment that contributes to what Deng (2021) describes as students' human powers.