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The Pedagogical Challenge: Facing the aporetic madness of social justice

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Introduction: The RPiN project

The context for this symposium is an ARC linkage project – Redesigning Pedagogies in the North (RPiN) – currently in the first of three years. RPiN is a linkage partnership involving a University of South Australia team of 9 Chief Investigators plus other academic staff;

deeply entrenched, and deeply structuring, in school-based curriculum and pedagogy. If this is appreciated, it provokes two *contradictory impulses* toward social-educational justice. One is to *redistribute* power-elite cultural codes, or capitals, to those who do not inherit them through birth in power-elite families. However, there are then risks of alienating non-elite students through an assimilating cultural

that push for a both/and way of addressing contradictory redistribution and recognition impulses in pursuit of social-educational justice. Delpit underscores the argument for

acquisition of power-elite codes, avoids the culturally genocidal logic by which, as Delpit puts it, 'because there is a culture of power, [and so] everyone should learn the codes to participate in it', therefore 'that is how the world should be' (39). Rather, while it's

The other side of the both/and push – to recognise cultural *'funds*