

## Considerations for Taking Action

How should we use our power?

How can we support positive approaches to learning?

How do we demonstrate that we are meeting standards?

How can relationships and a sense of belonging be strengthened?

### Challenges for Teachers

- We are bigger and know more than children; we have all the power in the relationship.
- We are held accountable to requirements and standards with many expectations for our time.
- We can easily oppress children, undermining their goals of autonomy and self-worth.
- We have to continually negotiate how to use our power in behalf of children.

### Using adult power to support

Latin roots of word power means “to be able”.

Having power means our capacity to make a difference, to have worth or value.

Power can be used in different ways. If we become consciously aware of our power, we can use it intentionally.

Power is not finite. My acquisition of power need not diminish your power; I can choose to use it to empower you as well as myself.

### **Power on**

Using adult power to prevent or stop  
hurting self  
hurting others  
hurting materials

### **Power for**

Using adult power in behalf of children’s power through coaching and scaffolding

### **Power with**

Using adult power side-by-side with children, allowing rather than guiding their behavior or activities