

Citizenship education in a community context through a home economics club in a senior high school: with a focus on teachers' positionality

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Abstract

The purpose of this paper is to examine teachers' positionality concerning citizenship education as political literacy. "Teachers' positionality" refers to the way in which the individual existence of teachers or their roles and functions in the process of education are positioned by students or others.

I examined activities in a student's home economics club of in a senior high school in the southern part of Akita Prefecture. The students were encouraged to plan and participate in various volunteer activities. Through these activities, students were able to gain political literacy as well as to establish a network with local volunteer groups.

Throughout the whole process, the teachers of this senior high school served as an off-stage key person. Their positionality is summarized as follows:

- 1) A persuasive leader to encourage students' participation
- 2) A coordinator to make the community open to the participation of students
- 3) A guide to students in planning the division of work
- 4) A supervisor for student's presentation
- 5) A supporter for students' activities
- 6) A counselor to help students with their mental needs

Key words; teachers' positionality, citizenship education, volunteer services, political literacy