

Trajectories



Intransitivity

Does not engage in transformative decision making and practices, adheres to normative system pathways of white supremacy in educational spaces. Exhibits “colorblind” perspectives and activities that promote the status quo.



Naive Transitivity

Engages in discussions and activities around representative diversity and individual differences without grappling with structural oppressions. Culture is externalized and the focus is on the abstract. Minor discomfort may be felt and tensions are largely avoided.



Critical Transitivity

Engages in investigations and asking questions without necessarily questioning the structural status quo. Delves into popular culture and provides explorations of powerful images. Tensions are recognized that may result in some discomfort.



Critically Reflexive Praxis

Focuses on the concrete and material situations by incorporating advocacy and action as an outcome. Recognizes and affirms the assets of cultural beings, and approaches teaching and learning as a historical and intersectional activity. May experience major discomfort and strives to work with productive tensions.

(Magee & Wiley, 2020; Santamaría-Graff, 2021)

