

Migrant students and teachers: Reflections on oppression in Chilean schools

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Abstract

This paper is based on qualitative research and critically analyzes the thesis referring to the condition of shared oppression between teachers and migrant students who are steadily enrolling in Chilean schools. In the Freirean sense, both oppressed actors are analyzed in the school space through a literature review that refers to key concepts of Bourdieu and Passeron's theory of reproduction and Althusser's statements, which view the school in its ideological and repressive function. The condition of oppression prevails to cultural differences, with both teachers and migrant students in the school being stressed by cultural diversity. It is concluded that a first step for liberation lies in awareness of this circumstance, which emerges as a liberating hope the construction of a critical Latin American Pedagogy. © 2021 Revista Latinoamericana de Ciencias Sociales. All rights reserved.

Author keywords

Migrant; Oppression; School; Teacher