

THE CIRCLE OF INSIGHT

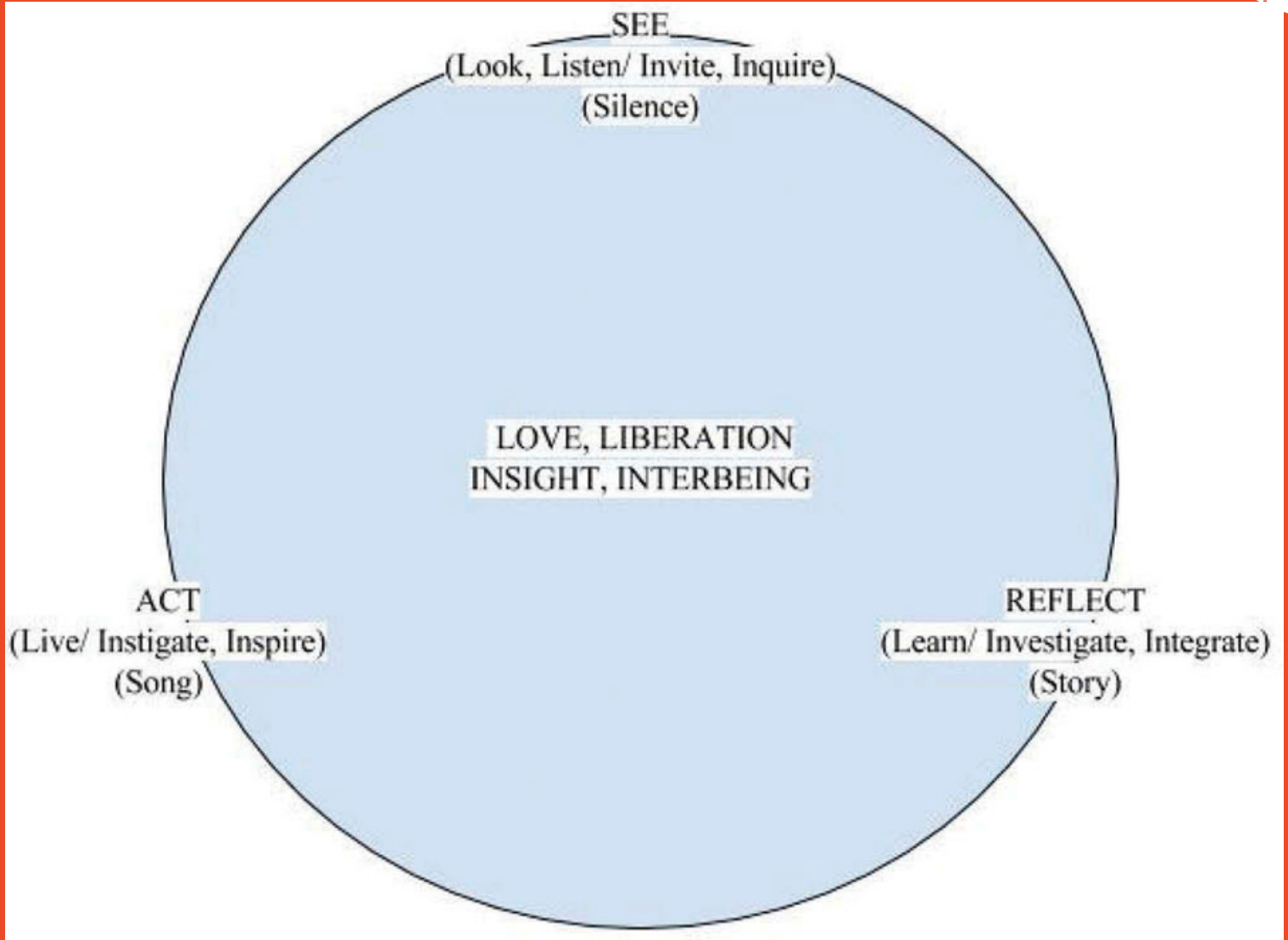


Figure 1. Circle of insight.

See—observation, fact gathering—the ability to look and listen deeply to the other and to investigate, as a reporter, the reality in which the other exists and seeks meaning, to invite and inquire into facts and information, requiring silence and deep listening. Reflect—critical reflection—the use of socio, economic, political, religious, spiritual, cultural, ethnic, environmental, theological, psychological, knowledge and wisdom to ask reflective questions given the particular reality observed, fostering deepened learning and integration, to critically integrate information, requiring investigative storytelling. Act—just and liberating action—in light of what is seen and reflected on, or learned, one acts and lives, instigates and inspires, requiring that one, metaphorically, sing her or his song in and for the world. This dialectical, open, purposeful, enlightening circle or cycle process continually moves from seeing, to reflecting, to acting (looking, listening, inviting, inquiring; learning, investigating, integrating; living/instigating, inspiring) and then begins again, all the while inviting deeper movement toward love, liberation, justice, and insight, consistent with the core values and ethics of social work.



**FROM THE RACIAL JUSTICE TASKFORCE
CURRICULUM SUBCOMMITTEE**

THE CIRCLE OF INSIGHT

Dear School of Social Work (SSW) Community,

The Racial Justice Taskforce Curriculum Subcommittee will be sending out resources around social work curricula, on a monthly basis.


We are kicking this off by sharing this particular resource, the Circle of Insight discussed in this article, referenced and included below.

We wonder if this resource, although very academic, would be applicable across many areas, beyond SSW curricula and would perhaps also make an impact on our students and broader SSW community.

Well wishes!

Jasmine (BSW student), Lindsey (MSW student), Allison (PhD student), Sherrie, Kate, Kim, Monica, and Hellen (aka: The RJT Curriculum Subcommittee)

Nicotera, A. (2019). Social justice and social work, a fierce urgency: Recommendations for social work social justice pedagogy. Journal of Social Work Education, 55(3), 460-475. Doi: 10.1080/10437797.2019.160043. <https://www.tandfonline.com/doi/pdf/10.1080/10437797.2019.1600443>





Social Justice and Social Work

A Definition

Prelude

BOTH...

Process, Means



AND...

Purpose, Outcome



Now



Not yet



*Individual rights,
liberties, freedom*



*Social responsibility,
accountability, and
the common good*



Figure 2. Definition of Social Justice and Social Work.

Invites and Insists on 7 E's

Equitable distribution
of resources

Equal access
*to basic liberties
and opportunities*

Empowerment
*of all persons, especially
the disadvantaged*

Environment
*person-in-environment perspective
respecting human dignity, rights,
diversity, and challenging discrimination
and oppression*

Engagement
*that is restorative and seeks
to heal, reconcile, and repair*

Education
*that invites critical consciousness,
liberates, loves, empowers, and measures
success by the well-being of those in
greatest need*

Enlightenment
*that challenges all to recognize
our interconnectedness*

Postlude



How does our action or policy
affect the disadvantaged,
vulnerable, and oppressed?



If it harms, oppresses, or
discriminates, it violates
our commitment to justice.



If it heals, reconciles, and
restores, it respects our
commitment to justice.



"We do not view social justice as an 'add on' ... but as the underlying ethical, moral, and philosophical basis for everything we do as social workers."

Reisch, M. & Garvin, C. (2016). Social Work and Social Justice: Concepts, Challenges, and Strategies. New York, NY: Oxford University Press.