

## Reconsidering Curriculum: Educational Responses for Peace-Building in and outside the Classroom

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**Abstract :** This qualitative study used semi-structured interviews with three Canadian educators to examine peace-based pedagogies used in varied teaching contexts and the degree to which the teaching strategies implemented were aligned with goals of peace-keeping, peace-making or peace-building in the classroom. In this research, the teachers' peace-oriented pedagogy was influenced by various strands of peace education theory, and as such shaped their conceptualization of 'peace'. The study's result shows that when educators implemented government-mandated curriculum, they worked around it and/or added content that increased opportunities for democratic peacebuilding. In addition, all three teachers also strengthened their peace-oriented practice by incorporating conflict resolution skills in and outside the classroom to augment a common social-justice oriented goal for peace-making and peace-keeping and made various distinctions around the conditions necessary for peace-building.

**Keywords :** citizenship, peace-building education, peace-building curriculum, pedagogy

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