

**Schooling
in a Plural
Canada**



J. R. Mallea



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Schooling In A Plural Canada

Jim Cummins, Marcel Danesi



Schooling In A Plural Canada:

Schooling in a Plural Canada John R. Mallea, 1989 This text adopts a case study approach to the analysis of schooling in a plural society It is divided into two parts the first providing a critical review of relevant theory the second focusing on the application of this theory in the Canadian context

Religion in Multicultural Education Farideh Salili, Rumjahn Hoosain, 2006-05-01 The National Association for Multicultural Education in Washington D C listed a number of issues that the school curriculum should address with reference to multicultural education including racism sexism classism linguisticism ablism ageism heterosexism and religious intolerance It is noteworthy that of all these issues religion is about the only one that throughout history people are willing to die for although whether what is at issue is really religion or other things such as territory is another matter It is also interesting that all the others have isms in their names but religious issues are characterized by intolerance Perhaps we should try to understand this intolerance and look at what steps might help to alleviate it However while intolerance might seem a simple thing understanding what is behind it and how it plays such a crucial role in religion requires what we refer to in the Introduction chapter as a multifaceted approach at multiple levels It is not enough just to try to dispel stereotypes of followers of other religions or to point out commonalities in world religions We should for example try to understand and appreciate how adherents of other religions try to answer questions regarding their adaptation to the contemporary environment It is through understanding how different religions coexist side by side at various levels that we truly come to learn about religion in multicultural education

Language Planning and Education in Australasia and the South Pacific Richard B. Baldauf, Allan Luke, 1990 Includes papers on Aboriginal language planning Aboriginal bilingual education and language and education in the Torres Strait separately annotated

Intercultural Education David Coulby, Jagdish Gundara, Crispin Jones, 1997 First Published in 1997 Routledge is an imprint of Taylor Francis an informa company

Language Policy William Eggington, Helen Wren, 1997-01-01 This work on language policy covers such topics as language policy agendas language policy making in Britain in the 1990s language policy in the USA the case of Australia developments in Canada and social justice in the work of ESL teachers

World Yearbook of Education 1997 Jagdish Gundara, 2012-12-06 This volume in the yearbook series examines the variety of educational responses to differing forms of diversity within states The growth of nationalism and regionalism in many parts of the world is considered alongside the emergence of such international structures as the European Community

Language and Politics in the United States and Canada Thomas K. Ricento, Barbara Burnaby, 1998-05-01 This volume critically analyzes and explains the goals processes and effects of language policies in the United States and Canada from historical and contemporary perspectives The focus of this book is to explore parallel and divergent developments in language policy and language rights in the two countries especially in the past four decades as a basis for reflection on what can be learned from one country's experience by the other Effects of language policies and practices on majority and minority individuals and groups are

evaluated Differences in national and regional language situations in the U S and Canada are traced to historical and sociological demographic and legal factors which have sometimes been inappropriately generalized or ignored by ideologues The point is to show that certain general principles of economics and sociology apply to the situations in both countries but that differing notions of sovereignty state and nation ethnicity pluralism and multiculturalism have shaped attitudes and policies in significant ways Understanding the bases for these varying attitudes and policies provides a clearer understanding of the idiosyncratic as well as more universal factors that contribute to tensions between groups and to outcomes many of which are unintended The volume makes clear that language matters always involve issues of culture economics politics individual and group identities and local and national histories The chapters provide detailed analyses on a wide range of issues at the national state provincial and local levels in both countries The chapter authors come from a variety of academic disciplines education geography journalism law linguistics political science and sociology and the findings taken together contribute to an evolving interdisciplinary theory of language policy

School Leadership for Democratic Education in South Africa Tsediso Michael Makoele, Thabo Makhalemele., Pierre du Plessis, 2021-07-29 School Leadership for Democratic Education in South Africa explores the democratization and modernization of education in South Africa analyzing the state of school leadership in South African schools from the time of the new democratic education dispensation in 1994 to the present day The book maps out what the future of education in South Africa could look like and explores the most conducive educational environments for change in South African schools It adopts a critical approach to analyzing leadership and management in the context of school governance school effectiveness teacher development multiculturalism and equity in education Contributions explore the democratization and modernization of education in South Africa through examining different perspectives achievements and challenges and also consider issues around access to technology language policy and the curriculum along with new literature on selected aspects of leadership This book will be of great interest for researchers scholars and students in the fields of educational leadership sociology of education and teacher education

Heritage Languages Jim Cummins, Marcel Danesi, 1990-01-01 In this book the authors decry the creation of a version of Canadian identity that actively discourages the cultivation of many of its citizens languages If multilingualism is regarded as a valuable asset both for the individual and for society then why do so many Canadians vehemently oppose the teaching of heritage languages Why do many parents who demand that their children be given the opportunity to become bilingual in French and English protest angrily at the fact that their tax dollars are being used to teach the languages of immigrant children Why is it appropriate to promote multilingualism in private schools but not in the public school system Is multilingualism good for the rich but bad for the poor Heritage Languages examines the difficulties experienced integrating heritage languages into official curricula and the successful efforts to teach Ukrainian Italian Hebrew ASL Portuguese and Punjabi in Canadian classrooms An Our Schools Our Selves book

Bicultural and Trilingual Education Michael

Byram, J. Leman, 1990 This is a collection of articles which describe and assess the Foyer Model a project for schooling minority children in Brussels which aims for bicultural and trilingual education It demonstrates the need for an appropriate education model in a culturally and linguistically complex society *The World in a Classroom* Edwards, Viv, Angela Redfern, 1992 A comparative study of how British and Canadian schools have responded in recent decades to the needs of multilingual populations In particular it examines language policies the teaching of English classroom responses to linguistic and cultural diversity and community heritage language teaching **Canadian Islamic Schools** Jasmin Zine, 2008-11-29 Religious schooling in Canada has been a controversial subject since the secularization of the public school system but there has been little scholarship on Islamic education In this ethnographic study of four full time Islamic schools Jasmin Zine explores the social pedagogical and ideological functions of these alternative and religiously based educational institutions Based on eighteen months of fieldwork and interviews with forty nine participants Canadian Islamic Schools provides significant insight into the role and function that Islamic schools have in Diasporic Canadian educational and gender related contexts Discussing issues of cultural preservation multiculturalism secularization and assimilation Zine considers pertinent topics such as the Eurocentricism of Canada's public schools and the social reproduction of Islamic identity She further examines the politics of piety veiling and gender segregation paying particular attention to the ways in which gendered identities are constructed within the practices of Islamic schools and how these narratives shape and inform the negotiation of gender roles among both boys and girls A fascinating and informative study of religious based education Canadian Islamic Schools is essential reading for educators sociologists as well as those interested in Immigration and Diaspora Studies

Policies and Pedagogies of Canadian Offshore Schools Fei Wang, André Elias Mazawi, 2024-07-08 This book critically examines the international geopolitical policy institutional and curricular challenges facing Canadian offshore school programs Bringing together scholars and practitioners concerned with addressing the pedagogical organizational curriculum and policy aspects of this transnational mode of schooling it represents a ground breaking exploration of K 12 offshore schools within the wider contexts of global geopolitics and forms of soft power The book examines the vulnerability that arises from having to manoeuvre political social geopolitical and economic policy simultaneously in both the host and home licencing countries It delves into conflicts within the context of neoliberal economic agendas neocolonial and geopolitical interests and social class reproduction within host countries The book is the first scholarly space that questions how international educational initiatives are affected by emerging global threats such as the recent Covid pandemic Additionally it unpacks the question of citizenship and its intersections with social class immigration and sociocultural dynamics It explores how these intersections forge new paths not only to mobility but also to new configurations of power and new spaces of politics and identity With a range of reflexive empirical and theoretical contributions that cover every aspect of offshore schools the book reassesses the trope of globalization dominated by Eurocentric perspectives It

decompartmentalizes diverse perspectives and insights on the internationalisation of schooling opportunities and provides an overview of the challenges and possibilities open to offshore schools in different cultural contexts making it the first comprehensive body of research on this type of schooling This book will be of great value to researchers faculty scholars and postgraduate students working across international and comparative education It will be particularly useful to those interested in the intersections between education and geopolitically situated forms of soft power

Taking Back Control Annette Henry, 1998-09-03 Taking Back Control is a ground breaking investigation of the world and consciousness of five African Canadian women teachers Their rich textured narratives explore the contradictions in North American and Western education and the need for alternative standpoints and transformative strategies Their engaged vision is presented as a means to discuss the limitations and possibilities of oppositional minority teacher standpoints in the mainstream as well as alternative pedagogical strategies Henry also discusses the literacy strategies employed in creating an environment in which African Canadian pupils can develop literacy skills and critically understand their identities as people of African heritage in North American society She raises important issues for thinking about teaching from critical informed anti racist perspectives

Language Distribution Issues in Bilingual Schooling Rodolfo Jacobson, Christian Faltis, 1990 The chapters presented in this book examine a number of issues surrounding the distribution of languages used in bilingual teaching They cover bilingual classrooms classroom interaction and technological advances in teaching Two major case studies are also included

Religious Diversity in Canadian Public Schools Dia Dabby, 2022-02-01 Canadian public schools have long been entrusted with the mandate of socializing children Yet this duty can rest uneasily alongside religious diversity questions Grounding its analysis in three seminal Supreme Court cases involving religion in schools Religious Diversity in Canadian Public Schools reveals legal processes that are unduly linear compressing multidimensional conversations into an oppositional format and stripping away the voices of children themselves Dia Dabby contends that schools are in fact microsystems worthy of their own consideration and with the power to construct their own rules and relationships This compelling work connects many of the themes that have animated public discourse since multiculturalism was officially enacted in Canada Situating its analysis in relation to concepts of nation education and diversity Religious Diversity in Canadian Public Schools encourages a deeper conversation about how religion is mediated through public schools and invites a critical reassessment of the role of law in education

Anti-Racism, Feminism, and Critical Approaches to Education Roxana Ng, Joyce Scane, Patricia Staton, 1995-07-24 This book maintains that there has not been sufficient dialogue and cross fertilization between various forms of critical approaches to education notably multicultural anti racist education feminist pedagogy and critical pedagogy Contributors from Canada and the United States address educational issues relevant to aboriginal peoples people of color and people of religious minorities in light of feminist and critical pedagogical theory They are sensitive and responsive to the power relations operative in a setting and address the multiple

and contradictory subjectivities of teachers and learners on the basis of race gender class religion ethnicity age and ability

Diversity and Equity in Canadian Schools Cathlene Hillier, Wendy D. Bokhorst-Heng, 2024-12-16 This edited collection introduces readers to the main concepts that comprise the spectrum of diversity and multicultural education in Canada with a particular focus on social justice and on what human flourishing might mean in these contexts Diversity and Equity in Canadian Schools blends theory and practice with each section containing one theoretical and one practical chapter devoted to each area of diversity including socio economic status gender and sexual orientation language religion geography disability ethnicity and race and Indigenous education with a continuous focus on intersectionality The first chapter in each section is conceptual providing thoughtful narrative of the historical and current concerns of the given area of diversity The second chapter then provides practical considerations for educators in the K 12 classroom building teacher capacity both to work against the structures policies curriculum and pedagogies that limit marginalized students flourishing and to build the capabilities for flourishing in all students Readers are provided with practical guidelines to help them approach each chapter with openness humility and critical engagement Diversity and Equity in Canadian Schools is well suited for Canadian university courses in Education that focus on critical multicultural education and equity diversity and inclusion in the classroom

Education of Chinese Children in Britain and the USA Lornita Yuen-Fan Wong, 1992 Investigates various problems of Chinese schoolchildren in Britain and makes a comparative study with the experience of the Chinese in some American cities

Pluralism and American Public Education Ashley Rogers Berner, 2016-11-11 This book argues that the structure of public education is a key factor in the failure of America's public education system to fulfill the intellectual civic and moral aims for which it was created The book challenges the philosophical basis for the traditional common school model and defends the educational pluralism that most liberal democracies enjoy Berner provides a unique theoretical pathway that is neither libertarian nor state focused and a pragmatic pathway that avoids the winner takes all approach of many contemporary debates about education For the first time in nearly one hundred fifty years changing the underlying structure of America's public education system is both plausible and possible and this book attempts to set out why and how

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