

MANY VOICES, ONE WORLD:

THE SOCIAL IMPORTANCE OF EFFECTIVE EAL TEACHING

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**This, then, is the
great humanistic and
historical task of the
oppressed:**

**to liberate
themselves and their
oppressors as well**

-Paulo Friere

WILLIAM AYERS

We might begin with the deeply humanistic notion that human beings are the measure of all things – every human life is equal in value to every other. We value our students, and we take their worthiness as an act of faith.

WILLIAM AYERS

Our broad ethical task is to make life more possible, more robust, more full and fulfilling, more liveable for each.

For us teachers, this begins with opening our eyes to the kaleidoscopic reality of the world, and embracing our students, taking their side as fellow human beings.

THIS MAKES IT BETTER



WHY STORYTELLING

In a fractured age, where cynicism is god, here is a possible heresy: we live by stories, we also live in them...

We live stories that either give our life meaning or negate it with meaninglessness. If we change the stories we live by, quite possibly we change our lives.

Ben Okri

WHY WE TEACH

The only hope for curing the ills of the world is that young people will imagine a better one and strive to realize it. To frame this picture and cultivate this ambition is the greatest duty of the school.

William A. McIntyre (1892)

Principal, Manitoba Normal School

WHY WE TEACH

To ensure that all Manitoba's children and youth have access to an array of educational opportunities such that every learner experiences success through relevant, engaging and high quality education that prepares them for lifelong learning and *citizenship in a democratic, socially just and sustainable society.*

Manitoba Education (2010)

DIVERSITY IS AS DIVERSITY DOES

45% of Aboriginal Manitobans aged 15 and over report having graduated high school

- Fastest growing segment of our population

20,000 newcomers per year target – 12,000 immigrants alone in 2011

- Second fastest growing segment of Manitoba's population

Mid 1980's – late 2000's Canada's top income group increased its earnings at near twice the rate as its bottom income group

Statistics Canada, Aboriginal Peoples Survey, 2006
Immigration and Multiculturalism, Government of
Manitoba, 2011
OECD Income Inequality Report, 2011

