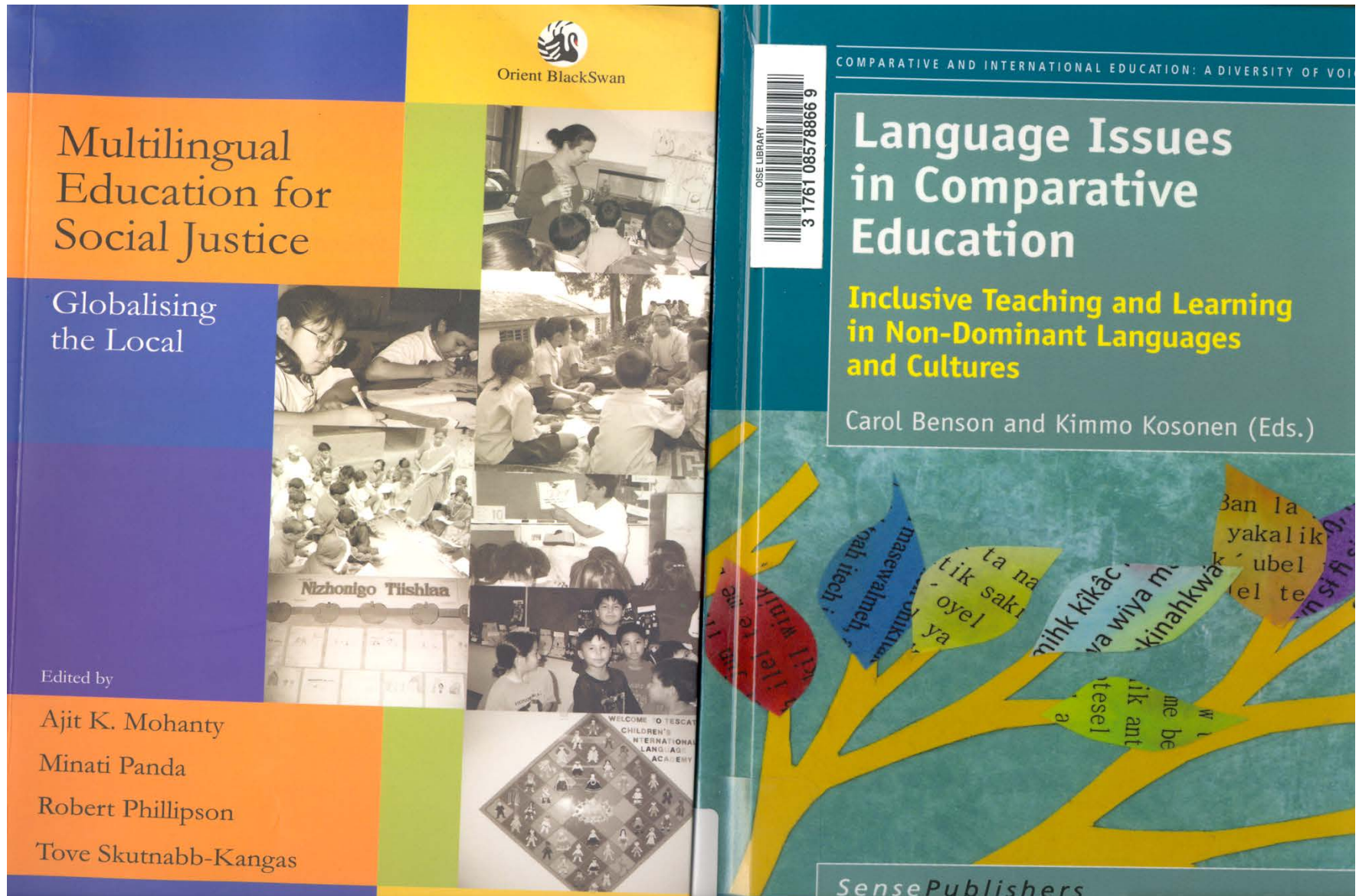

Multilingual Education for Social Justice: From Coercive to Collaborative Relations of Power

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4th International Conference on Language and Education:
Multilingual Education for All in Asia and the Pacific -
Policies, Practices and Processes

A Growing Consensus



Core Principles

As the title “Multilingual Education for Social Justice” implies, educational effectiveness is not simply a matter of including students’ L1 as a medium of instruction; it is also very much a matter of reversing historical patterns of social injustice.

So Psycholinguistic Principles are relevant but Sociological Principles are equally important.

Principles underlying educational success

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- Strong and effective promotion of fluency and literacy in both languages;
 - Sustained literacy engagement in both languages, with ‘literacy’ understood in a broad sense as the oral and written repository of a community’s cultural knowledge;
 - Empowerment—the collaborative creation of power within the classroom.
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What Do We Mean by "Empowerment?"

- **Coercive Relations of Power**

= exercise of power by a dominant individual, group, or country to the detriment of a subordinated individual, group, or country (*power over*);

- **Collaborative Relations of Power**

= collaborative relations of power operate on the assumption that power is not a fixed pre-determined quantity but rather can be *generated* in interpersonal and intergroup relations. Participants in the relationship are empowered through their collaboration such that each is more affirmed in her or his identity and has a greater sense of efficacy to create change in his or her life or social situation (*power with*);

- **Empowerment**

= the collaborative creation of power

Multilingual Instruction Must Be Complemented by Pedagogies for Identity Enhancement

Any educational reform that seeks to close the achievement gap between students from dominant and marginalized communities will only be effective to the extent that it challenges the operation of coercive relations of power within the school and classroom.

Negotiating Identities

If you want students to emerge from schooling after 12 years as intelligent, imaginative, and linguistically talented, then treat them as intelligent, imaginative, and linguistically talented from the first day they arrive in school.
