
Literacy and Belonging: Finding a Voice in the English Classroom
Paul Anthony Cullen, Carroll College (NSW)

Why is it that school curricula have the propensity to alienate and to disengage? Why is literacy development seen as a chore, a dispassionate meeting of syllabus outcomes rather than a journey into literature that allows the student to find a voice in the English classroom. The English teacher is in a unique position to develop aesthetic and affective values by placing before the class literature that challenges unconsidered cant and that places before the young the experiences of others in a number of cultural contexts. This paper will explore ways of encouraging "the glint in the eye", an aesthetic, that sense of wonder and pleasure beyond syllabus documents.