

# Public Schooling in English Canada: Addressing Difference in the Context of Globalization.

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**Author(s):** Bruno-Jofre, Rosa; Henley, Dick

### **Abstract:**

Our understanding of Canadian polity formation is based on a pluralistic moral democracy that recognizes a fluency in cultural retention, differentiated citizenship as explained by Kymlicka, and a social ethic of care. We argue that public education has not addressed issues concerning the national question with respect to Aboriginal nationalist and separatist movements and has done so only in a fragmentary manner. Anti-racist education has developed a refreshing oppositional approach to the structures sustaining racism, sexism, and power issues. However, we contend that the dominance of globalization ideology and concomitant educational changes have generated conditions to deal with difference in terms of a narrow and great faith in the power of the free market and lacks confidence in the possibility of conscious collective efforts to define and redefine a public good. There is no doubt that the economic agenda is influencing citizenship formation even as teachers and students mediate those influences. Relevant to the understanding of the building of a Canadian identity is a clarification of the concept of democracy in light of the market imperative which has permeated language and thought and its meanings.

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