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### “The Duality of Education and the complexity of Being Literate”

By Chanequa Cameron

#### The Duality of Education and the complexity of Being Literate

To educate or indoctrinate, to reciprocate biases.

To listen but show no respect, to dissolve the traditional.

To offer limited perspectives, to shut out certain voices.

To fail to understand and to lack embodiment, to draw from the past to understand the present.

To scaffold based on narrow lenses, to hold some back whilst pushing some forward.

To create ladders that cannot be accessed by all, to ensure the structure transforms but remains operational.

To share and represent, to honor what we are and what we once were.

To remember, to appreciate, to justify growth and transparency.

To offer a sense of place, to offer space for all.

To learn from love and sacrifice and to draw from experience and stages of growth.

To understand peace and inclusion, to advocate and share.

To believe and be spiritual, to be like a child-vulnerable yet fearless.



**Chanequa Cameron** is an elementary school teacher in Deer Lake, Ontario who holds a master's degree in early childhood studies from Ryerson University, and teaching from the University of Toronto. Her pedagogy is informed by childhood experience with fraternal illiteracy, paternal incarceration and multimodal forms of linguistic expression modelled by her grandmother.

Chanequa advocates for the home-school connection, and necessity of place for holistic knowledge exchanged through intergenerational continuity in the teaching and learning process. She currently works at Deer Lake First Nation School and can be reached at: [chanequacam@gmail.com](mailto:chanequacam@gmail.com)