

*Locking The Power of Agency*

A Poem by Alicia Datt

Abstract

In this poem, I analyze the westernized education system. I do this through couplet style of poetry that reflects the false assumptions around education. I draw on Watts (2013)'s *Indigenous place-thought and agency amongst humans and non-humans (First Woman and Sky Woman go on a European world tour!)* to address that there are subjugated knowledges. Watts describes that in Indigenous cultures non-humans have agency which is not reflected in the Eurocentric curriculum in Canada as we are taught that only humans have agency through a hidden curriculum that reflects the unstated goals of the education system (Gazso, 2023). I also address that if we follow a certain curriculum, it is thought that we will be given equal opportunity at achieving post-secondary education. This is untrue as the education system also reproduces class hierarchy through having different teaching styles for working class, middle class, affluent professional, and elite schools. Where one type of school is given better opportunities over the other. Overall, the education system is used to maintain social order and stability.

*Locking the power of agency*

Why can I have agency but not a flower?  
So, I ask who has the ultimate power?

The human, which makes me the master of knowledge,  
So, I am thought to get into college.

Without a doubt I soak up the knowledge being passed down  
Therefore, society will reward me with a crown.

However, my parents' class label defines me,  
Reproducing who I can be.

## References

Gazso, A. (2023). Education: In Brief. Personal Collection of A. Gazso, York University, Toronto, ON.

Watts, V. 2013. Indigenous place-thought and agency amongst humans and non-humans (First Woman and Sky Woman go on a European world tour!). *Decolonization: Indigeneity, Education & Society* 2(1): 20-34.