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**Practicing Resurrection
Poems and Pleas for Public Education
The Prologue**

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Abstract

The poem examines the power dynamics that shape public education, offering perspectives on themes of authority, resistance, equity, and empowerment intended to foster dialogue about the transformative potential of teacher agency in shaping equitable and empowering learning environments. They are both critique and celebration—an offering to those who dare to reimagine education as a space for collective liberation and radical possibility.

The Prologue

I am a fraud, but I haven't always been.
I used to be a teacher –

Long before I shared office space in sight of the Capitol,
I shared a Classroom with high school students.

Before I organized audits and assessments,
I organized ontological activities
with opportunities for opposition and ownership
that existed outside of the obvious spaces

Before I sat sideline at Sine Die's and swearing in's,
I swore an oath to myself,
to the student I had been;
to the teacher I had become,
to be what was different in public education

Before the privileged profited
when politicians privatized public schools
with public funds,

and teachers paid teachers
for prefabricated plans,
Before parents pushed
for policies to prevent
politics from having a home in the classroom,

I practiced praxis,
planned and performed
a pedagogy of poetry
and a plea for plurality
passing on perspectives,
pasts and presents,
Presence –
passion and the potential
to possess personal power.

Met now with the memories of
Moments lost to time
lost and longing
and more
I find myself
 in the middle of things
in the balance
between
what has already
been
and what is
not yet

Mapping a way back to
myself