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### **Of All Possible Wor[ld[s]: Cultural Studies, Cultural Literacy and Education**

The NSW Institute of Teachers, in its accreditation of English teachers, omits all reference to the foundational requirement of cultural studies on which the NSW syllabus is built. This is an outcome of mistaken assumptions around definitions of cultural studies, which ignore its breadth and depth as a core academic area that is characterised by communications, media and critical literacy.

In this paper I present two examples of cultural studies practice in English teaching current to regional NSW high schools. These serve to illustrate how *doing* cultural studies enhances self worth and participatory confidence at a grass roots level in both teachers and students as they engage with literary texts [artefacts of cultural contexts], and each other in the school context. The paper also explores how, from the centralised space of education in the classroom, a transformative porousness can affect the way a school community is able positively interact with the education system -as a state-wide and locally positioned architecture - as well as enable students to meaningfully utilise the theoretical frames of post-colonial, queer and whiteness studies to empower themselves and remake the world.