

Evolution of Education:
A Research Project on the Changing State of Teacher Education In Ontario During the
1970s

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Research Question: Education in Ontario has undergone much change over the past 40 years, responding to and attempting to resolve conflicts by reaching future generations. The question is which issues were the main focus during this hotbed of change in education? And more interestingly, how did the issues translate into curriculum for teacher candidates? Certainly there is a correlation between the political agenda for change and the way teachers were trained to educate.

Introduction

Educators have a significant influence over the shaping of the economic, social and political landscapes. In recognition of this fact, the faculties of education that train these teachers deliberately focus on contemporary issues of policy, crisis, and social pressures to ensure these situations are remedied with future generations. These changes in teacher education ensure that teachers can better prepare their students to adapt and create positive changes to their own communities and the world at large. In Ontario, throughout the 1970s and continuing to present day, the model for teacher education began to change in response to a broadening Canadian multicultural demographic and a fluctuating economy. An

increasingly competitive workforce and a growing diversity amongst the student population led to a shift in the academic content and practical experience of Bachelor of Education programs throughout Ontario to not only increase career prospects for teacher candidates, but so that these future educators could prepare their own students for this shrinking job market and an increasingly diverse Canadian culture.

Context: 1970s Global and National Landscape

Global, national and regional circumstances paint the background of teacher education in Ontario during the 1970s. Many of these details configure to prompt an understanding of the decisions made around the creation and development of various Faculties of Education across Ontario. Globally in the 1970s notable world issues ranged from natural disasters in Pakistan and Peru to the outbreak of civil war in Nicaragua and Cyprus. Political shifts materialized all over the world, including the liberation of British colonies, the formation of the Islamic Republic which resulted in hostage situations for the American government, Cambodia and South Vietnam adopting communist governments, and Egypt reopening the Suez Canal.¹ While these strategic and at times violent situations formed a landscape of significant changes, many victories made news as countries shone on the world stage through

¹Unknown, "World History: 1970s," *Global Highlights*, Teacher Created Resources Inc., http://www.teachervision.fen.com/tv/printables/TCR/1576901009_399-400.pdf; accessed 1 November 2012.

sports, social advancements and innovation. Switzerland, for example, granted women the right to vote in 1971, and four years later International Women's Year was proclaimed followed by the Nobel Peace Prize being given to Mother Theresa in 1978.² The Munich Olympics made a significant impact due to the excessive success of the USSR emblemized through their 50 gold medal wins in 1971.³ In the science world, a leap in experimentation around reproduction surfaced from the birth of the first ever test tube baby in England.⁴ Changes specific to the field of education emerged from the United States of America as standardized testing was conducted and reported to the federal government to monitor performance, Titles IX law is introduced which prohibits discrimination of the sexes and enforces equal opportunity and treatment for female athletics. A similar law was passed after the Lau vs. Nichols case in 1974 that resulted in the enforcement of the right for students with limited English skills to have equal education in the public system.⁵

Nationally, Canada was shaping up through policies and improving relations between different groups with specific needs. In 1977, French was adopted as the official language of

²Unknown, "World History."

³ Unknown, "World History."

⁴Unknown, "World History."

⁵Unknown, "Timeline: Moments that changed public education," *Today Back to School*, MSNBC, http://today.msnbc.msn.com/id/39154333/ns/today-back_to_school/t/timeline-moments-changed-public-education/#.UJKeJ65ljBZ; accessed 1 November 2012.

Quebec signifying to the country the importance of bilingualism to Canada.⁶ Constitutional revisions occurred to the British North America Act to accommodate Member of Parliament seats for the Yukon and North West Territories and agreements were made to appease Aboriginal land ownership that was being reappropriated in the James Bay and Northern Quebec area.⁷ This time period also saw the formation of the White Paper from the Trudeau federal government that outlined the resistance to sign any further treaties between Canada and Aboriginal communities. The White Paper was quickly combated with the Red Paper, released by Aboriginals who disliked Trudeau's decisions.⁸ Other paramount political responses in Canada during the 1970s were the Official Language Act of 1969, the War Measures Act of 1970, and enforcement of Wage and Price Control in 1975. The Official Languages Act ensures respect and equality for both English and French languages in Canada, especially the privilege of use in federal institutions.⁹ The Front De Liberation Du Quebec terrorist group that originated from separatist thoughts in Quebec spawned two kidnappings

⁶Unknown, "World History."

⁷Unknown, "Constitution: 1931-1982: Toward Renewal and Patriation" and "Aboriginals: Treaties and Relations: 1951-1981, Aboriginal Rights Movement," *Canada in the Making*, Canadiana.org http://www.canadiana.ca/citm/index_e.html; accessed 1 November 2012.

⁸Unknown, "Constitution: 1931-1982."

⁹Unknown, "Official Languages Act," *Office of the Commissioner of Official Languages*, Government of Canada http://www.ocol-clo.gc.ca/html/act_loi_e.php, accessed; 1 November 2012.



Image 1

in 1970 sparking Trudeau to enact the War Measures Act as an emergency response.¹⁰ Trudeau became famous for the statement “just watch me” and for his stern belief in the policed state as a constraint to further terrorism, but many civilians were uncomfortable with the resulting military presence.¹¹ The federal government also enforced Wage and Price control in 1975 as a resolution to high inflation rates that were crippling the country. This

decision to enact an Anti-Inflation Act with a 3-year control on profit margins and restricted price and markups were firm regulations for large firms and resulted in a decrease of inflation.¹² These decisions collectively built the national attitudes of the time through the lens of the federal government and public motivations and responses.

On a global scale it is clear that a worldwide awareness of conflict, politics and transitioning societies is filtering into the daily lives of Canadians. As one looks at the structure of teacher education in Ontario, patterns emerge as reactionary solutions to the

¹⁰Denis Smith, “War Measures Act,” *The Canadian Encyclopedia*, Historica Dominion
<http://www.thecanadianencyclopedia.com/articles/war-measures-act>; accessed 1 November 2012.

¹¹Pierre Elliot Trudeau and Tim Ralfe, “Pierre Trudeau: Just Watch Me,”
<http://www.cbc.ca/archives/categories/politics/civil-unrest/the-october-crisis-civil-liberties-suspended/just-watch-me.html> (2 November 2012).

¹²Ronald G. Wirick, “Wage and Price Controls,” *The Canadian Encyclopedia*, Historica Dominion
<http://www.thecanadianencyclopedia.com/articles/wage-and-price-controls>; accessed 1 November 2012.

heightened awareness of diversity. Multiculturalism comes to the forefront of education to address the issues that arise from ethnic diversity, which is a growing reality in Canada. The vast cultural differences made obvious through global circumstances must make their way into public classrooms, thus teacher candidates must be educated to synthesize these issues with existing curriculum. Paired with issues of multicultural diversity are gender equality proven important through recognitions like the International Women's Year, cultural privileges such as the acknowledgment of bilingual rights, and growing self-advocacy of marginalized groups. These political and social conditions of the time affect the construction of education in Ontario and are developed in the Faculties of Education across Ontario. In addition to these global influences, Canada as a nation has faced challenges in the way of inflation, the baby boom, and a competitive job market. Focus shifted to marketability of both the growing number of potential teachers and the students that they were instructing. National tensions reverberated into teacher education by preparing individuals to navigate the future of Canada. In the following sections this multiplicity of tensions and circumstances that build the context of Ontario education in the 1970s will be organized into direct examples of cause and effect. The broad political, social, and economic landscape during this era culminates in the structure of teacher education in Ontario. Public education is a direct

reflection of responses and resolutions to global concerns and the trends of each can be tracked in relation to each other.

Political Context (Ontario)

Cited on the “Ontario” page of *The Canadian Encyclopedia*, The Progressive Conservative Party (PC) held power in Parliament for 36 years from 1943-1985 and has since been known as the “Big Blue Machine.”¹³ The PC Party was able to hold power for so long because of their ability to appeal to a wide variety of groups across Ontario with a middle-of-the-road platform tradition while also relying on their support during the years they held office. Premierships were held by John Robarts (1961-71) and William Davis (1971-85). One of the major concerns of the party throughout the 70s and 80s was that of bilingualism and the education of the French language. Although the PC Party refused to give constitutional recognition and protection to the French language, they did, however, promote learning French in classrooms as well as the right to a French trial. For reasons like these, Francophones were allowed to practice freely without rousing the anti-French voters in the province. The *Canadian Charter of Rights and Freedoms*, 1982 recognized the special rights required by those earning a denominational education that provided reasonable protection and equal treatment

¹³ ¹³Robert Bothwell and Norman Hillmer, “Ontario,” *The Canadian Encyclopaedia*, <http://www.thecanadianencyclopedia.com/articles/ontario>

regardless of race, religion, or nationality of origin (i.e. Catholics and Protestants were able to maintain their own school systems separate from each other).¹⁴ By 1984, the Ontario Court of Appeal ruled that every student in Ontario - Francophones and Anglophones alike - had a right to be educated in his or her mother tongue. Representation from minority groups was also enforced in school boards so that a voice would be heard about minority-language instruction.¹⁵ Davis announced in 1984 that, "his government would cover all the costs of separate school education in the remaining grades" which was implemented during the period of 1985-87.¹⁶ The Liberal Party succeeded the PCs in 1985 by its new leader, David Peterson, in a minority government. The Liberal Party adopted the PC's lukewarm political stance and was able to win a large majority of the votes in the September 1987 election. Through the 1980s and 1990s, governments began to merge departments in order to reduce the administrative costs of education, meaning that some jurisdictions had only a single department responsible for all levels of education.¹⁷

¹⁴Andre Lalonde, "The Development of Education in Canada: Report of Canada," The Council of Ministers of Education: 13, www.cmec.ca/Publications/Lists/Attachments/34/ice46dev-ca.en.pdf

¹⁵Lalonde, "The Development of Education," 13.

¹⁶Robert Bothwell and Norman Hillmer, "Ontario," The Canadian Encyclopaedia, <http://www.thecanadianencyclopedia.com/articles/ontario>

¹⁷"The Development of Education," 17.

Factors Influencing the Creation of an Education Faculty in Ontario

The link between education and continued prosperity was beginning to be taken more seriously by Ontarians in the 1970s, mainly due to global developments that included high unemployment.¹⁸ There was a shift to go “back to basics” in education to ensure employability that included an increase in the number of mandatory credits required to graduate high school, having gone from six in 1974 to sixteen in 1984. During these years, the Ministry of Education released more than 150 curriculum guidelines for high school. In 1976, it was

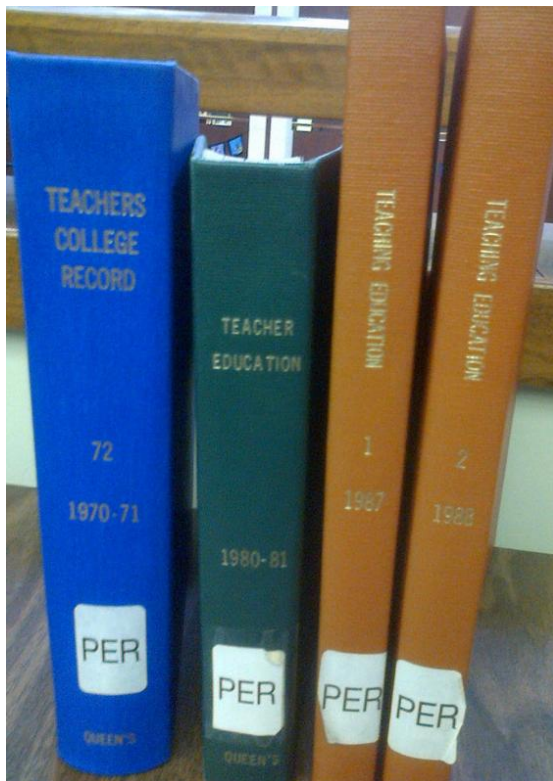


Image 2

announced that Ontario’s curriculum guidelines would be revised to become, “more prescriptive and more practical.”¹⁹ This education reform thus focused on the implementation of standards as opposed identifying the actual causes of change in the current economic, social and political situation. President Emeritus of Brandon University further emphasized this point that education research had led to too many dead-ends in his report “impact:

¹⁸Brian O’Sullivan, “Global Change and Educational Reform in Ontario and Canada.” The Canadian Society for the Study of Education: 313.

¹⁹O’Sullivan, “Global Change and Educational Reform,” 313.

Building Educational Research Within Practice” from Teacher Education in the 1980’s & 1990s, published in 1981. A statement from the Ontario Institute for Studies in Education specified that, “Contemporary criticism of the lack of impact and usefulness of much educational research underline the need to improve our understanding of conditions which facilitate effective participation in the utilization of educational research by those it was largely designed to assist the practitioners.”²⁰ During this time, conferences, seminars, and symposia were arranged to highlight critical issues in the utilization of research by assessing the state of the art, sharing experiences and knowledge, and developing agendas for further research.

In 1984, a Strategic Planning Task Group was pulled together by the Ministry of Education and the Ministry of Colleges and Universities that had a mandate to deal with strategic issues that would affect education in Ontario.²¹ A report of more than 80 concerns were drawn up in the report *Towards the Year 2000* (1984) and argued that education must prepare students for global change. As a result, it was recognized that Ontario’s education goals had to change from what was currently in place to accommodate, “cultural and demographic changes, environmental changes, new employability skills, and the changed

²⁰John R. Mallea, “Impact: Building Educational Research Within Practice,” Teacher Education in the 1980’s & 1990’s: Paper Resumes, no page number provided.

²¹O’Sullivan, “Global Change and Educational Reform,” 314.

roles of women in society.”²² It was observed that Ontarians valued: job training, career preparation, computer education, science, business and vocational education. It wasn’t until 1987 with G. Radwanski’s, *The Ontario Study of the Relevance of Education and the Issue of Dropouts*, that a major policy document would accurately and successfully articulates the province’s need for a global economic competitiveness for education. For the first time, the priority of job preparedness was recognized as a global concern. In the following years, reports were released that “emphasized the importance of science and technology for international competitiveness in industry and education”²³ - as well as others that contradicted this - foreshadowing future debates about this education reform in Ontario.

Teacher’s colleges in Ontario switched from being separate entities to integrated Faculties on University campuses in the 1960s because of the general belief among the public that graduates were too young, too immature, and less well prepared than they could be. Standards were on the rise and those teachers who had been trained in the old system were given stiff deadlines to meet necessary upgrades required of them.²⁴ It was not

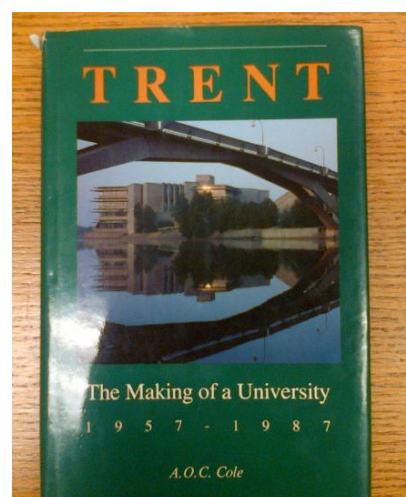


Image 3

²²O’Sullivan, “Global Change and Educational Reform,” 314.

²³O’Sullivan, “Global Change and Educational Reform,” 315.

²⁴A.O.C. Cole, *The Making of a University*, (Peterborough: Trent University, 1992), 130.

uncommon for consecutive teacher training programs to experience a high dropout rate after their first year or two with practice in the classroom environment. Despite this observation, programs like Trent University's School of Education saw more than fifty students enrolling in its first year of admittance, growing in popularity in each successive year. Enrolment was eventually capped at 100, however, some years included up to



Image 4

400 applicants.²⁵ From 1975 through 1985, Trent's Concurrent Education program had to introduce new guidelines and restrictions to further accommodate the rising enrollment rates. Over those years, some of the changes (in chronological order) include: requiring the submission of a reference letter indicating the candidate's suitability for the program,²⁶ be present for an interview by a Trent faculty member,²⁷ more preliminary courses including those in Psychology as well as Educational Foundations and Skills,²⁸ and an increased minimum average in order to be considered for acceptance.²⁹ Over the years, the standards of

²⁵A.O.C Cole, 130.

²⁶Trent University Calendar, 1976-77. Peterborough: Office of the Registrar, 1976: 38.

²⁷Trent University Calendar, 1980-81. Peterborough: Office of the Registrar, 1980: 49-50.

²⁸Trent University Calendar, 1985-86. Peterborough: Office of the Registrar, 1985: 69.

²⁹Trent University Calendar, 1986-87. Peterborough: Office of the Registrar, 1986: 92.

practice for teachers in Ontario have become more detailed and are adapted to reflect the overall concerns and needs of society.

Throughout Ontario, there have been several Teacher Education training programs that have been established, many of which are outlined in “Student Teaching Practices in Canada: Part 1, A Description” edited by Harry Cuff from Memorial University. Cuff created a compilation of program characteristics so as to devise his own education program in St. John’s, New Brunswick. Cuff’s list was created by obtaining answers provided on a questionnaire collected from institutions from across Canada. One of the main characteristics shared between programs located at Nipissing, York, Lakehead, Brock and other Ontario universities involved putting students in a field setting to obtain practical experience. Other notable features included: focus tracks; emphasis on social issues in the classroom; emphasizing case, experiential and problem-based approaches to teaching, alternative practicums, and extensive evaluations of teaching practice.³⁰

The Practicum

From 1968 to present day, significant changes in the practical experience aspects of teacher education in Ontario occurred. There was a shift from an academic driven education,

³⁰Harry Cuff, ed., “Student Teaching Practices in Canada: Part 1, A Description,” (St. John’s: Memorial University of Newfoundland, 1977).

to one in which emphasis was placed on practical student teaching. Classes were meant to compliment teaching experiences in the classroom, rather than being the primary educational focus. The Report of the Minister of Education, William G. Davis, from 1968 notes that changes had been made this year in teacher education to place emphasis on “integration of the teachers classroom work with curriculum studies.”³¹ This new emphasis marks the beginning of a long shift, culminating in the current practicum aspect of teacher education programs in Ontario Universities, and that is still undergoing constant revision. By 1974, the Queen’s University Faculty of Education course calendar reflects these newly implemented changes. It addresses contemporary views of student teaching, writing that: “Practice teaching ... is undergoing critical analysis. There is a growing conviction that student teachers at an early stage need longer and more various opportunities to:

- Relate personally to school pupils
- See and hear themselves as others do
- Perceive and experiment with personal teaching style
- Experience separately the wide range of skills that blend in a typical teaching act
- Share instructional planning tasks with their peers

These new approaches to student teaching derive from efforts to weld teaching and learning inseparably.”³² The new approaches to student teaching points to a continuous trend amongst

³¹William G. Davis. The Report of the Minister of Education, 1968. The Government of Ontario. 19.

³²Queen’s University Faculty of Education Course Calendar, 1974/1975. 64.

Faculty of Education programs to find a balance between academic and practical teaching experience that would allow teacher candidates to reach his/her full potential as a future educator. Over thirty years that followed, the practicum aspect of the Queen's Bachelor of Education program fluctuated, suggesting an attempt to find exactly what this balance might be. In 1974, only an eight to ten week practicum is recommended.³³ By 1975, a much more detailed practicum is outlined. Students were then required to complete a minimum of eight weeks, one week of observation, one week at a school of the students choice, and in preparation for regular practicum students partake in various experiences of peer teaching, videotaped micro-teaching, and working with intermediate classes at Duncan McArthur Hall for three one-month periods.³⁴ In 1986, the practicum moved back towards its older model, excluding the one-week of observation and the three one-month periods of teaching intermediate students.³⁵ The year 1991 saw the teaching of intermediate students returned,³⁶ only to be removed again in 1996 when a new Bachelor of Education model was introduced.³⁷ It was with the introduction of this new model that the fluctuation began to slow as an

³³Queen's University Faculty of Education Course Calendar, 1974/1975. 64.

³⁴Queen's University Faculty of Education Course Calendar, 1975/1976. 61.

³⁵Queen's University Faculty of Education Course Calendar, 1986/1987. 62.

³⁶Queen's University Faculty of Education Course Calendar, 1991/1992. 60.

³⁷Queen's University Faculty of Education Course Calendar, 1996/1997. 54.

extended practicum was established from September to December and another in winter and spring.

By 2005, Queen's had settled into its contemporary model of a 13-week practicum, with the final three weeks being an alternative practicum.³⁸ The close focus of Queen's Faculty of Education on the practicum aspect of its Bachelor of Education program points to an awareness of a need for improvement, almost to the point of insecurity. In their investigation of teacher education in Canada, Robert Crockar and David Dibbon suggest a possible source of this intense focus of improvement. They cite the shift from teacher education as a college program to a university program as a catalyst for the many criticisms of teacher education, noting that teacher education programs are often identified as being irrelevant and impracticable; thus, are often blamed as being the root cause of poor teaching and inadequate learning.³⁹ The fluctuation of Queen's Bachelor of Education practicum reflects an acknowledgement of truth to these criticisms, as well as an effort to quell them and prove the legitimacy of a university based Bachelor of Education program.

This inconsistency in practicum length and expectations also began during a period of increased competition for teaching positions. A steady drop in student attendance caused by

³⁸Queen's University Faculty of Education Course Calendar, 2005/2006. 43.

³⁹Robert Crockar and David Dibbon. "Teacher Education in Canada: A Baseline Study." Ed. Helen Raham. 2008. *Society for the Advancement of Excellence in Education*. Online. Available: <http://www.saeec.ca.2012.41>.

the end of the baby boomer generation entering Canadian schools around 1962⁴⁰ caused a decrease in the number of teaching positions available. The enrollment in teacher education programs rose dramatically⁴¹⁴²⁴³⁴⁴ as Canada left behind the booming post war economy and entered a period of inflation and unemployment,⁴⁵ which allowed for more stringent expectations within these programs; such as extended and more involving practicums.

However, increasing the duration of in-class teaching experience was not only a solution to create better teachers, but also more experienced teachers. Kenneth M. Zeichver exposes the problem inherent in making length the sole solution to solving problems in teacher education in his 1981 paper, "Reflective Teaching in Field-based Experience in Teacher Education." He notes that the new requirements for teaching practicums are, "specified solely in terms of the number of credit hours spent in the classroom; no attempt has been made to address the nature or quality of the experience itself."⁴⁶ Although Zeichver was

⁴⁰Doug Owsram, *Born at the Right Time: A History of the Baby-Boom Generation* (Toronto: University of Toronto Press, 1996) 31.

⁴¹John R. Robarts. Report of the Minister of Education, 1960. The Government of Ontario. 4-5.

⁴²William G. Davis. Report of the Minister of Education, 1968. The Government of Ontario. 19.

⁴³Thomas Wells. Report of the Minister of Education, 1977-1978. The Government of Ontario. 1-30.

⁴⁴Sean Conway. Report of the Minister of Education, 1988-1989. The Government of Ontario. 1-28.

⁴⁵"In an Uncertain World: New Economic Realities." *Canada, A People's History*. CBC, 2001. Online. Available: <http://www.cbc.ca/history/SECTIONSE1EP17CH3LE.html>. 2012.

⁴⁶Kenneth M. Zeichver, "Reflective Teaching in Field-based Experience in Teacher Education," *Interchange* 12.4 (1981): 1.

investigating teacher education programs in the United States, the problem he identified is applicable to teacher education programs in Ontario as well. The ever-changing duration of Queen's University's Faculty of Education practicums are consistent with this fixation noted by Zeichver on the specific number of hours spent in the classroom. A reflective quality on these experiences is not mentioned in Queen's Faculty of Education course calendars as being an important component of practicum until the mid-1990s, and even then, it is mentioned only in the practicum description of concurrent education students, not consecutive or final year education students.⁴⁷ This drive towards a more reflective based practicum suggests an effort to create a bachelor of education program which produces consistently effective teachers in an oversaturated market where competition is rife amongst not only teacher candidates, but of universities that offer Bachelor of Education programs as well.

Currently, a more reflective approach to practical experience has finally been adopted. Students are required to complete either two reflective summaries of their practicum or complete an action research plan⁴⁸ and are encouraged to reflect on their teaching practices through several assessments throughout the practicum.⁴⁹ Although this goal of a reflective practicum seems to have been achieved after decades of continuous alterations to the

⁴⁷Queen's University Course Calendar, 1998/1999. 44-47.

⁴⁸Queen's University Prof. 191 Course Outline, 2012.

⁴⁹Queen's University Practicum Handbook, Intermediate-Senior, 2012. 1-26

duration and focus of the practical experience aspect of teacher education programs, as more studies are concluded and more theories are introduced to propose new and improved methods of educating future educators, the features of the practicum will continue to evolve.

Multiculturalism – 1970s

The 1970s was a time of social reform in terms of diversity and its influence on education. The Second World War and the changing beliefs about diversity that arose from its lessons largely influenced the social context of the 1970s in terms of education. Due to the war, people became increasingly cautious of ethnic differences, the doctrine to “deny difference” controlled school context in order to try and combat conflict. Practices that were viewed as discriminatory in fashion were reformed in order to break down inequalities in educational institutions; “although equality was understood as the same access or opportunity for every-one, schools could, and did, discriminate among students.”⁵⁰ Beliefs were changing in the direction that a student should not be judged by their background, but only on their “individual ability, energy, and motivation.”⁵¹ The public school system was seen as a “sorting system” in order to be successful, students had to have access to the same education, opportunities and support. Efforts to be blind to background led to the

⁵⁰Helen Harper, “Difference and Diversity in Ontario Schooling,” *Canadian Journal of Education* (1997): 197.

⁵¹Harper, 197.

“elimination of most gender segregation in school programs, [and led] to a re-examination of streaming, psychological testing, and school hiring and promotion practices, and to a focus on teacher attitude and behaviour.”⁵² Now more than ever, teachers were being educated to view their students as blank slates in terms of religion, ethnicity, or gender. This practice did not only affect the students themselves, but their teachers. Employment equity policies and programs for women were implemented, being justified by the fact that barriers had hindered

women’s rights due to stereotyping; these programs were an attempt to rectify these issues.⁵³



Image 5

Due to this social evolution, teachers were expected to treat their students as blank slates in terms of their background- the abilities of students were to be judged by their conduct and their studies, not their ethnicity, class or gender. This response to difference eventually evolved into the practice of “inviting and celebrating diversity” as an educational expectation.⁵⁴ The ‘blank slate’ policy was viewed as ignoring a significant influence on a student’s life. To try and ignore their background was a form

of assimilation. It eventually came to be recognized that ignoring the fact that students came

⁵²Harper, 197.

⁵³Harper, 197.

⁵⁴Harper, 199.

from certain backgrounds ignored some limitations that were associated with them. Things like ethnicity, race, and gender were integral to a student's identity and they were "too important and too political for schools to ignore."⁵⁵

The re-examination of policies that had educators consider their students blank slates in terms of difference led to an invitation and celebration of difference. According to Helen Harper, the author of "Difference and Diversity in Ontario Schooling," the catalyst for multicultural programs in Ontario schools and in Canada developed out of "a resurgence of ethnic consciousness after World War II, the establishment of the United Nations Charter of Human Rights, the growing economic and political clout of Aboriginal and French Canadians, the ensuing linguistic and cultural resistance to assimilation, and the declining power and influence of Great Britain."⁵⁶ Furthermore, Canadians were looking to be defined by a national identity that was separate from the melting pot mentality of the United States. In 1971, this identity was legislated with the establishment of the "Multiculturalism Within a Bilingual Framework" policy. In a speech by Pierre Eliot Trudeau on October 8th 1971, the legislation of multiculturalism was described as a "cultural enrichment of Canada" and that "measures

⁵⁵Harper, 198.

⁵⁶Harper, 199.

should be taken to safeguard that contribution.”⁵⁷ The bill aimed in creating a social environment where influences from other cultures were welcomed so that they contributed to a “richer life” for all Canadians.⁵⁸ One of the intentions of the bill was to ensure that all members of cultural groups could “overcome cultural barriers” in order to fully participate in Canadian society.⁵⁹ The Ontario Ministry of Education responded by founding committees in charge of changing policies and practices to incorporate multiculturalism.⁶⁰ In 1975 a new curriculum was implemented for the primary and junior divisions. The first chapter of the document is dedicated to the concept of values in terms of which ones teachers should example and how to encourage them in their students; “the teacher should provide a consistent example of an individual who lives by a clear set of values and who respects the right of the individual to diverge from the majority opinion.”⁶¹ This emphasis on values and of freedom of speech and difference highlights the change in expectations of teachers. Teachers were expected to design and create a culturally inviting and inclusive environment for their students. The curriculum document states that the education system should cultivate “respect

⁵⁷“Pierre Eliot Trudeau, “On Multiculturalism,” The History of Canada Online (Oct. 8 1971) http://canadachannel.ca/HCO/index.php/Pierre_Trudeau,_on_Multiculturalism (Oct. 25 2012).

⁵⁸Trudeau

⁵⁹Trudeau

⁶⁰Harper, 199.

⁶¹Hon. Thomas L Wells, *Education in the Primary and Junior Divisions*, 1975. Ministry of Education, 1975.

for the individual, concern for others [and] social responsibility” within students.⁶² Now more than ever, education was shaping the individual identity of students in terms of their level of tolerance for difference.

Along with accepting the multiculturalism around them, students were taught to take pride in it. In order to help students understand and appreciate the ethnicities and cultures around them, schools began running celebrations that were separate from the Anglo-Saxon majority. Furthermore, the teaching of

heritage languages was encouraged.

Students were becoming “acquainted with their own and other cultures through the exchange of literature, art, dance, food, clothing, folk rhymes,



Image 6

religion, [and] ethics”.⁶³ In order to help students of differing backgrounds communicate with each other, “subjective aspects of culture” such as the length of a pause during speech, eye contact, distance during interactions and greetings were taught to students through these

⁶²Wells, 5.

⁶³Harper, 199.

programs.⁶⁴ This ensured that students could effectively communicate with others and with each other, which helped better acceptance amongst different groups. Teachers were given

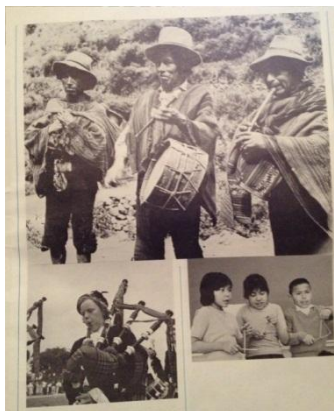


Image 7

additional support and education in order for them to be able to accomplish inclusive environments. One of the pamphlets, entitled “Curriculum Ideas for Teachers; Multiculturalism in Action” outlines program objectives, ideas for activities, information about different cultures, and different strategies for teaching communication

between different backgrounds.⁶⁵ The document listed the expectations of teachers that started with the new curriculum; included were:

- Commitment, if they are to convey the concepts with enthusiasm to their students;
- Analyzing their own biases, and developing procedures that are fair and just for all children;
- Recognizing that multiculturalism is not an additional subject, but an ethic that should permeate the whole curriculum;
- Understanding that multiculturalism is good pedagogy: accepting the child and his/her experiences and utilizing them for the purpose of further learning;
- Perceiving multiculturalism as a necessary preparation for *all* children (not just recent immigrants) if they are to live in harmony in this multicultural society;
- Creating a classroom environment that is conducive to inter-group sensitivity, understanding and respect;⁶⁶

⁶⁴Harper, 199.

⁶⁵Mavis Burke, Bernard Krane, Catherine Michalski. *Multiculturalism in Action*. Comp. Arlene Breithaupt. Toronto: Minister of Education, 1977: page #.

⁶⁶Burke, 2.

The role of teachers was now to act as a mediator and supporter of all cultures; they were expected to open up the world to their students and teach them how to act within it. Some of the activities suggested to teachers in order to help them accomplish this feat were analyzing the roots of the names of students in the classroom, inviting persons from different ethnic groups to participate or lead classes, teach about different cultural heroes, having students smell, taste and create exotic foods, join in on traditional holidays or to pretend they represented their own imaginary country and plan out a corresponding holiday.⁶⁷ Through documents like these, teachers were re-educated in terms of how to manage their classrooms. There was now pressure on teachers to re-examine themselves in terms of biases that they might have and correct them so that they could foster a fair environment for their students. Additionally, they were now responsible for the personalities of their students. Social obedience was no longer the standard for students, they were expected to be accepting, kind, citizens that contributed to the multiculturalism of Canada by encouraging it.

In 1977, the Ministry of Education created the publicly funded after-school Heritage Languages program so that there was more opportunity for students to reconnect with the language of their ancestors or learn a new one.⁶⁸ In order to address specific issues within the

⁶⁷Burke, 4.

⁶⁸Harper, 199.

education system, work groups on multicultural education that focused on amending issues like “textbook bias, multicultural materials development, race relations, school-community relations, and the hiring and training of personnel.”⁶⁹ Although these changes were made with the best intentions, there were those who became frustrated by the “practical and theoretical limitations of inviting and celebrating difference.”⁷⁰ Some noticed that although multiculturalism was added to the curriculum, it was not integrated fully in the way that the curriculum remained largely the same with some cultural celebrations thrown in. Others wondered about the credentials teachers had or did not have in terms of having the knowledge to successfully enlighten students to multiculturalism. The new curriculum was seen as superficial because it did not lead to actually increasing knowledge or understanding.⁷¹ Without having a true understanding of differing cultures, it was possible that those cultures would appear as exotic and faraway; if this happened, the new curriculum would have the opposite affect than it intended.⁷² The environment for properly teaching multiculturalism needed to be re-examined. Perhaps celebrating the differences between cultures was not the correct course of action. Furthermore, ignoring the conflict between

⁶⁹Harper, 199.

⁷⁰Harper, 199.

⁷¹Harper, 200.

⁷²Harper, 200.

ethnic or cultural backgrounds omitted the power behind that conflict.⁷³ Once again, there would be a shift in the education system. The approach to invite and celebrate difference would transform into “critiquing difference: interrogating power and identity.”⁷⁴

Another strategy for teaching tolerance and acceptance was to critically analyze the power that results from ethnocentrism and racism. This approach would be referred to as “antiracist education” and it emphasized how educational policies encouraged conflicts between race, gender, sex and class-based groups.⁷⁵ In other words, the education system would be interrogated in order to find out how it created “power and powerlessness” between groups.⁷⁶

Multiculturalism – 1980s

Throughout the 1980s, school boards, municipal, provincial, and federal governments, along with other institutions sponsored research into the experiences of minorities in Canada.⁷⁷ In 1985 the Ontario government issued a policy on race relations that both exposed racism already occurring in schools and offered rectifications in order to solve the problem. The report focused on common incidents within the system, for example “alleged

⁷³Harper, 200.

⁷⁴Harper, 201.

⁷⁵Harper, 201.

⁷⁶Harper, 201.

⁷⁷Harper, 201.

discrimination when school authorities resort to the police in response to harmful behaviour by students. Some schools were said to be quick to treat such behaviour by black students as criminal conduct and request police intervention, while handling similar behaviour by white or other racialized students internally.”⁷⁸ This document exposes the fact that there was a racial hierarchy in terms of the treatment given to certain backgrounds by institutions. These biases did not only occur in schools, but by police as well;

the data show[s] that 81% of black, 56% of Chinese and 74% of white respondents think the police treat black people differently from Chinese people ‘about half the time’, or more. It is clear from these findings that black, Chinese and white residents of Metro Toronto perceive racial bias in police practices, and that they perceive hierarchy racial bias. Though respondents think there is discrimination against Chinese people, they do not believe it is as common or as severe as discrimination against black people.⁷⁹

School boards were expected to develop policies and practices to combat acts of discrimination within the system. The Toronto Board of Education was the first to implement a race-relations policy in Canada. A report that was published in 1979 included suggested recommendations to the current curriculum in terms of racial incidents, extra-curricular activities, training, and equal-opportunity programming.⁸⁰ Due to the fact that not all Ontario

⁷⁸Full text of “Report of the Commission on Systemic Racism in the Ontario Criminal Justice System.” Internet Archive, 2010. Nov. 4 2012.

http://www.archive.org/stream/reportracismont00comm/reportracismont00comm_djvu.txt

⁷⁹Report of the Commission on Systemic Racism in the Ontario Criminal Justice System.

⁸⁰Harper, 201.

school boards were as open to the changes, in 1992, the Education Act was amended to make it mandatory for school boards to establish antiracism and ethnocultural equity policies.⁸¹

This is not to say that programs aimed at celebrating and studying foreign cultures were left behind. In a curriculum document released in 1986 for the junior years, a suggested class activity was to have students “invite their families to help celebrate on ‘Heritage Day’ or any day... when everyone’s roots are celebrated and honoured.”⁸² For this particular suggested activity, teachers were encouraged to have their students bring in “multi-ethnic” foods, music, flags, balloons, maps, costumes, songs, dances, pictures, folktales, films, cards, travel brochures etc. in order to make the day a “smashing success”.⁸³ Those who subscribed to the “critiquing difference: interrogating power and identity” approach would view this activity as aiding the power between difference of culture. This activity might actually hinder acceptance by making certain cultures appear more exotic and foreign. By 1990, international languages that were partly aimed at increasing cultural acceptance were still running.

“Cultural Awareness” was expressed as an objective of the program. Students were expected to: “experience aspects of the culture” by the means of music, drama and other art forms, as

⁸¹Harper, 201.

⁸²Mike Deineka, Lynda Pogue, Gary Hunt. *Ages 9 through 12: A Resource Book for Teachers* (Toronto: Ontario Ministry of Education, 1986) 11.

⁸³Deineka, 11.

well as by interacting with native speakers of that language; “acquire knowledge about the culture” by becoming familiar or reintroducing themselves to that culture’s heroes, and by becoming aware of geographical areas that are relevant to the spoken language; to “understand cultural components of language” by understanding and using body language appropriate for speakers of the language, recognizing and interpreting common exclamations, and identifying what cultural and historical references mean to a representative of the language’s culture; and finally to “develop an awareness of the role and significance of culture” by becoming aware of their own cultural identity, having pride in their own traditions and background, having sensitivity to the similarities and difference between cultural groups, and to have appreciation of the transformation that can occur when a culture is transplanted, or changes over generations.⁸⁴ Although sensitivity in terms of the differences between cultures was being stressed, the ‘interrogation’ of the imbalance of power between backgrounds was not being firmly rooted in Ontario curriculum.

Today, some programs have attempted to amend this. One of these programs is called “Facing History and Ourselves”. The program is dedicated to combating “racism, anti-Semitism, and prejudice” while nurturing “democracy through education programs

⁸⁴International Languages, 9-10.

worldwide”.⁸⁵ The program has been in existence for more than 30 years. It works with educators in order to improve their efficiency and success in their classroom by targeting their student’s academic performance and civic learning.⁸⁶ “Facing History and Ourselves”

investigates historical events that lead to conflicts like the Holocaust, and other acts of mass violence in history classes so that students can learn to “combat prejudice

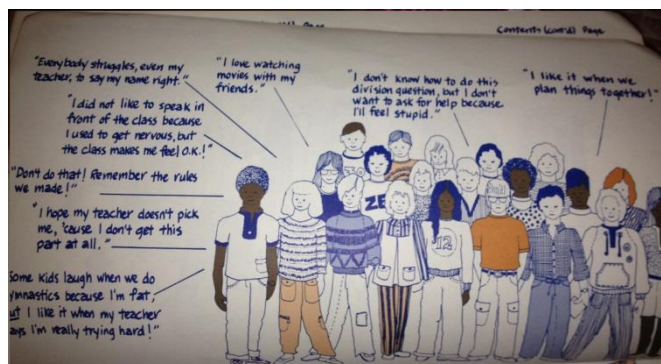


Image 8

with compassion, indifference with participation, and myth and misinformation with knowledge.”⁸⁷ “Facing History and Ourselves” is dedicated to engaging students of all cultural backgrounds to examine prejudice and discrimination. To successfully educate students means to promote the development of a more knowledgeable and less ignorant society. By studying the historical development of events of violence like genocide, students can discover connections between history and the moral choices that they confront in their daily lives.⁸⁸ Programs like these aid the shift between celebrating diversity, but ignoring the conflict behind it to both accepting and

⁸⁵“About Us.” *Home*. Facing History and Ourselves. 2012. Nov. 1 2012. <http://www.facing.org/aboutus>.

⁸⁶Facing History and Ourselves.

⁸⁷Facing History and Ourselves.

⁸⁸Facing History and Ourselves.

celebrating difference while at the mean time being enlightened to the power struggle and violence it can cause.

Today, curriculum in Ontario is still in the process of adopting techniques that fully engage students into critical analysis of historical events. The changing of curriculum in terms of multiculturalism reflects the changes in the education of teachers. From the 1970s,

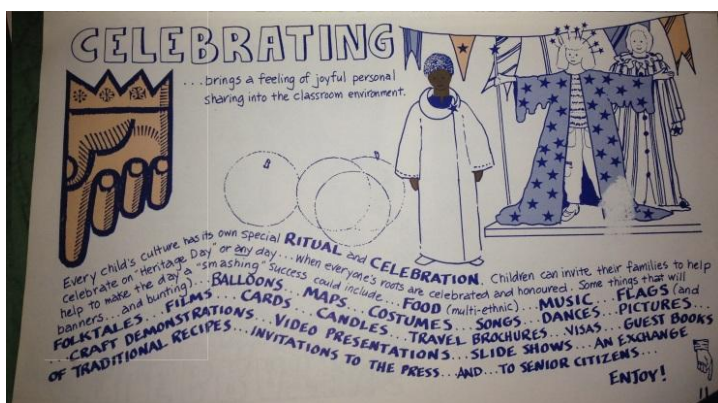


Image 9

teachers were expected to broaden their horizons, as well as those of their students. The role of the teacher was transitioning from traditional educator to enlightened role model. This change

in expectations was in direct response to a changing society that encompassed a broadening multicultural demographic.

Relation of Study for Education in Ontario Today

Teacher education in Ontario today generally involves alternating blocks of classroom work and practicum experiences in schools for teacher candidates. According to Shirley Van Nuland, "The intent of pre-service education programmes is to provide teacher candidates with the basic knowledge, skills and experiences needed to enter teaching."⁸⁹ Teacher

⁸⁹Shirley Van Nuland, "Teacher education in Canada," *Journal of Education for Teaching* 37.4 (2011): 411.

candidates need the necessary skills and knowledge to enter the teaching profession, which they learn through teacher education programs. These teacher education programs focus on teaching experiences with the practicums, knowledge and theory based courses, and curriculum courses. All of these aspects are crucial in acquiring the necessary skills and knowledge in order to be a successful teacher candidate and future teacher or educator.

Upon close examination of classroom work that is involved in teacher education, it is evident that candidates learn a variety of teaching strategies including classroom management strategies, and assessment strategies to name a few. Focus is also on learning how to teach their two subject areas in the intermediate/senior program or a multitude of subjects in the primary/junior division. Theory on the policies and laws behind the teaching profession are also important to teacher candidates' learning and are focused on in different courses in the curriculum that meets certain practice standards.

The curriculum courses mainly focus on showing teacher candidates different ways in teaching, organizing the classroom, managing the classroom, and assessing students. Rubrics are looked at, lesson plans are created, researching and analyzing documents is done; all preparing teacher candidates for their future teaching profession and practicums. Curriculum classes follow the Ontario College of Teachers Standards of Practice. For example, a mathematics curriculum class has the expectations as follows: "develop the basic skills

appropriate for the teaching of mathematics and the assessment of student learning,” and “become aware of the range of materials and resources available to the teacher of mathematics” to name a few.⁹⁰ From the course expectations, it is clear that teacher candidates learn the skills and knowledge to become a future educator. These classes ensure that teacher candidates are equipped with different strategies for teaching, assessing, and managing students in a classroom.

The theory courses that teacher candidates are required to take involve psychology such as learning and developing, school policies and laws, and the theory behind professional practice. All of these are valuable in learning the ways in which adolescents think, react, and act, which in turn teach candidates strategies to understand adolescent brains and the reasoning why they are reacting or acting in such a way. Understanding the ways students’ brains work is helpful for teacher candidates because this enables them make accommodations as necessary and prepares the candidate to encounter a variety of different people and learners in their practicum placement.

The practicum blocks that teacher candidates are required to do are a very important aspect of their teacher education and the teacher education programs. It is in these

⁹⁰Jamie Pyper, *Mathematics Teaching and Learning: Curriculum and Practice*, Queen’s University. Fall 2012, 2.

practicums that teacher candidates are able to experience and “immerse themselves in ‘the daily teaching and learning process’ and to understand a classroom setting with support provided by an experienced teacher and an advisor assigned by the faculty or school of education.”⁹¹ Teacher candidates get to experience what the teaching profession is all about by getting into these classroom settings with the help of an associate teacher and their fellow teacher candidates.

What can be seen from the teacher education programs today is that they consist of practice teaching and learning about teaching: both aspects being very important to the growth and development of becoming a teacher. Teacher candidates work together, with their associate teachers and schools, and professors to develop into great teachers.

Conclusion

After much analysis and examination, the evidence gathered clearly confirms that teacher education programs across Canada have undergone significant changes since the 1970s. With the changing economic, social, and political aspects of the country, these teaching programs needed to be modified to meet the needs of the population and economy. Canada’s population was diversifying, which resulted in the many changes in the teacher education programs that are evident in this research.

⁹¹Van Nuland, 413.

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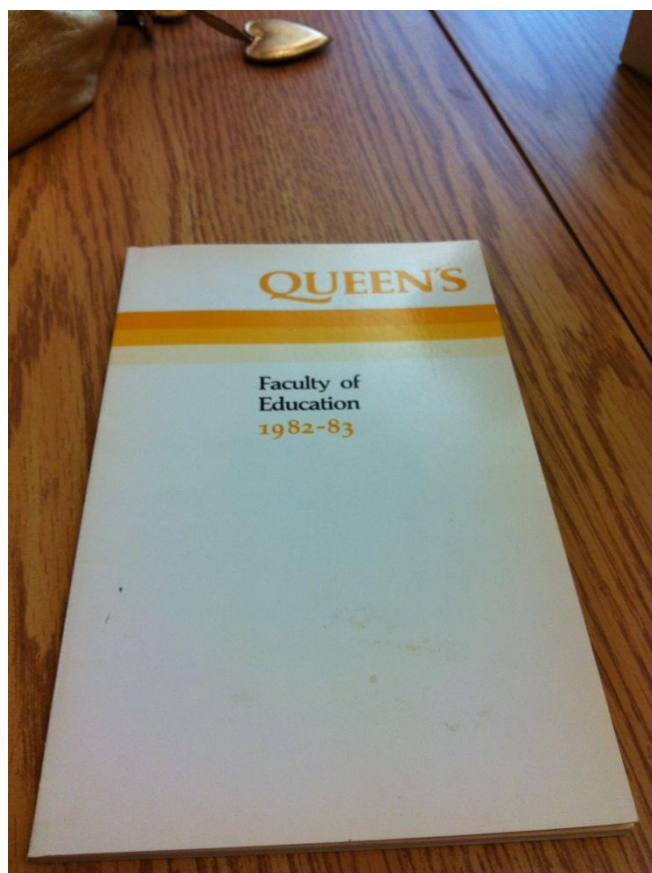


Image 10

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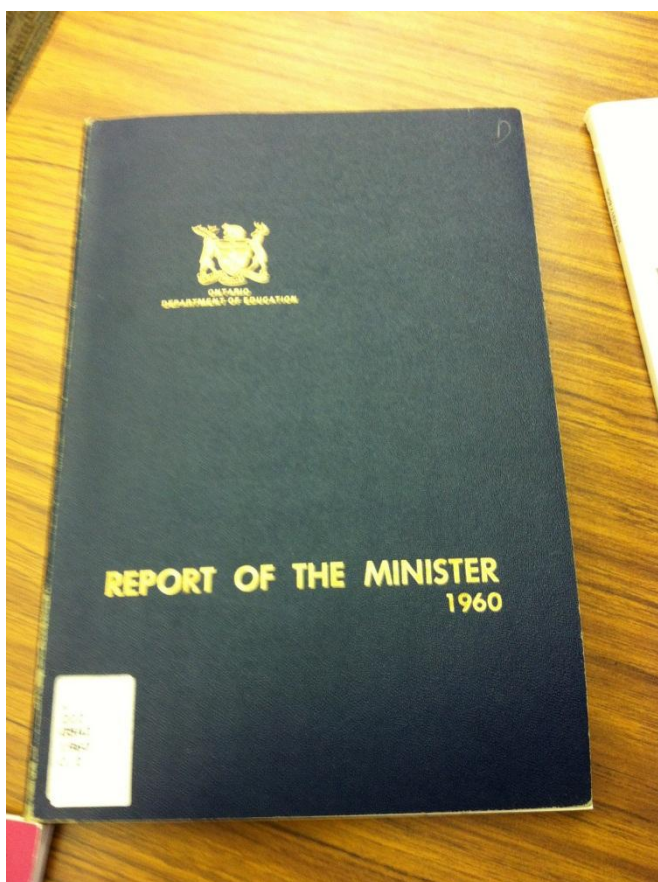


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