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Address all *The MERN Journal* correspondence to:

The MERN Journal
Faculty of Education
Brandon University
Brandon, MB R7A 6A9

Phone: 727-9676

E-mail: Valerie.Sawchuk@gov.mb.ca

The MERN Journal is produced by the Manitoba Educational Research Network. Its purpose is to disseminate research by educational researchers in Manitoba and thereby improve the effectiveness of the public education system in the province. It is distributed free of charge through hard copy and the MERN Website (www.mern.ca).

The primary source of content are the MERN Research Fora which are held periodically throughout the year and provide researchers the opportunity to share their findings with all educational stakeholders. *The MERN Journal* publishes submissions from presentations at these fora. From time to time, MERN may also publish research monographs.

Educators who present their research at the MERN Fora will normally be asked to submit their work for publication in the journal, with volumes based on the themes of the fora. The editorial team prefers that manuscripts be submitted electronically, typed and double-spaced. Author(s) name, position, and affiliation should be included on the first page of the manuscript. Submissions should conform to the APA Stylesheet and include an abstract of no more than 120 words. Receipt of submissions will be acknowledged via e-mail within a week. Further, in the event that an article is not accepted for publication, the author will be informed within three weeks of receipt.

Editorial team: Donna Copsey Haydey, University of Winnipeg
Laura Reimer, University of Manitoba
Thomas MacNeill, Managing Editor, Brandon University

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The Manitoba Education Research Network: Connecting Education Research to Policy and Practice

The Manitoba Education Research Network (MERN) is an ongoing initiative for the dissemination of research findings on teaching and learning in Manitoba and conducting partnership research for policy making and practical applications in Manitoba's schools.

About MERN:

MERN is an informal organization that functions through contributions from the deans and academic staff of the five faculties of education in Manitoba, as well as from educational leadership from the department of education and the field. Its mission is:

- To increase the synthesis and dissemination of relevant research, both that done in faculties and relevant work from the field; and,
- To involve faculty members, department staff and educators in the field in partnership research and other collaborative research projects relevant to educational planning, policy and practice in Manitoba.

MERN Activities:

Since its formation, a number of MERN research initiatives have been implemented and are now established as ongoing activities. These include:

- § MERN website (www.mern.ca) that features information specific to Manitoba education research;
- § MERN Deans' Advisory and Affiliate Groups that provide leadership and direction for the network;
- § MERN publications include *The MERN Journal*, a compilation of presentations from the MERN research forums, a guide to ethics protocol for partnership research and plans for a monograph series to feature the work of Manitoba education researchers;
- § MERN E-Messages sending out relevant information about Manitoba education research and researchers; and,
- § MERN forums held, three times a year, at one of the faculties of education and co-hosted by a MERN partner organization.

This first issue of *The MERN Journal* is now posted on the MERN website along with information about all of the MERN activities. Visit www.mern.ca to get involved.

Heather Hunter, Ph. D.
Research and Planning Branch
heather.hunter@gov.mb.ca
Manitoba Education and Youth

FROM the EDITORIAL TEAM

Welcome to the first volume of *The MERN Journal*. When MERN was formed several years ago, one of the options that was discussed was the publication of a journal of research that would be widely distributed throughout the province. The purpose was simply to make the research that was presented at the various forums easily accessible to those who could make use of it in their attempts to improve teaching and learning.

It has been a long and winding path, but this first volume is now in your hands. While there are many things that we wish were better, it is our view that this volume presents a worthwhile selection of Manitoba research that should be available to those involved in making the education enterprise more effective. There are articles that each of you should find interesting and replete with practical applications whether you are a teacher, administrator, trustee, counselor, or parent.

This volume is intended to provide a written record of the first seven forums which have taken place over the last three years. While it begins with a number of articles based on forum presentations, there are also a number of synopses of additional presentations, and a listing of all the presentations, complete with the names of the researchers and their educational affiliations. It is our hope that the information from these articles, synopses, and listings will encourage Manitoba researchers to increase their interaction with each other and by so doing provide each other with ideas and support in their professional endeavours.

We have established an editorial team to review submissions and provide direction for the Journal. While we expect that the team will evolve over the course of the next few years, presently it is comprised of Donna Copsey Haydey, a Faculty member at the University of Winnipeg; Laura Reimer, a former school trustee and now a graduate student at the University of Manitoba; and Thomas MacNeill, a Faculty member at Brandon University.

It is our expectation that subsequent volumes will provide more focused coverage of forum topics beginning with the recent Rural Education Forum of November, 2006.

We extend our thanks to MAST for their generosity in funding the publication of this first volume.

Editorial team:

Donna Copsey Haydey, U of W

Laura Reimer, U of M

Thomas MacNeill, BU (Managing Editor)



T H E M A N I T O B A
A S S O C I A T I O N O F
S C H O O L T R U S T E E S

School boards know that good decisions require good data.

MAST is pleased to support MERN in the publication of this journal and in all its efforts to improve public schooling through research.

Exploring the Needs and Challenges of Adults from War Affected Backgrounds: New Directions for Educators

- Dr. Karen Magro, University of Winnipeg

Abstract

The following qualitative study explored the experiences and challenges of youth and adults from war affected countries and the literacy teachers who work with them. Poverty, family fragmentation, isolation, and difficulties developing language skills were frequently cited barriers by the students in this study. Despite the hardships that many students from war affected countries experienced, they displayed resilience, optimism, and a desire to make a positive contribution to Canadian society. The teachers in this study commented on the complex roles and responsibilities that they have. The teacher as advocate, counsellor, mentor, co-learner, and resource person were frequently cited roles. New directions for education change and transformation are suggested. Professional development for teachers, effective personal and career counselling, increased literacy support, mentoring programs and developing innovative curricula that fosters connection and meaning are ways that educational planners can help students from war affected countries integrate more effectively into Canadian society.

Rationale and Background of the Study

Increasingly, smaller Canadian urban centres such as Winnipeg are receiving immigrants and refugees from war affected countries such as Liberia, the Sudan, Sierra Leone, Uganda, Ethiopia, Eritrea, Bosnia, and the Middle East. The roots of war—poverty, oppression, human rights violations, and competition for control of resources persist, but new factors such as globalization, environmental deterioration, and rapid technological change are creating more numerous “stress fractures” in many societies (Isserlis, 2002; Li, 2005). Civil war, drought, and other calamities have forced thousands of individuals to live in refugee camps, often where there may be little or no opportunity for an education. Normal life has indeed been interrupted through violence, loss, and displacement. Citing figures from the United Nations, Marton (2002) writes that while civilians comprised 10 percent of all casualties in the First World War and 45% dur-

ing the Second World War, they now make up as much as 90% of casualties caused by war—and many of those casualties are children. In the 1990s, Marton notes that an estimated 15 million children were killed, another 4 million were injured by warfare, while 12 million became refugees. While it is important not to “pathologize” the effects that war may have on individuals, it is vital not to underestimate the impact that war can have on individuals and their adjustment to life in a new society.

The present qualitative study explores the experience and challenges of adult learners from war affected countries. Through in-depth interviews, autobiographies, and narrative inquiry, this study looked at the adult learners’ experiences in their homeland and their experiences since their arrival in Canada. What barriers have they faced? How has war-affected their adjustment to the social and cultural dynamics of life, specifically in Winnipeg? What are their goals and what do they hope to learn that can help them create a better future for themselves and their children? How well have they adjusted to the school system here? How might trauma or post traumatic stress impact learning? This study also explored the experiences that literacy and ESL teachers have had with adult learners from war-affected countries. How do teachers working with these adults conceptualize their role and responsibilities? What challenges and difficulties have they encountered? To what extent are communities, schools, and workplace contexts equipped to help individuals who may have been traumatized? Individuals forced to flee situations of violence need time to resettle, make new connections, and find ways to re-establish a meaningful life.

Trauma and Learning

Dr. Marlinda Freire, a noted therapist in Toronto, states that innocent children and adults have increasingly become the target in oppressive regimes. She notes that organized violence can fragment the individual at a psychological, physical, and social level. Freire (1990) writes that refugees have been deprived abruptly and

often quite violently of what was most meaningful in their lives, starting with their motherland and the inability to use their language. "If one considers the massive losses, acute separations, possible traumatic encounters with repressive forces, the exhausting process of resettlement (that may have involved more than one country, more than one language) refugees, more frequently than not, are in an acute state of psychological disorganization and negative self-evaluation" (p. 5). Children and adults may have witnessed or experienced social unrest, torture, disappearance or death of family members, forced labour, or environmental disasters (del Valle, 2002). A climate created by on-going violence can result in generalized feelings of anxiety and insecurity. Similarly, Herman (1992) notes that traumatic events like war can overwhelm the ordinary systems of care that give people a sense of control, connection, and meaning to life. Researchers like Freire and Herman emphasize that youth and adults who have lived in a situation of war may exhibit a range of symptoms that could include: nightmares, memory loss, learning difficulties, parenting problems, post traumatic stress, and acting out. The severity of the symptoms may also depend upon factors such as:

- *the nature of the trauma
- *psychological and social factors (i.e. personality and degree of resilience)
- *age of resettlement
- *male/female roles and expectations
- *early childhood experience/family stability
- *cultural and religious beliefs
- *educational background and competence in English

It is important to note that many "children of war" such as the lost boys and girls of Sudan, are now adults living in Canada and other parts of the world. For many, their basic education during formative years has been interrupted. Most adult decisions to return to school are triggered by key changes and transitions in life. A complex interaction of personal, social, educational, and occupational motivations may underlie an adult learner's decision to seek out education. For recent immigrants and refugees, the process becomes more complicated because of the loss and possible trauma they have experienced.

Literacy and Participation

Patricia Cross's (1981; 2000) *Chain of Response Model* provides a useful conceptual framework that can be used to understand the factors that influence an adult's participation in educational systems. For Cross, educational participation can be viewed as a dynamic interplay of social and psychological factors that include: a) self-esteem, b) attitudes toward education, c) importance of goals and the expectation that educational participation will meet goals, d) life transitions (i.e., a move, job loss, trauma), e) opportunities and barriers, and f) information. Cross asserts that once an individual is motivated to participate in some form of learning activity, barriers and opportunity play a key role. Cross also identifies three major categories of barriers that can interfere with learning. These barriers include: dispositional or psychological barriers (i.e., fear, low self-esteem, depression); situational barriers (i.e., financial difficulties, lack of adequate day care) and institutional barriers (i.e., location, time tabling). Language difficulties or an inadequate academic background can also be a major obstacle; lack of English language proficiency can also contribute to other stresses such as low self-esteem, isolation, frustration, and the inability to complete high school, or gain access to college or university. Other theoretical perspectives that helped gain insight into both the teachers and adult learners' experiences were found in Paulo Freire's (1971, 1997) critical literacy theory and Jack Mezirow's (1981) theory of transformative learning. Literacy education, for Freire (1997), should go beyond teaching functional skills and move toward helping individuals gain a critical awareness of the systems that may undervalue or oppress them. The curriculum should be built around the needs, aspirations, and interests of the learners. "The teacher's conviction that they can learn from their students' experience is an important cornerstone in understanding Freire's 'problem posing' process of critical education" (Magro, 2001, p. 88). For Mezirow (1981, 2000), learning does not only include the addition of new information; rather the way we understand and interpret our world can be transformed through a process of critical reflection and action. Mezirow asserts that transformative learning can be seen as "an enhanced level of awareness of the context of one's beliefs and

feelings, a critique of one's assumptions and particular premises, and an assessment of alternative perspective " (1991, p. 161). From the perspective of both Freire and Mezirow, the teacher's role is associated more with a co-learner, counsellor, facilitator, and challenger. Experiential learning, dialogue, critical reflection, and exploring alternative ways of thinking and acting are central for both these theorists. Dei (2002) further notes that in order to foster deeper level thinking and transformative learning in classrooms, "it is important for teachers to ground the learner in a sense of place, history, culture, and identity." (p.127)

Methodology

The methodology used in the current study includes both students and their teachers: in-depth qualitative student interviews, a short check list asking students to identify the barriers that may prevent them from adapting and successfully completing their education, and autobiographical accounts of adult learners' experiences. The interview questions for the teachers were based on a format designed by Pratt and associates (1998). In his research, Pratt and associates (1998) found that a teacher's personal philosophy of teaching is deeply rooted in factors such as personality, educational background and experience, culture, and the mission of the institution. Pratt emphasized that the diversity and plurality evident in adult education challenges teachers to consider diverse methods and strategies in working with adult learners. The teachers in the present study were asked to reflect on their understanding of the process of learning, the barriers their students experience, preferred teaching and learning strategies, their orientation to the curriculum, and their teaching roles and responsibilities.

The use of autobiographies and personal narratives as valuable instruments in collecting qualitative data has been studied extensively in recent years (Dominice, 2002, Karpiak , 2003, Mezirow, 2000). Dominice(2002) asserts that the use of autobiographies and educational biographies in adult education can help adults deepen their understanding of past experience and their own ways of learning. He further notes that themes such as immigration, uprootedness, and identity lend themselves to biographical analysis. It is a narrative research method that

makes the learner an active partner in a collaborative inquiry process. Kouritzen(2000) emphasizes the value of using methods such as life history research as a way to inform policy and practice in ESL education. Kouritzen states that studying biographical accounts can be viewed as a "necessary addition to ESL research methodology, one powerful enough to gesture toward recognizing the complexity caused by the intersection of race, class, language, history, and culture that we face in the classroom." (p.31).

Research Findings

The present study found that adult ESL learners have much to say about their experiences, adjustment to life in Canada, motivation for continuing their education, and the barriers that were most likely to impede their progress. The central barriers that the students in this study identified are: language, loss of close family members, loss of professional standing or a "downward career spiral", financial difficulties, problems balancing parenting, work, and academic responsibilities, and worries about the future. Learners fleeing war torn countries described feelings of stress and depression as a result of their experience. Each adult learner's situation was unique. Some had already had professions in areas such as teaching and business but could not find similar positions in Winnipeg. Other younger adults had their education interrupted, spending many years in refugee camps, without any formal education.

The personal narratives that the adults in this study recounted also reveal the overwhelming task of having to start life all over again in a new country. Despite the loss and displacement that many adults experienced, many were optimistic about their new life in Canada. The following excerpts reflect the profound way that war can fragment childhood:

I wasn't in a position to be called a lost boy, but it happened in a way that I couldn't imagine. It was a long time ago in the year 1987, and I was only seven. My mom was a nurse and my father was a journalist and wildlife officer. Both my parents were very active and hard workers; they were from royal families and both grew up with a happy life. I had only tasted the fruits of my happiness until I was seven, and the rest of my life was in exile.

War broke out in 1983; it was a dreadful time through which I was living; war raged about our village and nobody knew if they would be alive the next hour. The government ordered troops from Khartoum to burn down the houses, raid the livestock, and kidnaped the children for slavery. I didn't know what was happening because everywhere there was the sound of gun shot and the houses were burning up; the sky filled with smoke. I knew the troops used to capture young boys, take them to a detention camp, and sell them as slaves...So every child had to run to the forest in order to escape death and slavery.

Horsman (1997) and Isserlis (2001) note that interpretations of trauma and its impact on the individual are also shaped by educational discourses. Indeed, it is important to note that valuable learning can take place in extreme situations of stress like war. These researchers emphasize the importance of understanding the strengths that individual learners have; in many instances, their resilience and motivation have enabled them to survive and start a new life. Horsman (2002) suggests that teachers must find ways to acknowledge the "hidden learning" that occurs through trauma and that instead of diagnosing and treating "victims," teachers and educational support providers must find ways to make the learning environment safe and enriching for everyone.

The Teachers

Gee (1992) writes that ESL and English teachers can be viewed as "gatekeepers" in the sense that "short of radical social change, there is no access to power in society without control over the discourse practices in thought, speech, and writing" (p. 90). He further writes that ESL teachers stand "at the heart of most crucial educational, cultural, and political issues of our time" and that rather than viewing themselves as having no connection to political and social issues, an alternative is that they can conceptualize their role as a person who socializes learners into a world that can be examined critically, comparatively, and "with a constant sense of the possibilities for change" (p. 69).

The teachers in this study had a keen interest in their students' culture and in helping

them learn. ESL teachers may also experience a tension between being a nurturing and supportive facilitator, on the one hand, and someone who has to assess and evaluate student learning by assigning a grade at the end of the term. English language texts were chosen not just for "grammar exercises," but for articles and stories that would help students connect the literature to their own lives as well as broaden their perspective about Canadian society and the global context. A number of the teachers noted that there are large gaps in the background education of their students. Finding texts that match learners' interests as well as linguistic competencies can be a challenge.

The personality qualities of the ESL teacher were also deemed vital to "effective teaching." One teacher explained: "sometimes being a good teacher means being a friend, a co-learner, mentor, and counselor. So many of our adult students need confidence and reassurance. The teacher cannot be a distant and detached figure." The teachers in the present study see their role as going beyond teaching pronunciation and rules of grammar:

For meaningful and effective learning to take place, an atmosphere of sincere caring for the student and of respect and acceptance of her/his background must be present. By being parachuted into a new country, a new culture, a new society, the adult learner will feel that their own identity is being attacked. Students will often say that they felt like 'a fish out of water.' The student may or may not have truly chosen this country; she or he may have known very little about this country and how it operates. We have to give these students an opportunity to express their perceptions and feelings of isolation and uprootedness... For me, Language skill acquisition has to be taught within a framework of social awareness and personal development.

I think of teaching English as tapping areas of the imagination. I want my students to trust their own judgments. What may be difficult is the language barrier or the content. I try to work around or break down those barriers...Ideally, educational programs should come from a need within the community and they should be engineered in a way that peo-

ple can identify with their own realities. We have to focus on programs where students can find meaning for themselves. We are too work and grade focused. People lose touch with their creative side. We have to emphasize personal development as well as academic mastery as acceptable goals in education.

It is important to recognize that some teachers can also be overwhelmed by the difficulties that their students may have. Researchers like Horsman (2001) and Herman (2001) suggest that more support systems are needed to give teachers an opportunity to share the challenges and difficulties that come with teachers refugee students. Specialized support networks are needed to help prevent burnout and “vicarious trauma” in teachers who are working with vulnerable adults.

Teaching and Learning Strategies

Some of the strategies that the ESL teachers in this study used included using creative writing, reading interest inventories and informal reading assessments, drawing, anticipation guides, visual dictionaries, portfolio assessments, informal discussion and reading groups, integrating a multiple intelligence approach to teaching, vocabulary and response journals, and high interest-low vocabulary texts, which were made readily available. The teachers in this study acknowledge the challenges in helping learners understand a new language and adapt to a new set of cultural values. They recognize that students with little or no English will need more time and support to complete their education and find a rewarding trade or profession. The teachers in this study emphasized that it is important to acknowledge the individual differences among their ESL learners. Within any one national group, there are many differences in socio-economic background, gender, class, religion, political affiliation, and educational background. Helping adult learners begins by understanding the needs and background of each student. del Valle (2002) notes that “refugees are diverse in terms of their national origins and languages, as well as economic, social, and cultural factors. However, the common thread of sharing experiences such as pre-immigration, migration, and resettlement unites them” (p. 601). Each stage, writes del Valle, has

implications for assessment and crisis intervention work with both refugee children and adults in the school system. The challenge is for educators, counselors, and other school personnel to gain the skills needed to assess the way learners are coping and provide holistic programs aimed at helping learners become more self-sufficient. Rutter (2002) outlines a comprehensive approach that integrates different levels of school and community structures. Her suggestions include the importance of schools being able to:

- Respond to teacher needs by providing specialized workshops that provide information about the socio-political, cultural, and educational background of refugees.
- Offer a range of informal and formal assessment strategies in the content areas
- Respond to language needs with a balance of structure and creativity
- Provide “safe places” within a school or college where students can go if they find classes too overwhelming
- Create stronger links with local refugee organizations to help with transitions
- Foster critical thinking in classes so that individuals can think about topical political, spiritual, moral, social, and cultural issues.
- Encourage citizenship education
- Develop a holistic curriculum that helps make the “middle ground” or small improvements visible through: portfolios and journals that can help track incremental changes that learners make
- Celebrate diversity among learners through dance, music, art, film/video and autobiography.

Finally, it is important to note that the successful adaptation of refugees to Canada may also depend on the attitude that the school and larger community hold toward refugees. Li (2005) states that while “the immigration debate has many dimensions, in essence, it has to do with whether the existing population defines newcomers as creating a net benefit or a net cost for Canada” (p.11). Further studies that integrate research from sociological, psychological, and educational perspectives can enlighten and enrich our understanding of the needs and challenges of adult refugee students.

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(Dr. Karen Magro, Faculty of Education, The University of Winnipeg.
k.magro@uwinnipeg.ca 786-9880)

Augmentative and Alternative Communication (AAC) Assessment Sourcebook: Preliminary Report

- Alexa Okrainec, Brandon University

Abstract

Children with limited speech require 'augmentative and alternative communication' (AAC) to support their inclusion. These nonverbal students comprise a low incidence group. Not surprisingly, only a limited number of formal assessment tools have been marketed to enhance their communication development and support them in inclusive school settings. A sourcebook outlining evaluation strategies gleaned from the literature may help practitioners promote the communication development and social participation of these students. This preliminary report explores the range of AAC assessment strategies that have been published in scholarly works, which may be of interest to educational practitioners.

Introduction

The term 'Augmentative and Alternative Communication (AAC)' has been formally defined by the American Speech-Language-Hearing Association (1989) as "an area of clinical practice that attempts to compensate (either temporarily or permanently) for the impairment and disability of individuals with severe expressive communication disorders" (p. 107).

Students with severe expressive communication disorders require assessment and intervention services. However, as severe-to-profound speech deficits are low-incidence, only a small number of assessment instruments have been marketed. For example, inspection of the *Mental Measurements Yearbook* (Impara & Plake, 1998; Plake & Impara, 2001) revealed that few formal AAC assessment tools have been published. These include an instrument entitled *Analyzing the Communication Environment* (Rowland & Swiegert, 1993) and the *Interaction Checklist for Augmentative Communication Revised Edition* (Bolton & Dashiell, 1991). These assessment tools are at least ten years old and focus on limited, specific aspects of communication, such as the environment or interaction. An older formal tool, *Comprehensive Screening Tool for Determining Optimal Com-*

munication Mode (House & Rogerson, 1984), has been out of print since 2001.

Data in the *2003 Omnibus Survey Caseload Report*: SLP underscores the value of information on AAC assessment for school Speech-Language Pathologists. This report indicated that 50.8 per cent of school Speech-Language Pathologists serve students who are nonverbal and require AAC. In fact, school clinicians on average have 4.8 clients requiring AAC services on their caseloads (ASHA, 2003). Thus, clinicians need assessment tools to work effectively with these students.

Scholars who conduct research in the area of AAC have commented on the lack of appropriate assessment protocols. For example, Huer (1997) remarked "there are few assessment protocols for evaluation in AAC. Practitioners tend to adopt models from the literature... and tend to develop their own protocols for assessment" (p. 25). Thus, cataloguing assessment protocols that are described in the literature may help practitioners who work with these students.

Research Objectives

The goals of this initiative were twofold: (a) to locate nonstandardized assessment procedures published in books, journals/newsletters, or on the internet over the past 10-15 years; and (b) to develop a reference guide describing these tools and AAC assessment strategies. The focus of the research was on those assessment techniques suitable for children ranging in age from birth to 21. This age range was selected because (a) early intervention is desirable, and (b) students requiring AAC are eligible to attend school until age 21.

The long-term goal of this project is to publish the *Augmentative and Alternative Communication (AAC) Assessment Sourcebook* on the World Wide Web, where practitioners can readily access it. Each sourcebook entry will include: (a) the citation and source for the assessment tool, (b) the rationale for including the entry in the sourcebook, (c) a description of the assessment strategy, (d) comments about the instrument or procedures, (e) key descriptors, and

(f) references (Freeze & Updike, 2000).

Classification of the AAC Tools

Classification of the assessment tools will arise from the data. Possible ways to classify the instruments are: (a) by type of tool (checklist, interview, rating scale, rubric, etc.) (Linn & Gronlund, 2000); and, (b) by domain of communication performance (receptive language, expressive language, speech, social interaction, literacy, environment etc.) (Beukelman, 1998).

Potential Research Outcomes

The desired research outcomes include the following: (a) gaps in the available assessment strategies may be identified; (b) new tools may be developed; and, (c) existing tools may be revised, improved, or standardized to better meet the needs of children living with communicative disorders.

Early Project Status

Information gathered from an ERIC Search A search of the ERIC (1966-2003/9) database was conducted, using the terms "augmentative and alternative communication" and "assessment/evaluation." This preliminary search yielded 123 references for consideration. The search was delimited to publications in the past 15 years.

AAC Assessment Tools Located

A wealth of informal assessment tools addressing many facets of augmentative communication practice exists. In fact, tools and procedures relevant to fourteen AAC assessment areas were located. These include instruments for intake, screening, general assessment, and culturally inclusive assessments. In addition, there are instruments to evaluate literacy, the environment, social interactions, parent training, gestural communication, language/communication, comprehensibility of speech, use of a *Speech Generating Device (SGD)*, as well as the need for assistive technology. In what follows, some of these instruments are featured, sorted by intended use:

Intake. The *Intake Questionnaire for Augmentative and Alternative Communication* (Manitoba Education & Training, 1995) consists of a set of intake questionnaires.

These questionnaires offer members of the special education team a starting point in the assessment process for students who require AAC services.

Screening. The *Augmentative Communication Inventory* (Hough, Lubetsky, Taylor, & Tarquinio, 1994) is used to screen skills such as the initiation of communication, making choices, modes of communication, motor responses and switch use, equipment in use, pragmatic skills, communication display set-up, among others. The inventory is completed twice annually and measures progress towards target objectives.

General Assessment. Two instruments are worthy of mention: (a) the *Preschool AAC Checklist* (Henderson, 1992), and (b) the *Augmentative and Alternative Communication Assessment* (Manitoba Education and Training, 1995).

The *Preschool AAC Checklist* tracks performance for preschoolers who use augmentative communication systems. Many areas are monitored with this checklist. These include: AAC system components, symbol system, vocabulary used for expression and vocabulary organization, making choices, physical abilities, classroom independence, communicative interactions, use of visual symbols, special AAC strategies, emergent literacy, math readiness, music/art/graphics, team meetings, strategies used to gather vocabulary, classroom strategies to increase communication, oral speech strategies, modifications needed for testing, as well as tests given.

The authors of the *Augmentative and Alternative Communication Assessment* recommend a hierarchy of assessment steps for evaluating any student who requires augmentative communication. These eight steps include: determining preferences, determining reinforcibility, determining signal/mode of communication, indicating desire, indicating choice between two objects, indicating choice among four objects, indicating choice as depicted by two pictures, and indicating choice as depicted by four pictures.

Culturally Inclusive Assessment. In today's multicultural society, the importance of conducting culturally inclusive assessments cannot be underestimated. One such instrument that will interest AAC practitioners is

Culturally Inclusive Assessments for Children Using Augmentative and Alternative Communication (Huer, 1997). This instrument includes four components: I. Self-Assessment: Extent of Multicultural Competencies, II. Assessment of Communication Needs, III. Capability Assessment, and, IV. Technology Assessment.

Literacy. A protocol for evaluating the literacy skills of AAC users was described by Vandervelden and Siegel (1999). This Phonological Processing & Literacy Assessment includes three primary assessment tasks: Retrieval of Whole-word Phonology, Phonological Recoding, and Phoneme Awareness. Evaluation procedures are clearly outlined for each task.

The Environment. Assessing the environment helps practitioners plan what messages to include in the child's communication system. The Home Questionnaire, also called the Home Inventory, solicits information about the child. This information can then be used to plan messages and activities specific to the child (Hough et al., 1994). That is, communication displays and systems to meet the child's communication needs can be easily designed.

Social Interactions. Recently, an assessment tool entitled *Social networks: A communication inventory for individuals with complex communication needs and their communication partners* has been published (Blackstone & Berg, 2003). This instrument systematically identifies those communication partners who engage with the AAC user. The procedure aims to reveal the "Circles of Communication Partners" for each student who has an AAC system. The assessment process essentially determines (a) the range of social interactions of students with limited speech, and (b) the strategies that support social interactions with students who use AAC systems.

Parent Training. Bruno and Gibbon (1998) published *Outcomes in AAC*, presenting a strategy for evaluating the effectiveness of a parent-training program. This assessment procedure documents home use of a communication system. It also evaluates the parent's skill with the child's AAC device, and the parent's interaction patterns with the child AAC user.

Gestural Communication. Two instruments are worthy of consideration. The *Gesture Dictionary* (Beukelman & Mirenda, 1998) documents the gestural communication of students with limited speech. This procedure for cataloguing gestures is especially useful when the child's gestures are unique; caregivers can refer to the dictionary and understand the communicative intent of the child's gestures. Another tool of interest is the *Checklist of Communicative Functions and Nonsymbolic Forms* (Siegel-Causey & Wetherby, 1993).

Language/Communication. Burkhart (1993) developed procedures for assessing the AAC user's language skills. The *Measurement of Growth in Communication Skills for the Child Using Augmentative Communication* requires practitioners to collect periodic language samples. These samples reveal the child's functional use of language. The technique identifies mode of communication and type of utterance, records the selections that comprise an utterance, and notes intelligible utterances. The option to count various language behaviours exists.

Beginning Augmentative Communication Skills, also by Burkhart (1993), outlines a sequence of 32 augmentative communication skills. This AAC assessment sequence features "Early Skills" such as Shared Referent, Shared Interaction/Turn Taking, and Calling Attention. "Later Skills" in the sequence include: Asking Why? Indicating Past or Future in a General Sense, Responding to Yes/No Questions that Relate to Characteristic of Items, and Delivering Messages.

Comprehensibility of Speech. The *Index of Augmented Speech Comprehensibility in Children (I-ASCC)* (Dowden, 1997) examines how well messages uttered by the child with a severe expressive communication deficit can be understood in the natural context. The technique varies the listening context to ascertain the comprehensibility of the child's speech. For example, the assessment contrasts a 'no cue' listening context with a 'semantic cue' condition, in which the listener has some clue about what the child is saying. As well, how comprehensible the child's speech is to familiar and unfamiliar listeners is assessed. The results of the pro-

protocol may be used to establish intervention goals for the child, including the need for augmentative communication.

Use of a Speech Generating Device. In 1998, Light and Binger published a set of forms for Assessing the Use of a Speech Generating Device (SGD). Included in the set are: Forms for Teaching Target Skills, Forms for Teaching an Introduction Strategy, Forms for Teaching Nonobligatory Turns, and Forms for Teaching Partner-Focused Questions. These forms are very useful for tracking the performance of a student who has been fitted with a Speech Generating Device (SGD). For example, the Forms for Teaching an Introduction Strategy include the following: Baseline Data Collection Form, Instructional Data Collection Form, Generalization Data Collection Form, Consumer Feedback Questionnaire, and Facilitator Feedback Questionnaire.

Need for Technology. The Assistive Technology Consideration Quick Wheel (AT Quick Wheel) is a convenient way to assess a student's need for Assistive Technology. Practitioners using the AT Quick Wheel address a student's need for technology to assist with Communication, Reading, Learning/Studying, Math, Motor Aspects of Writing, and Computer Access. Areas such as Composing Written Material, Mobility, Activities of Daily Living, Control of the Environment, Position & Seating, Vision, Hearing, and Recreation are also considered. (ILIAD IDEA Partnership and Penny Reed TAM Division, 2002).

Evaluation of Programs & Services. McCarthy and coauthors (1998) designed the Communication Supports Checklist to evaluate programs serving individuals with severe communication disabilities. This program evaluation procedure addresses important aspects of service delivery: overall support for communication, assessment practices, goal-setting practices, and team competencies. The *Communication Supports Checklist – Action Plan* is a companion instrument for determining which steps or actions would enhance service delivery within these programs.

Summary

Currently, many informal tools and strategies for

'Augmentative and Alternative Communication (AAC)' assessment are available in the scholarly literature. These instruments and evaluation methods address at least 14 facets of AAC practice. Despite this broad range of strategies and sources, tools for examining the receptive language of AAC users have been difficult to locate. This research initiative is in progress and periodic updates will be published.

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Restorative Justice Education and Aboriginal Peacemaking Philosophy

- John George Hansen

Abstract

The major aim of this paper is to discuss Aboriginal peacemaking methods and ideology. What Aboriginals identified and affirmed in their peacemaking traditions was of a much different nature than Western conceptions of justice. For Aboriginals, bringing people together to address reparation, healing and restoration of relationships is more meaningful than punishment (Yazzie & Zion, 1996; Ross, 1996). In this pa-

per I will argue that the site of justice needs to be returned to the Aboriginal community. I will provide evidence to show that Western justice is not very effective or appropriate in the Aboriginal world, not well grounded in meeting the needs of victims, offenders and communities. The basic assumption of this article is that Aboriginal society can be empowered by reaffirming peacemaking processes based on Aboriginal epistemology.

Introduction

More than half a millennium ago two separate and distinct justice systems converged. Each one moving towards justice in their own disparate pathway, one journeyed into the realm of punishment and retribution, the Western, whereas the other traveled toward healing and restoration, the alternative. After centuries of subjugation and inhibition of the alternative pathway, the tribes and nations have experienced the implications of that convergence of justice systems. The unyielding control of the Aboriginal world and the denigration of their peacemaking systems have hurt those who found justice in a different judicial realm. Those people who move toward justice in the realm of healing rather than punishment have a different justice ideology that might be called restorative justice. The restorative justice methods and principles remembered by Aboriginal people remain to be explored.

In conjunction with the erosion of the languages, perhaps one of the most crucial losses experienced by Aboriginal people in Canada is their alienation from their judicial systems. The justice dispensed to them is not that of their inherent ways of responding to wrongdoing. What is assigned to them is Western justice, more specifically Western retributive justice, a system that has been used to suppress and control them, often by outright racial intolerance and bias. Such intolerance and bias has played an important role in the development and expansionism of Aboriginal overrepresentation in the prisons, particularly in the Prairie Provinces (Aboriginal Justice Inquiry, 1999; Commission on First Nation and Métis Peoples, 2004). The concepts of retribution and punishment that have driven the criminal justice system for so long are now viewed by many as an ineffective response to crime, and this ineffectiveness is reflected in the justice system's reliance on prison as a sanction for crime, a sanction that been ineffective in deterring crime, rehabilitating offenders, satisfying victims or showing respect to Aboriginal people (AJI, 1999; Green, 1998; Ross, 1996). The concomitant discussions of Aboriginal peacemaking and restorative justice ideology comprise the major portion of this work.

Ideology is a vital determinant in the direction of research on Aboriginal and restorative justice. Current ideas on restorative justice have been explained in many ways which make it unlikely that any particular definition can incorporate all of its ideology. Having said that, the Law Commission of Canada (2003) has written that restorative justice is "a process for resolving crime and conflicts, one that focuses on redressing the harm to the victims, holding offenders accountable for their actions and engaging the community in a conflict resolution process" (p.xiii). To the Law Commission, this is the communal reparation principle that focuses on restitution, but the Aboriginal dimension of justice ideology goes further than the Commission, as exemplified in the Cree word 'opintowin', which translates as a process that "involves the principles of repairing harm, healing, restoring relationships, accountability, community involvement and community ownership. It reflects opintowin, Cree for "lifting each other up" (Commission on First Nations and Métis People, 2004, vol 1: 4-1). As with many other Indigenous people the Cree peacemakers explored and analyzed the realm of healing as justice. By way of including the community a powerful energy emerged from what became the most potent peacemaking medicine ever known to Aboriginals. This may seem like an extraordinary claim, but it is accurate. The signs of the failure of the retributive justice system are apparent: problem ridden communities, overrepresentation in the prisons, police misconduct (AJI, 1999; CFNMP, 2004).

For Aboriginal people, peacemaking circles and culture are significant elements in the justice process. Some of the crucial features of Aboriginal peacemaking are: restoration and healing rather than revenge and punishment; a process that leads to inclusion rather than exclusion of the community; and the presence of a spiritual dimension in the peacemaking process (Yazzie & Zion, 1996; CFNMP, 2004; Ross 1996). One way Aboriginal people sought to strengthen their communities was to focus on restorative justice in their judicial realms. *The Aboriginal Justice Inquiry* (1999), notes that the "purpose of a justice system in an Aboriginal society is to restore the peace and equilibrium within the community, and to reconcile the accused with his or her own conscience and with

the individual or family who has been wronged" (1999: 22). In contrast, dominant Western conceptions of justice are rooted in the ideology of retribution and punishment of wrongdoers. Gerry Johnstone, a prominent law scholar acknowledges this point, he notes that in the Western pathway, "offenders must be punished and the state must take charge" (2002: 37). This is the retributive presumption in the Western judicial realm that seeks and demands punishment as justice. In the process, retributive justice, the cornerstone of the criminal justice system, responded to wrongdoing by incarcerating those who did wrong. The implication of Western justice is that it has capitulated to a fixation on punishment and rejected Aboriginal insights into justice as healing.

The modern retributive criminal justice system took centuries to develop. It emerged not from Aboriginal conceptions of justice, but from Western justice ideology that is rooted in the concepts of retribution and punishment of wrongdoers. However, it should be noted that at one time the Western Europeans had a strong connection to restorative justice, and they too were communal peoples. In his analysis of restorative justice history and theory, John Braithwaite (1999) explored the written accounts of the Western European, Asian, and Middle Eastern civilizations, he draws a parallel between these civilizations and concludes that "restorative justice has been the dominant model of criminal justice throughout most of human history for all the worlds' peoples" (p.1). Much like Braithwaite, Howard Zehre, a prominent author on restorative justice concurs that conventional justice, "which we consider so natural, so logical, has in fact governed our understanding of crime and justice for only a few centuries" (1985, pp.6-7).

During the twelfth century Europe saw the development of a state-sanctioned justice system, and this development resulted in the suppression of communal justice, that is, restorative justice. The retributive justice system arose in the European civilizations and seized absolute power over justice. The expansion of the state-sanctioned justice led to what became a retributive justice model that eventually formed the modern criminal justice system. According to the scholar of law, Gerry Johnstone, the expansionism of state sanctioned justice led

to the suppression of ordinary citizenry who by now were mere spectators rather than actors in the justice process, he observes that state sanctioned justice debilitated the, "the constructive, educative and reintegrative response to wrongdoing...which both created within offenders a sense of the magnitude of the harm they had inflicted on another person and gave them an opportunity to redeem themselves by repairing the harm" (2002:42). In other words, the Western Europeans developed a state sanctioned judicial system that kept the vast majority of the European citizenry from participating in a restorative justice process, and then extended that subjugation onto Indigenous civilizations across the earth.

By the end of the nineteenth century, the state sanctioned retributive model was now the centre of justice throughout the world. Modern Western interpretations of justice deny Aboriginal people their own peacemaking methods and participation in the justice process. The state treats Aboriginals as marginal, and thus does not recognize their peacemaking systems. For example, in a noteworthy book, *Justice in Aboriginal Communities: Sentencing Alternatives* (1998), the law scholar Ross Green, in his analysis of the criminal justice system, provides a typical description of the subjugated status of Cree peacemaking, he states:

In court a Cree has to answer only very indirectly to his own society; he is more answerable to a little known world, to a society foreign to his habits and traditions. And what is more, the society that bears the social costs of the transgression by that individual has neither the control over that individual nor any say in the judicial process" (37).

Clearly Green reveals that the political structure of the criminal justice system puts all power within the colonizers' control. In other words, the Western state's justice systemically obstructs and subjugates the Cree peacemaking pathways. A significant impact of this Western justice dimension has been the perpetuation of unfair dealings with Aboriginal people. The evidence of these unfair dealings is expressed by *The Commission on First Nations and Métis People* (2004), which notes that "Aboriginal accused are more likely to be denied bail more

likely to be charged with multiple offences... more than twice as likely as non-Aboriginal people to be incarcerated”(Vol 1: 9-38). These kinds of phenomena illustrate the nature of the widespread bias in the dissemination of Western justice as it impacts the Aboriginal world.

However, recently Aboriginal justice traditions have resurfaced. In 1992 the first official sentencing circle took place in the "Yukon Territorial Court in Canada" (Cayley, 1998:182). Generally, sentencing circles bring together victims, wrongdoers, elders, as well as other concerned community members. These concerned community members participate in discussing what went wrong, trying to understand why it happened, and making recommendations on how to prevent further incidents from occurring. Healing and reparation are central objectives of the sentencing circle and the people in the community play an important and active role in helping the victim and offender throughout the healing process (Johnstone, 2002; Ross, 1996; Green, 1998). The fact that these peacemaking circles still intrigue us is evidence that Aboriginal people still remember their peacemaking systems.

In the Aboriginal interpretation of justice, as Robert Yazzie, a respected Navajo judge points out, justice is viewed differently. He observes, "the Western law way is to punish you, so that you don't repeat the behavior. But the Navajo way is to focus on the individual. You separate the action from the person" (as cited by Mirsky, 2004, p.2). Much like Yazzie, Murray Sinclair, a prominent Aboriginal judge in Manitoba states that aboriginal people view "deviance and non-conformity in a non-judgmental manner, with strong preferences for non-interference, reconciliation, restitution...and the avoidance of relationship-destroying confrontation" (1994: 179). The Aboriginal preference for reconciliation of relationships is in stark contrast to the retributive justice system.

In Aboriginal societies, the natural world constitutes the accepted criteria for determining Aboriginal law. It is for this reason that Aboriginal laws were holistic, all pervasive, and applied to every aspect of their lives, as James Youngblood Henderson (2000) explains:

Aboriginal law, religion, childrearing, and art all express an ecological unity that is

seen as inseparable...What is defined as law is about living with the forces of the ecosystem, which is understood as a sacred realm. The Algonquian concept of dignity thus becomes a model of proper conduct toward nature and humans. (p.271).

The natural law that Aboriginal people followed reflects their peacemaking systems. Aboriginal justice is grounded in the community. It is for this reason that peacemaking was made with the people in the community, and not for the people. This means that the offender, the victim and their supporters were intrinsically involved in the justice process. Aboriginals knew what they were doing when they included the people as active participants in the justice process, and this inclusion is reflected in our healing circles, where our most fundamental insights into peacemaking were found.

For Aboriginal people, restorative justice programs, particularly sentencing circles are more culturally relevant to Aboriginal offenders, victims and their communities than conventional justice. Aboriginal people and their supporters maintain that restorative justice is the appropriate response to addressing the destructive effects of colonization on Indigenous people (Monture-Angus, 1994; Turpel, 1993; Ross, 1994; Green, 1998). Sentencing circle programs take diverse forms and are currently operating in some Aboriginal communities. Traditional Aboriginal healing circles function by bringing together elders, victims, offenders and their supporters to discuss the nature of the conflict. In a sentencing circle, concerned community members try to get to the bottom of the problem by discussing what went wrong, in order to stop further incidents from happening (Green, 1998, Ross, 1996). Like other medicine, the healing effects of the circle must be experienced to be believed, but even the naysayer should understand that Aboriginal people ought to be wary of Western justice that denies them their culture.

Aboriginal people are demonstrating that sentencing circles are more effective and appropriate in their communities than Western justice. For example, in an influential book, *Returning to the Teachings: Exploring Aboriginal Justice* (1996), Rupert Ross examined the Aboriginal

peacemaking methods of the Hollow Water sentencing circle program. The program emerged not from outsiders, but from insiders. In response to the widespread wrongdoing in their community, the people of Hollow Water revitalized their inherent healing circles. In short, a series of circles are initiated from the period that an offender is charged with an offence, which carry on to the day of the court hearing. During that period the Hollow team documents the happenings of the circle and then presents this information to the court. Such documentation focuses on the offender's behavior in terms of expressing remorse, making reparations and staying out of trouble, to what eventually became an integral part of the official justice process. Today, the Hollow Water community, victim, and offender continue to influence the final judgment of the courts (Ross, 1996, p.192-193). In a personal reflection Ross (1996) writes:

Hollow Water never held itself out as a 'model' of some sort to be copied across the country, and I don't mean to present it in that light. What it has taught me however is that a group of people determined to create a healing response in their own way can fundamentally change how justice is done in their community... (211-212).

This passage clearly illustrates that Aboriginal people know what they are doing and what they are saying when they channel their energy toward healing rather than punishment, the criminal justice system ought to respect and learn from that approach. What Hollow Water also illustrates is that the ineffective criminal justice system established by the colonizers improves only when Aboriginal people take control of their justice traditions.

Hollow Water can also illustrate a negotiated 'ethical space' between the state sanctioned justice system and Aboriginal justice. To this end, the CIHR, Aboriginal Research Ethics Guidelines (2005), point out that ethical space "refers to the meeting of two entities with different intentions. This could also be two cultures coming together in a research endeavor" (Draft, 12). To appreciate and understand Aboriginal justice and its benefits requires a negotiated ethical space, and all research dealing with Aboriginal people must respect that space. Ide-

ally, Aboriginal knowledge of justice, not Euro-Canadian justice should be the basis of the justice assigned to the Aboriginal world. The Cree philosopher Willie Ermine has written that, "Aboriginal people have the responsibility and the birthright to take and develop an epistemology congruent with holism and the beneficial transformation of total human knowledge. The way to this affirmation is through our own Aboriginal sources" (1995: 103). For our Aboriginal peacemakers, the promise and inferences of such insight are inspiring.

However, bringing the Aboriginal peacemaking pathway back into the Aboriginal world is no small task. The state ensures its dominance by preventing the community, particularly the Aboriginal community, from gaining widespread control over justice in their own communities, this is so despite the fact that the criminal justice system's reliance on imprisonment is challenged with empirical evidence that shows imprisonment does not deter crime. *The Commission on First Nations and Métis peoples (2004)* observed that "empirical evidence in the U.S., Canada, and Europe over the last 30 years shows longer sentences do not reduce recidivism" and "longer sentences may increase recidivism" (p.9-41). The Commission goes on to say that "Canada is world leader in incarcerating 118 per 100,000 general population" (ibid, p.9-41). It is hard to understand why a prison system that is not very effective at deterring crime is able to survive as the conventional response to crime.

Aboriginal people have to challenge the ineffectiveness of all colonial justice models that oppress them. This must happen before they can advance an Aboriginal peacemaking system and non-Western interpretation of justice. It demands a careful examination of Aboriginal interpretations of justice and their experience in the criminal justice system. Consistent with the Aboriginal determination to practice justice as they see fit is their mandate to heal their communities with its alternative knowledge and qualities of peacemaking that oblige it to take responsibility for the collective good of the people. This is the beneficial inclination in the Aboriginal experience of purposeful knowledge.

To ensure the well being of their societies, Aboriginal people found wholeness in their knowledge of justice and that epistemological insight extended into their judicial realm, in Er-

mine's words, "their fundamental insight was that all existence was connected and the whole enmeshed the being in its inclusiveness" (1995:103). It is this epistemological insight that helps to explain why Aboriginal healing circles invite the victim, offender and any concerned community members to experience the process, which gives meaning to justice and forms the basis of Aboriginal peacemaking. In no other model, did justice hold more integrity and honor for the Aboriginal community than that of their inherent restorative justice models. It was explicitly recognized that each person in the community had the right to experience the justice process. No state justice system should dictate the Aboriginal peacemaking process.

Western justice assumes an ineffectual path towards ensuring justice, the revenge and punishment of offenders. The theories of retribution and punishment that have driven the justice system for so long are now realized by many as an ineffective response to crime. And this realization reflects the justice systems reliance on imprisonment as a response to wrongdoing, a response that has done poorly at reducing crime, rehabilitating offenders, or satisfying victims, particularly for Aboriginal nations (AJI, 1999; CFNMP, 2004). Fortunately, Aboriginal people are challenging Western justice practices and are gradually taking control of their justice traditions. Aboriginals must deconstruct all colonial justice systems that oppress them if they are to advance their inherent peacemaking pathways. One way to engage in resistant struggles is by conducting peacemaking circles that emphasize a critical analysis of Aboriginal life experiences and community knowledge. The peacemaking circles are more than a token inclusion of Aboriginal justice methods and a reminiscence of the past. The circles are an aspect of resistant struggles of a people who have a non-Western interpretation of justice. Within the context of justice, the peacemaking circles are unique in that they are of a distinct people who have a different worldview and consciousness of justice.

As an Aboriginal educator I am concerned about the inappropriate justice that is meted out to Aboriginal people. Our traditional justice systems are rejected or marginalized while our overrepresentation in the prisons in-

creases. We don't need more jail time, what we need is restorative justice. The Aboriginal struggle toward their judicial rights should unfold in all directions.

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Instructional Approaches Used by Science and Social Studies Teachers in the Middle and Senior Years

- Donna Copsy Haydey, University of Winnipeg

Abstract

The purpose of this study was to determine the predominant instructional practices (transmission approach, and scaffolded and collaborative approaches which reflect a social constructivist orientation) used by middle and senior teachers of science and social studies. A survey instrument was designed to identify demographic information, predominant teaching approach and teachers using social constructive practices. Follow-up interviews were used to confirm the identification of teachers using high levels of scaffolding and collaborative practices and provide insights into their instructional programs. Findings revealed that rather than using one approach or another, teachers used an eclectic approach to instruction, scaffolding student learning, using collaborative groups as well as a lecture or transmission approach. Even teachers who used high levels of scaffolding and collaborative learning experiences would at times defer to a transmission approach under certain circumstances.

Introduction

One of the factors influencing teachers' instructional approaches is their theoretical perspective on learning. While social constructivist practices reflect current research-based understandings regarding successful teaching and learning experience, the reality is that a teacher's instructional program is influenced by a number of internal and external forces. This paper describes a study conducted in five school divisions in a major Canadian city that investigated the predominant instructional approaches used by middle and senior years teachers of science and social studies.

Theoretical Framework

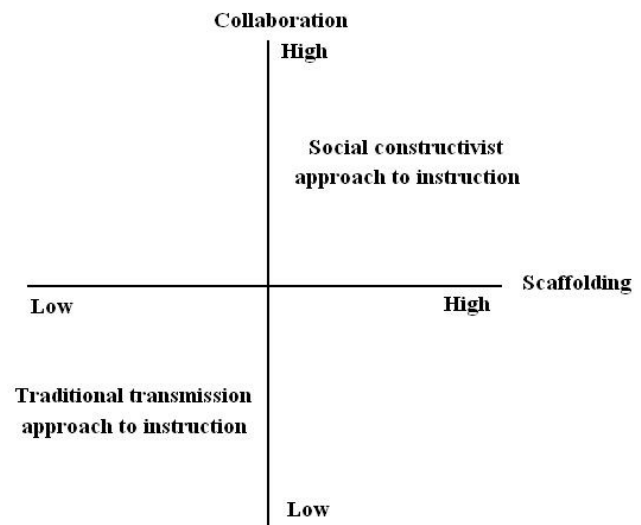
In this study, instruction in the content area was classified as following either of two major approaches: a transmission model, or a social constructivist model, which included the use of scaffolding and collaboration. The underlying theory of the transmission model is that knowledge is transferable from one person to

another through the act of listening. Instruction is teacher-centered with the teacher dispensing information through lecturing, while students take notes, followed by memorization of the content for later retrieval on a test. A social constructivist model on the other hand, is student-centred, with knowledge being constructed through the dynamic interaction between teacher and students (Au, 1998, Palinscar, 1998). Both collaboration and scaffolding are involved. Collaboration is based on the theory that meaning is constructed by providing opportunities for student-teacher and student-student interactions in which listening, speaking, reading, writing, viewing, and representing lead to greater understanding of content-related topics. Various kinds of learning groups are utilized from whole class discussions to homogeneous or heterogeneous groups of 2 – 5 students. Scaffolding also predominates, with the teacher providing a supportive environment, allowing time for students to work through their understanding, while providing explicit instruction, modeling, prompting and guiding learning.

In spite of the research validating teaching practices based on social constructivist beliefs, a review of the research literature (Alvermann & Moore, 1991; Bean, 2000; Davey, 1988; Hinchman, 1987; Langer & Applebee, 1987; O'Brien, 1988; Pressley, Wharton-McDonald, Hampston, & Echevarria, 1998; Ratekin, Simpson, Alvermann, & Dishner, 1985) indicates that the majority of middle and senior years content area teachers continue to use a transmission-style approach to teach course content. This maximizes teacher control and increases learner passivity. Even beginning teachers schooled in the importance of social constructivist practices, including scaffolding and organizing collaborative groups, revert to lecture-style teaching after two or three years in the field (Bean, 2000). While a social constructivist approach to teaching and learning emphasizes the dynamic interaction of both teachers and students in the construction of meaning, opportunities to discuss and write about content-related topics are often passed over in the classroom due to the pressures inherent in needing to cover heavy, content-dominated curricula. Teachers are driven to “get through” as much course content as possible, which is often accomplished by using the faster transmission approach.

The reality of classroom practice, how-

ever, is that instruction may not be so easily dichotomized into one approach or the other; in other words neither a purely transmission nor a purely social constructivist approach holds sway in most teachers' classrooms. Straw's (2002) model, for example, envisions instructional practice in terms of a continuum that incorporates both high and low levels of teacher scaffolding and collaborative learning. This model conceptualizes instructional practice according to four quadrants: low scaffolding-low collaboration, high scaffolding-low collaboration, low scaffolding-high collaboration, and high scaffolding-high collaboration, as illustrated in Figure 1. *Figure 1* Conceptualization of instructional approaches (Straw, 2002).



In the low scaffolding-low collaboration quadrant, representing a traditional transmission approach, teacher-talk dominates. The teacher lectures or dictates notes, while students listen and write. There is an absence of explicit strategy instruction and scaffolding. In the high scaffolding-low collaboration quadrant, the teacher prompts, supports and monitors student learning, and provides explicit strategy instruction while opportunities for student interaction are uncommon. In the low scaffolding-high collaboration quadrant, there is an absence of modeling, prompting and strategy instruction; students collaborate in small groups with a minimum of teacher input. Finally, in the high collaboration-high scaffolding quadrant, characterizing a social constructivist approach, the teacher provides scaffolded instruction and students work

together collaboratively until they understand and learn the subject matter.

Description of the Study

School superintendents of six school divisions were sent letters requesting the participation of middle years teachers of science, history, and geography and senior years teachers of biology, chemistry, physics, history and geography. Consent to participate was received from five school divisions representing all geographic areas of the city (North, South, East and West). Thirteen schools participated – three kindergartens to grade nine schools; one school designated as a middle years school (grades six to eight); two schools of grades seven to twelve; five senior years schools of grades nine to twelve and two senior years schools of grades ten to twelve. Schools were located in both suburban and inner city areas. Sixty-five teachers responded to the questionnaire, a forty percent participation rate. A comparison between senior and middle years teacher responses was precluded due to the larger number of senior years teacher responses.

Methodology

A mixed methodology approach, employing both quantitative and qualitative methods was used for this study. In the first part of the study, a questionnaire was used to survey teachers to provide demographic information, identify their predominant teaching approach, and identify teachers using social constructivist practices. For the second part of the study, those teachers who reported using high levels of scaffolding and collaboration were interviewed. The interview data confirmed the identification of teachers using high levels of scaffolding and collaborative practices and provided insights into their instructional programs.

Following approval of the school administrator, questionnaire packages were mailed or couriered out to the schools. For the purposes of this paper, two forms of the questionnaire will be discussed. The purpose of the first part of the questionnaire (See Appendix – Part A) was to create a profile of the middle and senior years teachers in this study who were involved in teaching content area subjects. These demographic characteristics included level of university education, total years teaching, age, school size and location.

The second form, (See Appendix - Part

B) asked teachers to respond to thirty items that described teaching practices associated with the three instructional approaches (transmission, scaffolding, and collaboration). Teachers were asked to rate their “use of” or “degree of concern” for each of the practices. Ten descriptors, highlighting the most salient and pervasive characteristics of a transmission-style lecture approach, a scaffolded instructional approach, and the use of collaborative learning were selected and randomly listed in the questionnaire. These teaching practices are clearly delineated in literacy theory and research (Duke & Pearson, 2002; Flood, Lapp, & Fisher, 2003; Tierney & Cunningham, 1984) allowing for the development of questionnaire statements to which teachers could respond and that could be analyzed with reasonable validity. Validation of the items was also confirmed by piloting the questionnaire with four different sets of professionals involved in literacy: (1) two professors in the field of language and literacy, (2) students enrolled in two post graduate courses in education, one of which was at the doctoral level, 3) two experienced reading specialists, and 4) two middle years classroom teachers. These critiques led to modifications in both the format and wording of the questionnaire items.

Data Analysis and Findings

Frequency counts were used to analyze the demographic data (Part A) pertaining to level of education, years of teaching experience, age, size and location of schools. The demographic profile of the teacher respondents in this study indicated that: (1) the highest level of education held by the majority of teachers was a Bachelor of Education degree, (2) the largest portion of teachers were considered to be veterans, as defined by having 14 or more years of teaching experience, (3) the age of teachers ranged from 31-49 years, and (4) the majority of teachers taught in schools of 500 or more students located mainly in suburban areas.

The first step in analyzing the data on predominant teaching approach (Part B) was to plot the data onto Straw’s quadrants of high and low use of scaffolding and collaboration. Responses greater than and equal to 3.5 on the five-point scale were designated as high and those below 3.5, were designated as low. Next, a two-step cluster analysis was conducted by taking into account the distribution of high and

low responses across all three instructional approaches (transmission, scaffolding, and collaboration). Table 1 represents teacher responses falling into high and low categories for each of the following teaching approaches.

Table 1

| Number of Teachers in High/Low Categories for Predominant Teaching Approaches | | |
|---|-----|------|
| Teaching Approach | LOW | HIGH |
| Scaffolding | 20 | 45 |
| Collaboration | 37 | 28 |
| Transmission | 44 | 21 |

Out of 65 teachers, a relatively high number (45 or approximately 70%) used scaffolding in their teaching, while fewer than 28 or 43% favoured dividing students into collaborative groups. The reported use of transmission as an instructional approach was relatively low a 21 or 32% of the teachers.

A clear pattern of instructional approach used by this sample of teachers did not emerge. In a further analysis, each variable was combined with every other variable resulting in six possible combinations as shown in the following table.

Table 2

| Results: Categorical Cluster Analysis | | | | | |
|---------------------------------------|-------------|---------------|--------------|-------------------|----------------------------|
| | Scaffolding | Collaboration | Transmission | % of Participants | Combined % of Participants |
| Cluster 1 | High | Low | Low | 13.8 | 35.3 |
| Cluster 2 | High | Low | High | 21.5 | |
| Cluster 3 | Low | Low | Low | 26.2 | 26.2 |
| Cluster 4 | High | High | High | 10.8 | 38.5 |
| Cluster 5 | High | High | Low | 27.7 | |
| Cluster 6 | Low | High | High | 0 | |

These clusters (1 to 6) were then examined for predominant patterns. Clusters 4 and 5 and clusters 1 and 2 were combined and cluster

3 remained. There were no teachers represented by low scaffolding, high collaboration and high transmission in cluster six which was consequently dropped as a category. Table 3 shows the revised clusters which indicated that 38.5% of the teachers in the sample used high scaffolding and high collaboration with high or low levels of transmission in their instruction (38.5%), followed by teachers using high scaffolding, low collaboration with high or levels of transmission (35.3%). Cluster three (low scaffolding, low collaboration, and low levels of transmission teaching) accounted for 26.2% of teacher responses in the sample. This suggests, for this sample of teachers, that a teacher's instructional approach may not be purely one approach or another, but that combinations of scaffolding, collaboration, and transmission make up the instructional repertoire of the majority of teachers.

Table 3

| Revised Clusters | | | | |
|------------------|-------------|---------------|--------------|-------------------|
| Clusters | Scaffolding | Collaboration | Transmission | % of Participants |
| Combining 4 & 5 | High | High | Both | 38.5 |
| Combining 1 & 2 | High | Low | Both | 35.3 |
| Cluster 3 | Low | Low | Low | 26.2 |

Discussion and Conclusions

According to the results of this study, teachers in this sample did not use one instructional approach exclusively over another. Rather, teachers used a combination of all three instructional approaches, scaffolding student learning, using collaborative learning groups as well as lecturing. Straw's conceptualization of combinations of high or low levels of scaffolding and collaboration with the addition of high/low levels of transmission seems to more accurately reflect the instructional approach employed by teachers.

Interviews with the ten teachers employing high levels of scaffolding and collaboration provided additional insight into their instructional approaches. These teachers reported using the traditional transmission-lecture approach at

times in their instruction, but when asked to describe their lecture approach revealed that the actual use of "lecture" had undergone a metamorphosis. Unlike the traditional notion of transmitting information, these teachers described activities that engaged students in the content being studied through the use of newspaper articles, historical documents, artifacts, and video clips. These teachers actively sought ways to make their lessons interesting for their students and spent considerable time planning. Through this evolution of the lecture approach, teachers were able to maintain control in terms of direction and time management of the lesson while also attending to student responses regarding requests for clarification, correcting misconceptions, and addressing individual needs.

Although the questionnaire and interview data were based on self-reports, this study suggests that many teachers are moving away from a solely transmission-lecture model of instruction to one that includes social constructivist practices of scaffolding student learning and use of collaborative learning groups. Further research to confirm the findings in this study, with a larger sample with more equal numbers of middle and senior years teachers and classroom observation would extend the knowledge gained from this study.

Contact information:

Donna Copsey Haydey, University of Winnipeg
d.haydey@uwinnipeg.ca

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Appendix A

Middle and Senior Years Content Area Teacher Questionnaire

Part A

Please read carefully and check off the boxes that apply to you.

1. Highest degree obtained.

- Teaching certificate
- Bachelor of Education or Bachelor of _____
- Masters of Education or Masters of _____
- PhD in Education or PhD in _____

2. Year degree was awarded

3. Total number of years of teaching experience.

- 0 - 3 years
- 4 - 7 years
- 8 - 13 years
- 14 + years

4. Gender: Female Male

5. Is your age:

- under 30
- between 31 and 39
- between 40 and 49
- between 50 and 59
- 60+

If you are a Middle Years Teacher, go to 6-a and omit 6-b. If you are a Senior Years Teacher skip 6-a and go to 6-b.

6-a. Subject area(s) CURRENTLY teaching.
Check more than one if applicable.

6-b. Subject area(s) CURRENTLY teaching.
Check more than one if applicable.

7. Total number of years teaching this subject.

8. Location of the school:

- Inner city core
- More suburban (surrounding inner city core)

9. Total number of students in school

- Under 100
- 101 – 200
- 201 – 300
- 301 – 400
- 401 – 500
- Over 500

10. Number of teachers in my subject area other than myself.

Part B

Circle the number on the rating scale beside each statement that best describes your teaching concerns and instructional approach according to the following:

There are no right or wrong answers. Responses will be pooled together, and common themes arising from the responses will be the focus of study. For the final part, please indicate the five instructional strategies you use most often.

T 1. Present information in a lecture format, using an overhead or power point presentation.

1 2 3 4 5

C 2. Have students work in groups to talk and share their ideas.

1 2 3 4 5

C 3. Use projects or activities that relate to real world application (posters, brochures, oral presentations, newspaper articles).

1 2 3 4 5

T 4. Have students work independently on end-of-chapter or worksheet questions.

1 2 3 4 5

S 5. Use graphic organizers (maps or charts to represent key concepts and supporting ideas).

1 2 3 4 5

T 6. Have students copy notes from the board or overhead.

1 2 3 4 5

C 7. Have students explain or demonstrate their understanding to the rest of the class.

1 2 3 4 5

T 8. Test at the end of each unit or textbook chapter.

1 2 3 4 5

S 9. Prompt students orally during discussion to clarify their understanding.

1 2 3 4 5

C 10. Have students work together collaboratively in small groups.

1 2 3 4 5

S 11. Move around the room to provide assistance as students work .

1 2 3 4 5

S 12. Teach tips for learning or remembering (metacognitive strategies) to help students read and study.

1 2 3 4 5

T 13. Use the textbook as the major focus of study.

1 2 3 4 5

S 14. Acknowledge difficulties or inconsistencies in text.

1 2 3 4 5

C 15. Find out what students already know about a new topic or unit before you begin.

1 2 3 4 5

T 16. Have students work independently when reading and writing.

1 2 3 4 5

S 17. Use a variety of print material (trade books, newspaper articles, pamphlets, etc.)

1 2 3 4 5

C 18. Have students consider divergent points of view.

1 2 3 4 5

S 19. Group students based on ability levels.

1 2 3 4 5

C 20. Have students discuss their knowledge, ideas, or questions.

1 2 3 4 5

S 21. Have students decide on their own topics for research and inquiry.

1 2 3 4 5

C 22. Work directly with small groups of students.

1 2 3 4 5

T 23. Worry about covering curriculum content

1 2 3 4 5

S 24. Provide students with a rubric or scale that will be used to grade their work.

1 2 3 4 5

C 25. Work with other teachers in the school to develop lesson plans or units of study.

1 2 3 4 5

T 26. Prefer that students work quietly.

1 2 3 4 5

T 27. Arrange students' desks to reduce student talk.

1 2 3 4 5

S 28. Give students an overview of the content that they will study.

1 2 3 4 5

C 29. Instruct students in strategies to process text.

1 2 3 4 5

T 30. Assume complete responsibility for curricular planning.

1 2 3 4 5

Achievement of Francophone Students in a Minority Language Setting

- Jules Rocque, Ph.D.

Abstract

This is a brief summary of the *Analytical Report of the Pan-Canadian results of francophone students in a minority-language setting in the School Achievement Indicators Program (SAIP)* of the Council of Ministers of Education (CMEC). The CMEC produced the *Analytical Report for the Pan-Canadian French as a First Language Project – October 2004*. The analysis covered a set of 12 SAIP assessments between 1993 and 1999 (p. 12). Data was collected on students aged 13 and 16 from all provinces and territories in reading and writing, mathematics and science. (The complete CMEC *Analytical Report* is available on-line: <http://www.cmec.ca/else/francophone/analysis.en.pdf> (disponible aussi en français: <http://www.cmec.ca/else/francophone/analysis.fr.pdf>)

Review of Research

International studies reveal similar results for minority francophone students across Canada. These studies are PISA: Programme for International Student Assessment; TIMSS: Third International Mathematics and Science Study; and DIEPE: *Description internationale des enseignements and des performances en matière d'écrit*.

- **Mathematics:** There were few significant differences observed between the averages obtained by minority francophone students and those of majority anglophone students in the same jurisdictions.
- **Reading, writing and science:** The results obtained by minority francophone students reflect lower performance than those of majority anglophone students.(p.7)

Factors Relating to Academic Performance

In all populations, common factors influence student performance:

- characteristics specific to students: gender, confidence in abilities, interest in subject, and use of learning strategies

- school's organization and pedagogical resources, socio-economic level of family. (p. 8)

Factors specific to a minority

Links can be established between various socio-linguistic experiences of minority francophone students' learning and academic performance. For example, the percentage of instruction in French has a positive influence on student performance without having a negative effect on performance in English. The community's ethno-linguistic and cultural vitality also have a positive effect on students' skills in French. Cultural vitality comprises a conceptual approach that attempts to identify and define indicators (strength/presence of language at home and in community, number of speakers, social support network in the minority language, etc.) to determine whether a minority language will be maintained or not. In short, the more French-speaking minority students are exposed to the French language in their daily activities, the stronger their skills will be.

Limitations and constraints

As not all student questionnaires used to collect contextual data on learning were designed uniformly and due to the absence of certain ethno-linguistic and sociolinguistic factors, it was impossible to conduct a complete analysis of the particular language situation of minority francophone students throughout Canada. (p. 9)

Scope of analysis

It is important to note "that the purpose of the study was to observe trends in the French/Minority group overall, not to analyze the special features of francophones in each province and territory.... Also, not all jurisdictions make the distinction between students who attend French-language schools and those enrolled in French immersion" (p. 13).

Summary

The following table shows SAIP results compared with Canadian average results (1993-1999).

SAIP results compared with Canadian average (1993-1999)

| | Math Content | Math Problem Solving | Reading | Writing | Science Written Assessment | Science Practical Assessment |
|------------------|---------------|----------------------|---------------|---------------|----------------------------|------------------------------|
| French Majority | Above Average | Above Average | Above Average | Average | Average | Average |
| French Minority | Average | Average | Below average | Below average | Below average | Very close to average |
| English Majority | Average | Average | Average | Average | Average | Average |
| English Minority | Above average | Above average | Average | Average | Average | Average |

(Analytical Report for the *Pan-Canadian French as a First Language Project* – October 2004, p. 24).

In academic subjects that require considerable use of the French language (writing, reading and written assessments in science) the performance is lower among minority francophone students compared with English-speaking students.

Mathematics In the area of Mathematics, the SAIP analysis revealed no weakness specific to the minority francophone group in comparison to anglophone students in majority communities. Therefore, minority-language status does not seem to disadvantage francophone students in Mathematics. (p. 33)

Reading and writing

Francophone students in minority-language settings experience language difficulties in comparison to the average Canadian student in reading (moderate to high). This difference is even higher when compared with students in a majority francophone milieu. Minority francophone students also experience difficulties in writing when compared to other Canadian students. (p. 34)

Differences between francophone students in minority-language settings and other Canadian students

In **reading**, francophone students in minority-language settings differ from other students. They tend to:

- resort less often to cognitive reading strategies
- be less persistent in the face of difficulties (tend to skirt difficulties in most

cases)

- read a little less than average Canadian students
- have low to moderate encouragement to read at home
- have diverse interests in reading, are exposed to a variety of texts and are particularly interested in current events more so than their Canadian counterparts.

In **writing**, francophone students in minority-language settings:

- have a little less interest than Canadian students in writing
- have a little less confidence in their own writing abilities
- make less use of computers to write
- discuss their written work more often
- consult dictionaries/other works more often as they experience greater difficulties.

Possible interventions: reading and writing

Various pedagogical interventions could be considered in order to increase reading and writing performance for francophone students in minority-language settings:

- increase use of cognitive reading strategies in meaningful contexts
- increase training for teachers in the area of reading strategies
- seek ways to enhance student motivation for reading (learn and have confidence in their abilities prior to learning new strategies)
- seek ways of promoting more reading in French (in school and at home)
- seek pedagogical approaches that encourage students to write regularly (meaningful contexts, subjects of interest and active role for learner) to instil enjoyment of writing
- favour approaches based on intrinsic motivation (explicit teaching of effective writing strategies). (p. 34-35)

Science

The average francophone student in a minority-language setting has the following profile in science:

- is motivated by science (some aspects of course are less stimulating)
- asks parents less often for help and discusses school assignments less than average Canadian student
- believes that effort is important to succeed
- tends more often to blame teachers for low/failing grades than average Canadian student
- is exposed more to science experiments and labs outside of class than average Canadian student
- places less importance on science as subject
- has greater difficulty with written assessment than practical assessment. (p. 35)

Possible interventions: science

In order to support francophone students in minority-language settings, the following interventions could be considered:

- seek approaches that promote student accountability and encourages them to take more responsibility for their learning
- due to vocabulary problems, teachers should be vigilant in use of scientific terminology
- give greater consideration to the predominance of English in day-to-day experience
- seek approaches that favour experimenting, hands-on use of objects (relevancy)
- cultivate natural motivation for science (more use of discussion)
- maintain (increase) cognitive requirements associated with learning science (meaningful learning context, thorough developed treatment of concepts, helping students feel competent). (p. 35)

Possible Follow-up

The *Pan-Canadian results of francophone students in a minority-language setting in the School Achievement Indicators Program (SAIP) Analytical Report* “demonstrates the importance of defining pan-Canadian educational projects that will advance development of and research on minority francophone education” (p. 43). Some examples are listed below:

- Pooling of resources and expertise:

building on other authority’s/district’s knowledge and successes (networking) could help support particular challenges in the area of minority francophone students in Canada.

- Professional training: a concerted effort in the area of pedagogical teacher training with an awareness of the particular needs of minority francophone students.
- Educational and pedagogical resources: preparing diagnostic tools to determine minority francophone students’ language needs while focusing on pedagogical activities/projects that promote oral language in a variety of authentic communication settings.
- Community Resources: launching an awareness campaign among parents and other community members to help them better understand the particular challenges surrounding francophone education in a minority language-setting. (p. 43)

Conclusion

The results of minority francophone students in the SAIP clearly establishes that their performance level in areas requiring a sound knowledge of language (reading, writing and science) is below the level of other Canadian students.

“Research confirms that language skills are closely linked to academic performance and that insufficient development of these skills may pose an obstacle to learning, which would partly explain the results obtained by minority francophone students” (p. 45).

The report also revealed that francophone students in minority-language-settings have certain characteristics (lower self-confidence in their ability, less use of cognitive strategies and more frequent reliance on avoidance strategies) that must be considered in planning pedagogical interventions and exploring avenues to improve their academic performance.

These interventions would, however, have a broader, more significant scope if they were integrated into a comprehensive pedagogical approach tailored to the minority context, which would better meet the

specific needs of minority francophone students.... The paradigm shift required to meet minority education needs will be possible only if all partners involved contribute to the shift. Educators, parents, and other members of the community all have a specific role to play in developing, maintaining, and enriching French language schools in Canada. The francophone minority owes it to itself to work collectively and concertedly to be better equipped to break out of isolation, meet educational challenges, and promote quality and excellence in its institutions (p. 45).

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Reinventing the School Board: 'Guarding the Public Trust'

- Laura Reimer, University of Manitoba

Abstract

This paper examines the decision of three Manitoba school boards and superintendents to reinvent their school boards and stand accountable for improving education in their jurisdictions. These boards, carrying the pseudonyms Prairie Fields, Phoenix and Thunder School Divisions, have turned to policy leadership and John Carver's Policy Governance® to guide this transformation. By leaving administrative matters to administration, and clearly defining and measuring goals, these Boards focus on governing, and guard the public trust by knowing, not assuming, that education is improving in their jurisdictions.

Introduction

In Canada's National Art Gallery in Ottawa, Robert Harris' 1879 canvas "The Meeting of the School Trustees," hangs as testament to the governance history of the school board; for most school boards, little has changed in over 100 years, and few provide the leadership that modern times demand. Like their predecessors in the 19th century, many well-intentioned modern trustees believe they must involve themselves in daily 'administrivia' to do their job properly. Much has been written in recent years criticizing the lack of vision and leadership among school board members, but there are school boards in Manitoba who have set themselves apart from the mass.

Three school boards in Manitoba have chosen to undertake a deliberate and mindful re-examination of their structures and practices of school board governance. Radical changes to their board policy manuals allow the manuals to be both familiar and usable. The new board policy manuals contain hundreds fewer but much more comprehensive, broadly-stated policies that will guide, rather than prescribe, the activities of school division personnel, and provide the trustees with genuine measures of divisional progress toward board goals.

This study explored the contributing reasons behind the deliberate transition of these school boards from frustration and ineffective

leadership to a locally appropriate governance model, policy leadership.

Background

According to the Canadian provincial education Acts, the school board governs in trust on behalf of its public ownership – thus, the title School Trustees. During the 1970s and 1980s, most school divisions and school boards established their policy manuals as specific and separate responses to the many challenges encountered by individual school division personnel. As these policies swelled in number, many boards organized them around a system developed in the United States and endorsed by the American National School Boards Association. In the NSBA classification system and other less formal systems used by the majority of Manitoba school boards, daily administrative procedures and larger board policies stand side-by-side. Without care and constant review, they can rapidly become obsolete and even contradictory. The Superintendents interviewed concurred that, "as a whole, [the province] is still [using] a very traditional model." Most of the "policies" are actually rules rather than governing policies. Although literature states that the school board should be well-acquainted with the policies that govern the school division, the sheer number of policies (typically several hundred) within school division policy manuals hinder currency and familiarity by the part-time school trustees and sometimes by the administrators and personnel who must implement the policies during the daily operations of the school division (Carver, 1990,1997; Eadie, 2001, 2005; Smoley, 1999). The policy manuals are public documents, and most in the province are available through the websites of the school divisions.

During a relatively short period (18 months) the school boards examined in this study underwent deliberate change in governance, part of which included the establishment of two policy manuals, instead of one large manual. Board policies are very few and are contained in one manageable document. Administrative authority is officially passed to the Superintendent through board policy, and all administrative procedures and regulations make

up a Regulations and Procedures manual that is influenced by the decisions of the board, but maintained and amended within the administrative ranks of the school division. This separation underscores the distinction between the role of the school board as governors, and the role of administration as operators. It also assists the board in maintaining superintendent accountability for the culture and conduct within the division. These school divisions have developed customized, concise, board governance policy manuals, reflective of the public values they are elected to represent.

Much of the school board reform taking place within this study has been influenced, or informed, by the work of John Carver (1990). Policy governance®, the registered trademark of Mr. Carver, is a revolutionary design for board leadership that has been fully embraced by one Manitoba school board to date. To briefly summarize, the model distinguishes between the role of the elected board and the role of the school division's administration by aggressively defining the board's values and embedding them within four types of policies: ends policies, board process policies, executive limitation policies, and board-community relationship policies. Two distinct manuals are developed to reinforce this distinction; one containing board policies, and one containing administrative procedures and regulations. The statements of the board's instructions to its Chief Executive Officer and to the Board itself form the board policy manual. The development, review and resulting monitoring reports of board policies are the primary pre-occupation of a board according to policy governance®.

In Manitoba, a hybrid based upon but different from Mr. Carver's Policy Governance® model has been adopted by the other two school boards within this study.

In these policy leadership (not Policy Governance®) models, each Board policy reflects the board's values, and provides guidance. As the Chief Executive Officer and senior administrator of the school division, the Superintendent must translate these values into the day to day operations of the school division. In Saskatchewan, where the provincial school board association has endorsed and encouraged reformed governance, the developing model is called strategic governance, and in Alberta, it is called policy leadership. In New Brunswick, the

province has mandated that its District School Councils operationalize Policy Governance®. The Superintendents interviewed for this study referred to their adaptation of the model as "strategic governance," as "pushing forward with the principles of policy governance," a "quasi-policy model" and as "informed by Policy Governance®." The terms policy leadership and strategic governance are used interchangeably in this paper, but are not to be confused with policy governance®. Whichever terminology was chosen by the boards, all Superintendents/CEOs indicated agreement with their colleague who stated "there was a realization that we needed to change things...We said let's do governance in a different way."

Methods and Procedures

This study was conducted within a two week period in the spring of 2006. After receiving approval from the University's Faculty of Education Coursework Research Review Committee, the researcher sent letters of invitation to four Superintendents, who were identified through their reputations as strong innovative leaders, and through indications of governance changes on their divisional web-sites. Each of the Superintendent/CEOs interviewed were employed for fewer than 5 years by the school divisions identified in this paper and are first-time Superintendent/CEOs. All four responded with enthusiasm, and in-person interview dates were scheduled by the researcher. Unfortunately, a faulty tape recorder rendered the use of data from one interview unusable.

Prior to the interview date, the researcher sent the attached questions (see Appendix A) to the Superintendents through electronic mail. Two of the interviews were conducted in person and tape-recorded in the office of each of the superintendents, on site in their central office. Consent letters were signed at the commencement of the interviews, and the researcher answered any related questions of the participants. After each interview, the tapes were immediately transcribed in the office of the interviewer. Observer comments and physical details recalled from the interview were added. The researcher served to transcribe. Earphones were used to assure confidentiality of the voices on the tapes. As the tapes were transcribed, all identifying information was removed. The tapes were erased upon completion of this research

report. Transcriptions were analyzed and compared for themes and the overall findings are explored in this report.

Themes

Three dominant themes emerged from the data. In brief, the first theme was the emergence of a leadership strategy by the Superintendents to guide their somewhat reluctant school boards toward effective and important governance.

The second theme was the development of a governance model that reflected the unique local culture and values of each school division, as represented in the redesigned board policy manual.

A third theme was the deep-rooted conviction of the Superintendents that the common and traditional style of school boards to try to function as “bosses” does not develop responsive and relevant school board governance for the current challenges facing education systems. Frustrated by school boards and colleagues who were reluctant to consider changes in governing, one Superintendent stated, “they’ve got to get with the times.” This third theme included sentiments that the traditional managerial model, while relevant at one time, has encouraged undesirable products including unusable policy manuals. The current habits of school boards produce trustees who are confused about their roles and lack training in governance, but understand that as an elected board, they are to “lead,” which to many, means do the job of the superintendent, without the attendant expertise or qualifications. This results in frustrated superintendents, and no accountability for the good - and the less good - taking place in the school division enterprise. Under the influence and encouragement of strategic Superintendents committed to excellence in schools, the solution for the school boards within this study has been to deliberately embrace Policy Governance® or policy leadership.

Early in their tenure, these Superintendents recognized that their Boards needed to govern differently. The initial finding from this study was that the redesign of policy manuals was not the primary purpose or goal in the shift. That was an important component, but the changes in leadership philosophy addressed much more serious issues, of which the huge policy manual was only one. The Superinten-

dents commenced a gentle process to enlighten their Trustees about the unsatisfactory consequences of traditional governance within their respective divisions, and the merits of relevant leadership. Research has demonstrated a positive correlation between strong leadership and teamwork from the school board, and raising student achievement (Goodman & Zimmerman, 2000). This eventually led to a decision by the Boards to deliberately change their governance models, resulting also in changed policy manuals. Two of the policy manuals were redesigned as a foundation upon which to change the governance habits of the school board. The third policy manual was developed within John Carver’s policy governance® model, as a response to mindfully different governing. All the original policy manuals were very large, difficult to use, and outdated. According to their Superintendents, none of the school trustees had a sense of familiarity or ownership of the manuals. As Chief Executive Officers, the Superintendents knew that the policy manual was an important tool belonging to the board, and critical for effective governance. One stated succinctly, “[It’s] a very important job for the board to know their policies. They own them.” Other indicators that the school boards were not familiar with their policy manuals, and were not governing with relevance, emerged from the terms that described their primary directive document. The policy manuals were described by the three Superintendents that used them as “monstrosities,” a “door stop” and “unmanageable.”

Another issue that emerged from the data was the low governance capacities of Trustees to develop and establish meaningful policy. In describing the situation, the Superintendents shared that “the policy manual is out of control”; “the Principals were not using the forms and processes outlined in it”; “there’s no outcomes that [the school board] asked [the Superintendent] to accomplish”; “we don’t even know if we’re compliant”; “we had no vision, beliefs, values”; and there was a lack of “any real training on being a trustee in the so-called old model.” These phrases present a shocking picture of school boards making uninformed board decisions through the perpetuation of inadequate policy manuals. The Boards in this study were responsive to their recognized situations, however, and all three school boards subsequently

established governance budgets to assist them with effective transitions from traditional school board habits to policy leadership.

Exploring the Findings

One early catalyst for change shared by all three school divisions was the problem of large and irrelevant policy manuals. Since school trustees are elected to represent the public will of the community that elects them, irrelevant policy manuals can seriously compromise the integrity of the school board, and serve to disconnect, rather than reinforce the constituency representation of the Board of Trustees. The Prairie Fields School superintendent referred to their policy manual as “huge,” containing “huge gaps.” The manual was described as “cumbersome” and containing policies that were “long-winded, meaningless and confusing.” Thunder School Division admitted candidly that the policy manual was “unusable,” “unmanageable,” its scope was “getting out of control” and much of it could not be implemented. The Superintendent stated: “If you have too many policies, you’re not going to get compliance because people just don’t know what they are.” He observed that “when you have 200 policies, it’s impossible” to know “what all [the] policies are.” Phoenix School Division was the product of the Manitoba government’s forced amalgamations of 2002, and the two policy manuals that accompanied that amalgamation were similar to those of Thunder and Prairie Fields. The Phoenix Superintendent described the policy manuals as “big monstrosities;” they laid them aside and are writing new ones as the need arises. The policy manuals in all three school divisions, therefore, failed to guide the divisions in their daily operations.

Catalysts for Change

The policy manuals were only a symptom of a deeper problem, and one that all three Superintendents recognized and tackled with persistence and conviction – the need for transformed board governance. All three Superintendents found a solution in the basic philosophy of policy leadership and gently led their boards to change the way they governed. All the Superintendents sought to help the Board of Trustees “gain more control over the main business [of the school division], which is education.” The formal decision to implement policy leadership

and policy governance® came slowly.

Prior to exploring a reinvented school board, the Superintendents observed that their boards were struggling with the tension between what they wanted to do as leaders, and how they were bound under their traditional structure. This served as further impetus for change. All the Superintendents indicated that they recognized that the Trustees wanted to be good governors and effect positive change in their school divisions, but couldn’t. One said that policy leadership would “solidify the board’s governance role,” another stated that “it’s about how we make decisions,” while the third stated “it just allows us to take more time to focus on the important things.” All the Superintendents were very respectful of their school boards and spoke positively of their trustees. They said “the board made leaps and bounds in understanding their governance role;” the public had elected “really progressive people who were sick and tired of sitting in meetings;” and “there are good trustees.”

Although the Superintendents were polite and highly professional, beneath the polite phrases were startling pieces of information regarding the activities and philosophies of school boards. When the phrases and words are placed together, they portray well-intended school trustees whose lack of governance knowledge has undermined their sincere efforts toward positive influence. Although school boards undergo general elections every four years, school boards inherit the policy manuals and governance style of the boards that have served before them. Trustee training in Manitoba is optional and sporadic. New trustees are elected to serve beside longer-serving trustees, some of whom developed the detailed manuals, and many who did not receive appropriate governance training. Thus, in the absence of a mandated industry standard, less-than effective governance styles are perpetuated.

When the Superintendents were first hired, they noticed no relation between the trustees and the policy manuals they were responsible for. The Superintendents observed that: “the board didn’t really have a handle on our policy;” “the policy manual was...getting out of control;” and most concerning was the statement that “it was not being used and none of us had any idea what was all in it.” School board governance was obviously not working in the

three school divisions of this study, and trustees could not perform the task they were elected to do. Action was undertaken by the Superintendents/CEOs of the school divisions. In describing their methodology, one reported that he asked his school board questions such as “where do we need to go as a school division? what do you think?” and “how can you hold me accountable [for decisions made by the Trustees]?” (a very common practice by school boards). A series of questions reminded the Trustees that they needed to have “a conversation about how [they] will govern” so that they could “get into some more seminal issues” about education. Another superintendent worked diligently over “four years” until there was “an opportunity worth seizing” and the board voted to move toward their version of policy leadership. The third Superintendent is still in the actual processes of change, but has also worked persuasively and persistently, sometimes patiently and sometimes resorting to “nagging” in the context of “annual evaluation” and “of new policies as they’d come” until his board “agreed” that they “needed to move forward on this in some shape or form.” The Superintendents recognized that change was needed, and worked to encourage and inform their board of trustees to the same recognition, and to act upon it.

The superintendents used very serious words in their statements, commenting that the traditional model “was not the kind of governance model that I wanted to be part of.” Another said, “We had no vision, beliefs, values,” (which are the foundations of policy development); while the third said that “the board that I could see myself working for” would be one that “could use me in a proper way. Otherwise, I’m not interested and would gladly go back to a school and work.” One Superintendent stopped smiling and looked away when describing the frustration with that school board’s tendency to procrastinate, and another stopped speaking entirely and was deep in thought for a moment. The body language supported their deep desire to improve governance so that the school divisions could better serve all learners. These are grave and earnest statements indicating that the change to effective policy leadership from “traditional mechanistic” governance was extremely critical to these Superintendents, yet they all seemed too polite to “lay it on the line”

to their employer, the collective school board, and instead followed a long and slow process of education toward change. Perhaps the complex challenges inherent within such a broad strategic change in part explains why there are so few Manitoba school divisions undertaking policy leadership when compared to the other Canadian provinces.

The successful and mindful execution of the governance role is critical for the success of any organization, and in particular, for a school division, where, as one Superintendent declared, the “stakes are very high.” Other indications for the need for renewed governance included references to the common tendency of board members to involve themselves in the daily operations of the school division, which is not within their jurisdiction, nor their expertise, as elected trustees. The difficulty for modern trustees in representing their community and not trying to run the school district was reflected in the following reflections of the superintendents: “whether or not the trustees actually ever truly let go,” “micro-management,” and “I tried to ease Trustees into their understanding of the purpose and function of policy.” As is common, Trustees had abandoned their governance role and become involved in administrative matters, which are the Superintendent’s responsibilities, not the Board’s. By the time of this study, all three Boards were breaking the old habits and changing their agendas, meeting content, and their policy manuals to enhance governance.

The Role of the Superintendents

The Superintendents interviewed for this study expressed a responsibility to assist their Trustees “in understanding their governance role.” They spoke very positively of their individual Trustees and of a desire that their school boards lead in the governance capacity they were elected to fulfill. Although one stated clearly that the Trustees “hadn’t had any real training on being a trustee in the so-called old model,” the others indicated that they felt responsible for most of the Trustee training on their boards. The Superintendents know that the current style of most school boards is inadequate for the school system, and as one stated, “the traditional model is...very mechanistic;” the school divisions are “bound in old models of thinking and doing.” Another Superintendent said: “I found myself scrambling on a regular

basis whenever an issue came up to find if we had a policy or if we didn't." This is, of course, "an unmanageable situation." The response of the Superintendents to their individual challenges was to work diligently, persistently and wisely with their Boards until the need for change "was just something that they recognized" and "there was a realization that we needed to change things." As one stated eloquently, the role of the Superintendent is to help the Trustees "gain more control over the main business of the school division, which is education." The Prairie Field Superintendent explained the motivation that policy leadership "will keep us true to our very existence – doing what is good for kids."

There were several different strategies used by the Superintendents to inspire their Boards, and each reflects the unique culture and context of their local school division and school board. One was hired into an amalgamated school division which comprised out-of-province senior administration, new trustees, and "a whole bunch of new people with different ideas and an atmosphere of let's not do it the [old] way, let's do it a new way." His methodology was to help his Board recognize that most of the work they have previously done as Trustees "often didn't have much to do with education." Then a consultant gave them "some insight into what it's all about...the board thought about it and made a decision to further explore it," and then retained the services of a consultant to "acquaint them to policy governance® and ...to start redeveloping what we call our policy manual." The Superintendent of Phoenix School Division stated clearly that he believed that the context of progressive people and a genuine desire to "look at education" and "not do it the old way" were keys to the changes in their school division governance model.

In Thunder School Division, despite reservations by some Trustees, and a nearly two year "slow but evolving process" of diligent persuasion on the part of the Superintendent, "the general consensus of the board was...this is the right direction to go." However, at the time of the research for this paper, "the board still needs to get their head around this whole process," despite making their decision "almost a year ago." In this school division, the Superintendent "nagged," "kept bringing it to their attention" and "kept bringing it up" until the Board finally

"agreed." Although the Superintendent appears to have felt some urgency in his lengthy persistence (he began this process almost three years ago), the Board was very slow to heed his advice, but not because of any lack of confidence in his recommendations. "They recognized the need to do this" but were very slow to endorse policy leadership "because they understood that it would require significant time and effort on their part." When they did agree to move toward policy leadership, they chose the dogged process of going "forward with an RFP." (request for proposal for services.) It is curious that an elected school board would be reluctant to change an "unmanageable situation" because it would take "effort on their part." None of the other Superintendents encountered this degree of resistance.

In Prairie Fields, the Superintendent "simply nudged [the trustees] in that direction when opportunities presented themselves." The Prairie Fields Trustees "were moving more and more as a board towards strategic governance" and "had training towards this moment for almost four years."

The role of the Superintendent under a policy leadership model was very clear to all three Superintendents. One said, "I can work with the board on validating, reaffirming, articulating and reciting the policies we're to cherish." Another described the Superintendent's role as "a reasonable interpretation of what [the Board's] vision is," and that clarity, focus and accountability "is much clearer" under policy leadership. The third added that "it's my job as a CEO to keep [the Board] informed" and ensure "a sense of what our limitations" are and "a level of comfort around who was going to make what decisions."

The commitment level of these Superintendents toward improved board governance is notable and commendable, as they succeeded in convincing their Trustees that change was needed and that policy leadership would offer a relevant solution to the challenges of the school board and its school system.

Community Involvement

Community involvement and engagement is integral to the purposes of the school board. The communities served by the school board pay the taxes that support the system, and include the families of people within the

schools. Policy leadership as a governance philosophy strengthens the school board's relationship with their community "The Board has the freedom to start exploring...different ways of thinking and doing." By seeking the views and opinions of various community groups, asking them what they believe to be the future educational needs of the jurisdiction, and actively listening to the public voice, the school board becomes once again the vital link between the community and the school system that democracy expects.

In Phoenix School Division, this has benefited the Trustees with earned "respect" from the people they serve, producing employees and Trustees that are "fired up." In Thunder School Division, the Superintendent recognized the importance of the school board "making a connection with our community" because the Trustees "represent the community" at the Board table. Policy leadership "gives them more time for that as opposed to the other stuff, which is day to day" administrative work. The third Superintendent identified the Board's link to their community as an evolving, important process that underwent change with the commencement of the Superintendent's appointment: "We began to become more collaborative when creating policy...we were careful to consult." The connection between the board and the public they serve is a priority that should be a prominent activity of elected school board trustees. Throughout the research for this study, this theme was prevalent. The Superintendents stated that the time their school board now invests in communicating with and understanding their communities has better equipped them to govern wisely and with the support of the people they represent.

Vision and Values

The topic of vision was common throughout the study. The Superintendents described how conversations about values inform the vision of the Board and then inform the development of policy. One Superintendent described the Board's vision as "a very clear north star." For another, the absence of a values statement had propelled that Superintendent to recognize that for real change to occur in the governance of the school board, a long, patient training process for Trustees would be mandatory. The eventual establishment of board values, vision and beliefs led that board to con-

clude that they needed to seriously revamp their policy manual, and determined that it would be redesigned toward a policy leadership model, in part because they had become more "collaborative." In this school division, the Superintendent and the school board recognized that their system needed to reflect the values of their communities, and so they defined and focused their work around those values. The third Superintendent spoke rarely of his board's perspective in the determination of board values, but did say that policy leadership allows "the functioning of the board" to "take more time to focus on the important things." A clear and achievable vision, the result of frequent and effective public consultation and interaction, is an important expression of board values supported by policy leadership, according to the Superintendents.

The Trustees

There were indications that some Trustees were looking for significant change and improved effectiveness for their school board, and this encouraged and augmented the efforts of the Superintendents to pursue a new governance model, identified as policy leadership. One superintendent described his Trustees as "people who were sick and tired of sitting in meetings and pouring over things that [they] shouldn't be dealing with." He said they wanted to "get into some more meat." In another interview, the Superintendent said that the Trustees "worked hard" trying to address the difficulties of their policy which was "in desperate need of re-organization." The third Superintendent said that the Trustees recognized "that we needed to move forward on this in some shape or form." There were the majority of individual Trustees who were prepared to make changes to the processes and philosophy of the school board (some were very resistant), and this contributed and led to the environment for the implementation of change.

In describing the new work of the school board under their policy governance commitment, one Superintendent said, "the shift is for [the Trustees] to spend a large amount of their time reviewing their existing policies, reaching out and doing some serious work with the moral authority." The Trustees shifted their focus from "dealing with...detail of the day to day operations of the division" to "almost theoretical" work that involved developing relationships with their

public. Another Superintendent described the new work of the Board as “much less micro-management” which had been “so entrenched in this division historically.” Policy leadership meant “the Board had the freedom to start exploring...different ways of thinking and doing.” The third was hopeful, but said the Trustees in that division “still see themselves as having the opportunity to make decisions about day-to-day operations in the school division....a true Policy Governance® model will take some of that away.” Another change to the activities of the school board was that policy leadership “allows us to have a strategic focus. It allows the Board to take a closer ownership of policy...it allows them to focus on strategic governance as opposed to day to day operations of the school division.”

Despite the formal changes to board structures, the Superintendents also shared that many of the trustees “aren’t there yet” and “still want to be involved in those [daily] processes.” Another said, “They’re not all at the same place, you know. Some of them don’t even come to the meetings.” One former school board chairperson, described as “honourable and brave” by the Superintendent, declined further board leadership because that Trustee recognized, “I’m having a hard time letting go. I’m not the person to take us to the next level.” The third Superintendent declared the importance of effective board leadership when he stated that leaders cannot “just go off and do whatever the heck they want to do. We can’t afford to do that any more.” There would be great merit for the Trustees to endeavour to understand Policy Governance® and learn to govern with the leadership model their school divisions need, despite their “discomfort,” growing pains,” and their “hard time letting go.” They must no longer sit “in meetings pouring over things that they shouldn’t be dealing with.” The Superintendents respect their Trustees and the role of the school board, but recognize that there is a reluctance on the part of most Trustees to “let go” and govern, and strong support among trustees across the province to maintain old patterns.

Some shared that the absence of proper and adequate trustee governance training in the province has contributed to the confusion of trustees regarding their role in the school division. One confided that “whether or not the trustees actually ever truly let go of some of the

things they’ve had involvement with in the past remains to be seen.” Another said that “a policy governance® model is definitely more hands-off” but “for some trustees, that’s not something they want.” In the model, the Superintendent makes decisions, and is held accountable for them; in common models, Trustees interfere along the way and do not conduct thorough Superintendent performance evaluations. The Trustee perspective on their reticence could provide interesting research for another study.

Resistance

An interesting challenge to policy leadership came from an unexpected source. Trustees have been reluctant to embrace change, as illustrated above, but reportedly other Superintendents do not offer these Superintendents support in their governance changes. Colleagues in the superintendency have been unsupportive of a deliberate shift away from “working with the traditional model” because they believe “it will make their jobs harder.” The “much higher degree of accountability,” due to the regular submission of reports, which keep the board informed of the school division’s progress toward stated goals and ensure that policies are indeed guiding the school division in the direction that the board is leading, were cited by their colleagues as a reason for resisting governance change. As one Superintendent stated: “some of my colleagues” asked if I was “nuts. Superintendents got it pretty good – why do you want to start supplying all these monitoring reports?” The response of that Superintendent was “you have to raise the bar and [policy leadership] holds me accountable to raising the bar. End of story.”

The three Superintendents interviewed for this study regarded genuine accountability as the best measure of success for everyone involved in the school division, and mentioned the import of increased accountability throughout their interviews and in their demonstrated support of policy leadership. Despite the lack of support from superintendent colleagues, the Superintendents of this study have been determined in their pursuit of the governance model that would best serve the interests of their school division and equip their Boards to become effective leaders.

Conclusions and Further Study

Challenged by outdated structures and procedures both inside and beneath their school boards, three Superintendents recognized that their boards needed to embrace a new way of governing in order to be the effective leaders their modern school systems required. These Superintendents each undertook a novel yet lengthy process to lead their Trustees to realize that change was mandatory, and then to consider and eventually embrace policy leadership as an appropriate governance model. Each Board eventually did accept the encouragement of their senior employee to govern in a new way, but the circumstances that led to that change were unique. In Phoenix, a forced amalgamation and the resulting context: the election of “progressive” people at the Board table, Trustees who desired to “get into some meat” and “look at education;” and a general climate of change, assisted the transition of the board from a “traditional mechanistic” model toward a Policy Governance® model. They “retained the services” of a Policy Governance® consultant, who coached them in the new methods. The Phoenix Board of Trustees is now a school board “committed to transparency and “committed to community involvement.” Their policy manual is developing in response to the new way they are governing – focused on the values of their ownership, and “investing in the seminal ideas and the values” of the Board to “establish new ways of doing and being...so that they can outlast the individuals.”

In Prairie Fields School Division, “the Board made leaps and bounds in understanding their governance role,” and with the “nudging... in that direction” by the Superintendent “...when opportunities presented themselves,” they determined to move toward policy leadership. For the past four years, they worked steadily toward policy leadership, and finally engaged a consultant to assist them. Under the constant encouragement of their Superintendent, they determined that they would develop a new policy manual and an administrative manual to provide the basis for learning to govern differently. Monthly professional development sessions for Trustees, led by Trustees, has increased and improved their governing capacities as well.

The Thunder School Division Board of Trustees has formally adopted policy leadership and has engaged a consultant to assist their transition, commencing with a redesigned policy

manual. The Thunder Trustees were the most reticent of the three groups to embrace the governance changes, but like the other two divisions, they have established a governance budget, an indication that they are serious about pursuing change.

Policy leadership, as described by the Superintendents of Prairie Fields, Phoenix and Thunder School Divisions, is the answer to many of the challenges facing their school boards. Across Manitoba, huge and outdated policy manuals are indicators of a former age of governance that lacks applicability and accountability for today’s school divisions. Trustees who are eager to represent their community with accuracy and knowledge have many opportunities to learn about community values in the policy leadership model. Trustees work as governors, focused on defining the future and engaging their public; they are not pre-occupied with the administrative and managerial matters for which the school division has qualified professional employees. The fewer but comprehensive policies do not invite intrusion into areas beyond school board authority, a common trustee tendency identified by the pejorative term “micromanagement” in the interview process.

With the new governing model, Boards spend less time in meetings and more time working strategically and developing understanding of the values of their electorate and Superintendents experience greater clarity in Board direction. Through policy leadership, policy manuals become relevant and a useful working expression of the Board’s will and vision. Trustees are familiar with the expectations established in their policy manuals. Superintendents also find focus and accountability for themselves through policies that defined the Board’s expectations for the school division. Each model of policy leadership in this study is undergoing modification to “fit the particular needs and desires” of each local school board. Each Superintendent commented positively on the customized policy manual they were developing, and anticipated a renewed vigour at the Board table from Trustees who now have proven indicators that the school divisions are making positive contributions and maximizing the quality learning experiences of students.

This study has opened other opportunities for research and exploration, including the perspective and rationale of the Trustees in-

volved in the shift to strategic policy leadership. Data regarding their personal experiences in changing their leadership style would round out the study. A longitudinal study of the adaptation and the challenges and advantages of board processes that have changed from their current involvement in daily operations, to the ongoing implementation of strategic governance, would also provide rich data for further understanding of this topic.

Despite a lack of support from colleagues, and the majority of Manitoba school boards and school trustee associations remaining within the “traditional mechanistic” governance model, the bold decision to pursue custom-tailored governance within a policy leadership model has established these Superintendents and School Trustees as pioneers in school board governance, reinventing their school boards to guarantee that they “guard the trust” in Manitoba education.

Appendix A

Research Instrument
University of Manitoba
Faculty of Education

Research study: *Redesigned School Board Policy Manuals and Policy Leadership in Manitoba*

Sample Interview Questions:

1. I understand that your school board policy manual is currently being re-designed. This is an innovative decision among Canadian school boards; few in Manitoba have adopted this view. What led to this decision and who initiated consideration of change?
2. What are some of the intended advantages of policy leadership compared to your former governance structure?
3. What goals do you hope to see achieved through this move toward policy leadership?
4. How are your trustees being trained to understand policy governance?
5. How is the re-design taking place? Who is leading the re-design?
6. How is this being paid for?
7. What were some of the challenges you faced as a superintendent working with

the traditional policy manual?

8. What are some of the challenges your board is experiencing during the re-design process?
9. What are some of the advantages to you as a superintendent working with the policy governance model?
10. Any other comments?

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**Creating Positive School Environments:
Toward Optimal Learning & Well-being
of School Children: A Developmental-
Ecological Systems and Preventive Ap-
proach**

- Riva Bartell, Ph.D., University of Manitoba

Synopsis

This field-research project has been propelled by the growing public and school stakeholders' concerns about problem student behaviour, mental health and safety issues in our schools and by the discussion of how best to address these concerns and issues. Growing empirical evidence appears to support the contention that creating positive and supportive school environments is more effective in decreasing disruptive behaviour and crime in schools than using sophisticated assessment methods, identifying individual students, and implementing intervention programs (Mulvey & Cauffman, 2001).

Purpose. The primary and overarching objective of the proposed project is to operationalize, implement, monitor, follow-up and evaluate a prevention program, guided by a developmental-ecological systems perspective that aims at creating environmental conditions for optimal learning, mental health, behaviour and safety of school children in selected schools in two divisional school systems in Winnipeg. This approach emanates from the developing field of prevention science (Coie *et al*, 1993), and, specifically, from its emphasis on resilience and protective factors, those conditions which increase the probability of individuals' resistance to risk factors and dysfunction and which promote wellbeing. Preventive measures are less costly in the long run than isolated, individually-focused remediative interventions in problems as they occur, and they give all school-age chil-

dren equal opportunities to learn appropriate values, attitudes and behaviours in the "natural habitat" of the school. The school provides a point of entry for a comprehensive and sustained prevention program for practically all school-age children. The school community, as an arena for prevention (Reiss & Price (1996), can serve as a focal point in which family, the community and the peer group are brought together in a collaborative and integrative partnership with school personnel and the curriculum to create consistent conditions which are aimed at promoting the learning and the development of prosocial behaviour in children and adolescents.

Method. The proposed project is a quasi-experimental field research, split plot (mixed) design, cohort sequential with non-equivalent control groups. The split plot design will combine quantitative and qualitative methods of analysis that will allow for between- and within-factors comparisons over the duration of the project as well as case studies that will reflect the holistic- phenomenological and cultural nature of the project. The organizational framework for generating the preventive-interventive-principles, practices, actions and activities for this field research is based on the Purkey & Novak's (1996) five-element framework for making schools "invitational"--"Personality of the Place"; "Positive Principles, Policies and Rules"; "Programs"; "Participatory Processes" and "People as Partners" (5 P's). A comprehensive, multi-system package of coordinated, collaborative principles, strategies and programs, with the school as the central focus of preventive interventions, will constitute the core of the framework for the project. Preventive interventions at the classroom level will focus on grades one and five or six--where most of the students are experiencing normative developmental transitions. Participants in the study will be from two schools from each school division, including grade one and grade 5 or 6 classrooms in each of the participating schools. One school in each school division will serve as the control group. A variety of repeated and staggered measures of school and classroom climate by students, teachers and parents, as well as student self-reports on cognitive, behavioural and social-emotional dimensions will be triangulated with objective indicators, such as academic performance, school attendance, nature and frequency

and behavioural infractions, etc., as well as qualitative data from observations, interviews and focus groups with the various stakeholders.

Understanding the Early Years

- D. Edmond, The Winnipeg School Division

Synopsis

Understanding the Early Years (UEY) is a national project that provides research information to local communities so that they may make informed decisions about the best policies and programs to support their young children and families. The UEY Winnipeg site, sponsored by the Winnipeg School Division, is one out of 12 national UEY sites funded by Social Development Canada (formerly Human Resources Development Canada). UEY Winnipeg was a 5 year research project, beginning in 1999 and completed in 2005.

The UEY research information that is collected and provided to local communities comes from three main sources: the Early Development Instrument (EDI), the National Longitudinal Survey of Children and Youth Community Study (NLSCY), and the Community Mapping Study (CMS).

(1) The Early Development Instrument (EDI)

The EDI is an annual questionnaire for kindergarten teachers which is designed to measure the early development levels of a Kindergarten class. The results of the EDI are compiled to demonstrate the strengths and needs of individual neighbourhoods in their ability to ensure their children are 'ready to learn' when they enter grade one. The EDI is a tool designed to assist local communities to make informed decisions about the programs and services that will best support the individual strengths and needs of the children and families within their community. The EDI is not used as an individual child assessment tool, and a child's individual EDI results are never used. The EDI measures children's 'readiness to learn' in the following areas:

- Physical Health and Well-Being
- Emotional Maturity
- Social Competency

- Language Development and Thinking Skills
- Communication Skills and General Knowledge

The provincial government initiated its Manitoba-wide EDI collection in 2002-2003, measuring the 'readiness to learn' of over 8500 Kindergarten children throughout the province. Under this provincial EDI collection, the Winnipeg School Division has the option to continue the EDI component of the UEY, beyond the 2005 termination date of the UEY project.

(2) The National Longitudinal Survey of Children and Youth (NLSCY) Community Study

The NLSCY Community Study collects research from randomly selected parents of young children (age 5) from the national UEY sites. The NLSCY Community Study was administered in 2000 and 2004. Information collected from this study gives each of the national UEY sites—including UEY Winnipeg—a local look at the many parent, family and community factors that play a role in the development of their children.

(3) The Community Mapping Study (CMS)

The CMS presents information on the physical and socio-economic factors within the UEY Winnipeg site and illustrates the many different programs and services available for children and families.

The UEY goal of enhancing community capacity to use research and develop community-based responses was achieved through the collaboration between the Winnipeg School Division and parent-child coalitions. Under the parent-child centred approach program, funded by Healthy Child Manitoba, the parent-child coalitions use of their annual funding to direct programs and services that addressed the evidence-based strengths and needs of their individual communities.

Though the UEY Winnipeg project has terminated in 2005, Social Development Canada is presently in the process of initiating 100 new UEY sites—each with a 3 year duration—across Canada over the next four years.

Contact information:

Doug Edmond, Winnipeg School Division

The Imperial Oil Academy for the Learning of Mathematics, Science and Technology: A professional development possibility for teachers.

- Ralph T. Mason, University of Manitoba and nine colleagues

Synopsis

The University of Manitoba Faculty of Education has received a substantial grant from the Imperial Oil Foundation to establish a centre to foster and support research related to the teaching and learning of mathematics and science. The centre has been named the Imperial Oil Academy for the Learning of Mathematics, Science and Technology.

The Imperial Oil Academy is committed to developing and assisting action (including educational research) that will:

- help educators participate in and adapt to curriculum innovation, including the use of appropriate technologies for learning mathematics and science;
- help young learners develop richer experiences, more complex understandings, and greater interest in mathematics, science, and technology;
- enable more equitable participation and success in opportunities to learn mathematics, science, and technology, especially in relation to under-represented groups such as First Nations young people and teachers;
- work with all schools and school boards to provide professional development and post-graduate opportunities, especially those schools and school boards in rural and remote regions;
- bring together into cooperative action the many stakeholders interested in improving the learning of mathematics, science, and technology;
- contribute to the academic and professional education communities' understandings of the processes that can improve the learning of mathematics, science, and technology.

Members of the Manitoba Education Research Network are welcome to contact the author about possible support from the Imperial Oil

Academy for their endeavors.

Research participation as teacher professional development

Among the reasons for viewing the establishment of the Imperial Oil Academy as a positive development is the possibility that more teachers will be able to participate in research processes. These include the following.

1. Observable indicators of change are built into professional discourse.
 - a. Participants set goals around *change that matters*.
 - b. Goals are linked directly to *observable outcomes*.
 - c. Participants become poised to *notice and appreciate* the achievement of goals.
2. Data flow which adds flavor to the conversation among participants.
 - a. Participants generate statements about *practices and beliefs*.
 - b. Participants generate *connections* between their goals and the professional development content.
 - c. Participants generate *authority* in relation to the professional development focus.
3. Research validates progress.
 - a. Progress is *celebrated*.
 - b. Progress is *specified*: causes are linked to outcomes.
 - c. Participants develop *ownership* of the progress.

Although research must have other purposes as its primary intentions, good research should make a difference to those teachers who are involved.

Collaborative Narrative Inquiry: The ArtsSmarts Manitoba Research Project

- Dr. Ralph Mason, University of Manitoba with Debra Abraham Radi, Joan Martin, and Beryl Peters, (Doctoral students) University of Manitoba

Synopsis

The ArtsSmarts Manitoba Research project is designed to support, chronicle and interpret teachers' efforts to develop self-initiated

changes to their professional practice resulting from their experience observing an ArtsSmarts artist at work. The project is based on a belief espoused by Cameron (2001) that “when a teacher makes one change, the effects ripple throughout the whole web”, resulting in different pedagogical practices not only for that teacher but for other educators within the school system.

Discussion

The ArtsSmarts Manitoba Research project explores four elements: (1) collaborative narrative inquiry with teachers; (2) effects on students’ sense of self as learners; (3) effects on artists’ sense of audience; and (4) nested narrative inquiry. Three doctoral students who acted as narrative inquirers presented this session highlighting their transformative experiences with the first element of this project.

Element 1: Collaborative narrative inquiry with teachers

What are the elements that a teacher perceives as affecting his/her efforts to identify and amend implicit principles and priorities of practice in response to an opportunity to see her/his students learning under the guidance of a non-teacher professional artist?

Because the research is pursuing data about teachers’ perceptions of their own practices, it uses collaborative narrative inquiry as its method, an interpersonal research process that, among other benefits, brings the research inquirer into collaborative professional discourse with the classroom teacher. This provides a mechanism for the research inquirer to contribute to professional development and, at the same time, generate and validate meaningful data about professional growth.

The stages of collaborative action research - Inquiry, Commitment to Action and Collaboration – were defined as the underpinnings of the research methodology known as collaborative narrative inquiry. The concept of the circular story telling that occurs between the teacher and the narrative inquirer was described. The process begins when the narrative inquirer and the classroom teacher watch a lesson with the artist. The narrative inquirer next

meets with the classroom teacher to discuss the impact of the artists’ lesson on his/her teaching practices. The researcher constructs a 3 paragraph narrative text which is shared with the teacher at a later date. A shared understanding of the text is negotiated between the inquirer and the teacher. The narrative texts formed the basis of the session. The three doctoral students who acted as narrative inquirers each presented some of the highlights of their unique experiences with the narrative inquiry methodology in various schools across Manitoba. Participants were invited to listen for common themes across the three presentations and were encouraged to share their findings in the large group setting.

Conclusion

The experiences of the doctoral students as narrative inquirers validate the potential associated with narrative inquiry as a research methodology. The ArtsSmarts Manitoba Research Project is ongoing. When the data is analyzed for all four elements of the project, it is anticipated that there will be support for the role of arts education across the curriculum.

(We wish to acknowledge the contribution of our colleague, Phyllis Hildebrand, to the preparation of our presentation. Unfortunately, Phyllis was unable to attend and participate in the Seminar.)

Music as Catalyst for Positive Learning Community

Kevin Doell, Sunrise School Division, Music Consultant

Synopsis

This session which was based on a practice that Sunrise School Division has found successful. It is important to note that the presentation was not based on music education advocacy or the notion that “Music Makes You Smarter” but rather, was based on how music education programs within a school can positively affect the school, Division and community, how it changes the culture within the school, and how it helps to address aspects of respect, teamwork and social skills.

Eric Schaps in his article *Creating a School*

Community asks the question “How do we get kids to behave” and states that in order for students to feel like they are part of a positive community, they need to feel that they have a voice in the community; that they are active, participating members; that they play a significant role, that they feel safe, cared for, and respected; and that they have place within the community and culture. The music room meets these criteria for many students.

We examined how the music room functions as that of a “perfect” community, where students do feel safe, are important members, and interdependent. Real music creation occurs when students respect each other and are responsible for their role in the community. Students in the music room have a voice in the end goal and are all working toward that same goal. These life lessons will eventually transfer into other areas of the student’s school experience.

In Sunrise, we have experienced that student behaviour at school assemblies and during school in general has improved as the result of adding or improving the school music program. Students who, themselves perform, understand how important it is to have an appreciative audience, and therefore want to be that type of audience member.

We have also observed tremendous success in creating a positive school climate through the natural creation of peer monitoring within the music room. This is mostly due to the fact that the students want to succeed and want to create music. Spending time discussing rules and dealing with behaviour problems is counterproductive and wastes rehearsal time. In many positive music rooms, peer monitoring becomes the norm, largely removing the responsibility from the classroom teacher, allowing the instructor to focus on instruction rather than discipline.

The session also focused on the very positive impact a music program can provide for communities and how involved parents can become. Many schools have parent committees that get involved directly in fund raising, organizing, chaperoning, attending concerts, helping and ensuring students do their practicing at home, as well as bringing family and community members to productions.

It was also noted that students join music classes for several reasons:

1. parental encouragement
2. the “like” of music
3. the chance to get away from school work, and
4. social benefit- to make friends and break down the social barriers.

Conclusion

Music education can take many forms. Within Sunrise School Division we have developed over 16 different types of music classes from senior orchestra to fiddling to handbells and choir. We have found it important to tailor the program to fit the culture and needs of the community rather than what fits the budget or timetable.

Thinking Like Archimedes: An Instructional Design Experiment

- Evan Janzen Roth, St. James-Assiniboia School Division and Ralph T. Mason, University of Manitoba

Synopsis

(Along with support from the researchers’ institutions, funding for this study was provided by the Imperial Oil Academy for the Learning of Mathematics, Science, and Technology.)

The authors reported on a design experiment aiming to develop curriculum that incorporates the thinking of Archimedes about the geometry of the circle into high school mathematics. Students graphed relationships among the radius, diameter, circumference, and area of circles. They circumscribed and inscribed regular polygons to approximate π . Readings from historians’ accounts of the life of Archimedes were interwoven throughout the unit. Overall, the curriculum design reflects principles of inquiry-oriented learning to make students’ engagement with content more thoughtful and rewarding.

Discussion

In a pivotal experience for many of the students, the students constructed a geometric representation of the calculus-like thinking of Archimedes (Mason & Janzen Roth, 2004).

This process involved progressively subdividing a circle into more and more sectors, rearranging the sectors into a rectangle each time. Then, as a thought experiment, the students imagined the results if the number of sectors approached infinity and the base of each sector approached the infinitesimal.

Design experiments (Cobb et al., 2003) operate on at least two levels, both dependent on the ongoing interpretation of data on student learning. On one level, design experiments develop and refine curriculum for use by others. This project is developing a unit of instruction for academic students in high school mathematics that enables them to understand mathematical formulas more richly and purposefully. Data for this process includes the students' products from each lesson, and interactive writing between the students and the teacher/researchers. On a second level, design experiments address a specific research question. This research is investigating the nature of students' orientations toward learning in senior years mathematics. For this element, along with the data for the curriculum development aspect, a narrative-inquiry process has elucidated students' beliefs about their purposes and role in schools and in mathematics.

The authors shared the purposes, the process, and the successes (sometimes full, sometimes partial) that emerged from the first major cycle of implementing the curriculum innovation. The intention was to make the methods of design experiment research available for consideration by other teachers and researchers. They have found it to be a flexible methodology that allows them to be responsive to the students we taught. At the same time, as a research process it has proven to be rigorous enough to enable them to obtain meaningful and wide-ranging data about a significant educational challenge.

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Manitoba Speech-Language Pathology Outcomes Measure

- Mark Robertson et. al.

Synopsis

Increasing demands are being placed on speech-language pathology services in schools and in the community as evident by lengthy waiting lists and large caseload numbers. Speech-language pathology service delivery models vary across Manitoba and across the country. Historically there has not been a consistent national or a provincial system in Manitoba for defining client severity and priority levels nor a consistent way of determining outcomes from intervention.

A need was identified for a consistent method of caseload rating, caseload selection and measurement of outcomes from intervention. Such a mechanism would assist speech-language pathologists in clinical decision making, enhance quality assurance, assist transition planning, and provide consistency among clinicians, school divisions and public agencies.

A project team under the auspices of Manitoba Education, Citizenship and Youth developed a system to define standard severity levels, standard priority rating, and standard treatment outcome measurement.

Purpose

The purpose of the system was to measure change in an individual's performance as a result of speech-language intervention. Individuals are assigned a severity and priority rating at the beginning of intervention and again at the end of intervention or at the end of a designated period of time of not more than one year.

The system would also assist in caseload prioritization and provide consistency across programs in rating individuals in terms of severity and in measuring outcomes. Improved communication between clinicians, school divisions and public agencies would be facilitated by the utilization of a consistent system.

Method

The project was initiated in March 1998 with speech-language pathologists participating from the Interlake and South Central regions of Manitoba. A total of 25 speech-language pathologists from 15 school divisions, one Health Region and one Family Service Region participated in the project.

The project team reviewed a number of outcome measurement tools including the *Structural, Process and Outcome Standards for Alberta Health Unit Speech-Language Pathology Programs*, *The American Speech-Language-Hearing Association (ASHA) National Treatment Outcome Data Collection Project*, the *New Brunswick Priority Rating Scale* and the *Iowa Severity Rating Scales for Communication Disabilities*. These tools were all reviewed in terms of their ability to measure functional change in individual performance, age range criteria and ease of application.

The project team initially determined that the ASHA Functional Communication Measures provided the best severity rating scale while the Alberta Priority Rating Scale provided the best means of prioritizing individuals. Upon further review it was determined that both of these tools would have to be adapted and revised to better capture functional change, add certain elements important in individual prioritization and redefine terms to better reflect service delivery models.

The final system developed was unique in that an intersectoral team representing speech-language pathologists from a number of different settings, mandates and service delivery models worked to create a system that transcends traditional boundaries. The system reflects this uniqueness in that it was designed for individuals from 0 to 21 years of age. The severity rating system was also unique in that it incorporated recent developments in the areas of phonological awareness and word finding into the severity rating scale. The priority rating system adapted from Alberta was also further adapted to include information from the New Brunswick Priority Rating Scale to make it more functional and include the impact of a disorder on an individual's ability to function at home, school, work, or play.

Results

The project has produced a documented,

consistent system for rating the severity of communication disorders, prioritizing individuals and measuring outcomes from intervention. A manual comprised of implementation procedures, case studies, trouble shooting guide, glossary, data collection form, variables affecting outcomes, and bibliography has been developed to facilitate utilization.

The project has also resulted in a review of terms used to describe the services and service delivery models currently utilized in Manitoba. These changes came about as the project team discussed how services are delivered across Education, Health, and Family Services with a client-focused perspective. As a result, terms such as

“consultative collaborative” have been adapted and new terms such as “intervention mode” have been introduced to standardize terminology across Manitoba in Education, Health and Family Services.

To further facilitate utilization and implementation of the outcome system an interactive web site database has been developed. The web site allows speech-language pathologists to input caseload information and generate reports regarding caseload composition, severity levels, priority ranking and outcomes from intervention. The web site is secure and meets the provisions of *The Personal Health Information Act* and *The Freedom of Information and Protection of Privacy Act*.

Currently over 140 speech-language pathologists in Education, Health, and Family Services are utilizing the Manitoba Speech-Language Pathology Outcomes Measure. Speech-language pathologists involved in the project have reported that the system has assisted in the prioritization of individuals on the caseload, facilitated goal writing, and has been very proactive in providing accountable speech-language pathology services.

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Improving Employment Readiness of Students: A Market-Oriented Approach

- Satyendra Singh, University of Winnipeg

Synopsis

Preparing students for employment, commensurate with their academic qualifications, is of concern to all involved in the educational establishment. This raises the question of how to bridge the gap between academic theory and its application in order to prepare students for appropriate career-oriented jobs. In attempting to answer the question, the paper proposes and discusses two views of learning: *market-oriented*, and *academic oriented*. For instance in North America, employers place more emphasis on work experience (market orientation) than on educational qualifications (academic orientation), whereas in Europe it is the opposite. Clearly, the way graduates structure their resumé should indicate whether employers prefer education to experience, or vice-versa. Because the academic qualifications are being increasingly challenged for not contributing significantly to the development of the workforce, critics call for more relevant, employment-ready, and market-oriented academic qualifications. The paper was designed to contribute to the debate.

The premise of the paper was that the educators need to train students beyond their abilities to earn educational qualifications, and that the emphasis of academic programs should be on the preparedness of students to meet challenges in the marketplace. This paper uses the combination of case studies and examples to illustrate how the gap between academic qualifications and employers' expectations may be reduced by forming partnerships with industries; how course content may be designed by creating more relevance for the content; and, how graduates' employment-readiness may be enhanced by striking a balance between their *academic study* and *market*

-oriented learning outcomes.

It is argued that the research and teaching community needs to become more market oriented if full potential contribution of education is to be realized. Today, our society cannot progress without market-oriented training.

Contact information:

Dr. Satyendra Singh, Associate Professor of Administrative Studies

E-mail: s.singh@uwinnipeg.ca

Student Transitions and Post-Secondary Education

- Dan Smith, Council on Post-Secondary Education

Synopsis

The study is a synthesis of the literature on factors involved in student transition from high school to post-secondary education.

The study defines transition from high school to post-secondary education as including elements normally associated with accessibility to post-secondary education, as well as elements normally associated with retention in a university or college. The "transition period" is identified as ten years or earlier before registration through to sometime early in the first year of attendance at a post-secondary institution. Typical policy and program responses are examined, and examples in Manitoba are reviewed.

The research questions addressed were:

- What is transition in the context of students moving from high school to post-secondary education?
- What are the transition factors before a student registers for post-secondary education?
- What are the transition factors after a student has registered in a post-secondary institution?
- What are the policy options? What has been used in Manitoba?

The study is useful for post-secondary institutions and policy makers in that it reifies the concept of transition, placing in a single continuum factors associated with accessibility and retention that are important to successful transition to post-secondary education from high school. This helps to guide the development of programs at both the high school and

post-secondary level to help improve successful transition to post-secondary education.

Contact information:

Dan Smith, Senior Policy Analyst, Council on Post-Secondary Education

E-mail: dsmith@copse.mb.ca

**Through the Eyes of the Beholders:
Stakeholders' Experiences with Community-Based Adult Literacy Programs that Include Adults and Youth-at-Risk**

- Marion Terry, Brandon University

Synopsis

This presentation reported a portion of the findings that accrued from a qualitative study of 70 stakeholders associated with two adult literacy programs in Manitoba. The stakeholders included learners, coordinators/instructors, other staff members, parents/significant others, program administrators, community referral agents, and provincial funding agents. Documents and interviews were used to answer the following research question:

"What are various stakeholders' experiences with community-based adult literacy programs that include youth-at-risk and adult dropouts?"

Within the context of discussing their literacy programs, the 37 learners (18 males and 19 females) disclosed positive and negative memories of their years in junior and senior high school. The purpose of the session was to share these learners' recollections as a catalyst for considering ways to help students-at-risk stay in school. In the following summary, the research findings were evenly distributed among male and female learners unless otherwise specified.

Twenty-two learners reported having liked something about regular school. Eleven spoke of friendships with school peers. Seven said that they appreciated teachers who gave them extra help or positive attention. Four specified hands-on vocational courses that they enjoyed.

All of the learners cited at least one school-based problem that contributed to their leaving before graduation. Two were expelled for bad behaviour. Ten were bored in class and skipped out as a diversion. Nine had learning difficulties that resulted in repeating grades,

passing from grade to grade without learning the course content, or being put in alternative education classrooms. Seven quit because they felt uncomfortable in classes with younger students. Fourteen complained about their high schools' institutionalized climates: five could not cope with the crowds and noise; nine repeatedly violated school attendance and behaviour rules. Three quit school in order to avoid making in-class presentations. Nine were bullied by schoolmates, and seven females complained that classroom peers ignored them. Four Aboriginal learners resented teachers' racist attitudes. Ten other learners said that they were ignored by teachers, instead of receiving the extra help that they needed.

Twenty-one learners reported personal, non-school-based reasons for dropping out. Five males and two females left school to work full-time; two males had addiction problems; three females quit due to pregnancy. Four learners left to spend more time with out-of-school friends. Separated or deceased parents factored into three learners' dropout decisions. Seven learners blamed unsupportive parents who either encouraged them to quit or did not encourage them to stay. Three were embarrassed to be in the same grades as younger siblings; five mentioned older siblings who had dropped out before them.

The adult literacy program students in this study were attempting to finish the education that they had been unable to complete in regular school. Their junior and high school memories are important, because they provide information that can be used to make schools more accommodating of other students who are at risk of leaving before graduation.

Contact information:

Marion Terry, Ph.D., Brandon University

Email: terry@brandonu.ca

How do Educational Outcomes Vary with Socioeconomic Status?

- Randy Fransoo and Marni Brownell, University of Manitoba

Synopsis

The notion that children from disadvantaged backgrounds do less well in school is familiar to all. The traditional way to examine so-

cial gradients in educational outcomes has been to measure all students using some sort of test or assessment, then order their results by socio-economic status. The problem is, this approach provides ‘the Truth’ but not ‘the Whole Truth.’ The reasons for this difference are also familiar to educators: kids from low SES areas are much more likely to have dropped out of school, or to be behind one or more grades. As a result, the true social gradient can’t be seen because it’s impossible to ‘count’ these students in the analysis.

The research question that was addressed was: What is the ‘real’ social gradient in educational outcomes, once you account for differential withdrawal and retention rates across SES groups?

The research method was a large-scale study using ‘anonymized’ data for the entire population from the Provincial Education Information System and Health data systems of Manitoba.

Results

Researchers from the Manitoba Centre for Health Policy (MCHP) recently applied the ‘population-based’ approach to the study of educational outcomes. Instead of analyzing the results of just those who wrote the test, we identify all those who *should have* written the test, and track their progress and performance in school. The notion that children from disadvantaged backgrounds do less well in school is familiar to all. The traditional way to examine social gradients in educational outcomes has been to measure all students using some sort of test or assessment, then order their results by socio-economic status. The problem is, this approach provides ‘the Truth’ but not ‘the Whole Truth.’ The reasons for this difference are also familiar to educators: kids from low SES areas are much more likely to have dropped out of school, or to be behind one or more grades. As a result, the true social gradient can’t be seen because it’s impossible to ‘count’ these students in the analysis.

The results reveal that the true social gradient in education is much steeper than previously shown – and the most important differences appear in withdrawal and retention, rather than test performance.

Furthermore, this gradient, so strong by grade 12, is already clearly established in Grade

3. Results from use of the Early Development Instrument (EDI) reveal the gradient is emerging even before school entry.

Conclusion

Taken together, these results emphasize the importance of the pre-school years for optimal child development, and preparing children for success in school and beyond.

(Randy Fransoo: randy_fransoo@cpe.umanitoba.ca)
(Marni Brownell: marni_brownell@cpe.umanitoba.ca)

Policy Governance in Action!

- Trustees of the Sunrise School Board
Lorraine Boitson, Kris Friesen, Don Kupiak,
Terry Borkowski, Chuck Reynolds

Synopsis

To make the most outstanding leadership team that makes the best possible decisions for students, the Sunrise trustees are in the midst of implementing the progressive Policy Governance Model® made popular by John Carver. It is the desire of the newly amalgamated Sunrise School Board to make a bigger impact on all facets of the organization and the trustees believe that the Policy Governance Model® will provide clarity for their organization by defining the roles of the Board which will provide clear accountability and effective leadership. It is an authentic model which ensures the board lives out its chosen role in specific ways at scheduled times. (Policy Governance® is a registered trademark of John and Miriam Carver).

The Sunrise School Board provided first hand accounts of why they have decided to go this route, where they are headed in terms of this model, and the steps they are taking to becoming an effective and efficient leadership, or more specifically, high-powered, well-intentioned people engaged in high-level activities making a deliberate difference for all students and staff.

Sunrise is not only adopting a model that is based on solid research but embraces the flexibility of the governance arrangements by varying them according to the organization’s

circumstances. Policy Governance is based on principles that form a platform technology for governance and the Sunrise School Board's goal is to create a new standard of excellence in governance.

We believe this model will:

- Distinguish governing work from management work;
- Link us more closely with our ownership (taxpayers, students, parents, teachers, staff);
- Create safe and empowering delegation to others;
- Create clear roles and accountability for these roles; and
- Include Board education as a vital part of developing effective team leadership.

John Carver's research on the Policy Governance Model was the basis for this session, highlighting research from his articles and books, namely, *Boards That Make A Difference: A New Design for Leadership in Non-profit and Public Organization*, and *Reinventing Your Board: A Step by Step Guide to Implementing Policy*.

Contact information : Lorraine Boitson, Sunrise School Division. Email: lboitson@sunrisesd.ca

Empowering Parents with a Modified Voucher System

- Rodney A. Clifton, University of Manitoba

Synopsis

A truism in establishing policies, as in life, is that it is better to fix problems sooner rather than later. In education, it is better to address the problems that children have in learning as soon as possible, rather than wait until they become serious. Nevertheless, thousands of parents often wait far too long, and then pay millions of dollars beyond what they already pay in educational taxes, for private tutors and educational agencies to do what public schools have already been paid to do.

To make parents, particularly poor parents, pay twice for the same schooling, once in the public system and then in private agencies providing remedial services, is simply unfair. To end this unfairness, provincial governments should enact legislation that empowers parents

by forcing school boards to pay for the remedial education of any student assessed as being below standard (say, two or more grades below grade level). In other words, the cost of the remediation would be provided by school boards and not by parents, as is currently the case. The remediation could be provided by any independent agency--tutors, Sylvan Learning Centres, etc.

Why support private agencies with public money? Because they are the only ones that can, at any time during the academic year, provide the competition necessary to hold public schools accountable, particularly in rural areas. As expected, school boards would dislike having to pay for the remedial lessons; consequently, trustees, principals and teachers would try to ensure that the students spent as little time as possible on remediation — which is perfectly appropriate.

In this voucher system, parents would be expected to pay for the initial assessments of their children, conducted by external professionals, which would have two important benefits. First, it would reaffirm the parents' commitment to improving their children's educational performance. As well, it would ensure that these assessments were independent from both the schools and the agencies delivering the upgrading services. Of course, nothing would prevent provincial governments, private foundations, churches, and other citizens from assisting poor families with these costs.

Another advantage of the remedial voucher system is that by making taxpayers liable for the failure of the schools in their divisions would force them to take school board elections and budgets more seriously than they do now. Taxpayers would also become more interested in supporting parents who are demanding that public schools change their educational policies and practices to ensure that all students become literate and numerate.

This system would also encourage parents to pay more attention to their children's education because they would realize that it is fundamentally their responsibility. Parents would no longer be inclined to accept teachers' advice that they should not worry about their children's academic achievement because they are 'progressing at their own pace.' As more and more parents came to realize that school boards would pay for remediation, they would have a

strong incentive to determine the validity of the claims teachers made about their children's progress.

As a consequence, over time principals and superintendents would become more careful in hiring and retaining good teachers. Likewise, these administrators would have disincentives for shuffling incompetent teachers from school to school in the so-called 'turkey trot' that exists now. Principals would also have strong incentives for ensuring that their best teachers teach the most difficult students. No longer would excellent teachers be able to bargain with principals to obtain the best classes of students, leaving the most difficult students for inexperienced teachers. In addition, both teachers and principals would have a good reason to provide remedial programs for borderline students. And, they would have an equally compelling reason for using rigorous disciplinary programs on students who intentionally disrupt the education of others.

Finally, there would be pressure on the faculties of education to ensure that all of their graduates can teach and evaluate basic literacy and numeracy at various grade levels. Faculties that did not adequately educate their student-teachers would soon hear from graduates who failed to obtain teaching positions and they would hear from principals and superintendents who inadvertently hired less-than-competent graduates.

Even if this modified voucher system is good in theory, in practice, few politicians are so convinced of the necessity of improving education that they are willing to take on the powerful interest groups--teachers' unions, principals, trustees, superintendents, and professors of education--who are determined to protect the status quo. But, if schools are to be reformed, politicians need to empower parents while disempowering the other interest groups. By enacting legislation for this modified voucher system, politicians would force the vested interest groups to become more accountable for what they do and how well they do it.

Mentoring as Jazz: The Riff for Retrospective Improvisation and Critically Reflective Thinking in Mentoring Students At-Risk

- Lesley Eblie, Sunrise School Division

Synopsis

This study involved the exploration of reaction logs of students who had completed a mentorship component of a University of Winnipeg course entitled, *Issues with At-Risk Children and Youth*. In the process of reviewing the students' reaction logs, the researcher began to see the mentorship experience as "jazz" and the mentors like jazz musicians. Mentoring, like good jazz, is extemporaneous in nature. Like a jazz musician, a mentor "wades in", guided by minimal structure, and makes sense, after the fact, which becomes evident in hindsight. If mentorship were truly like jazz and mentors like jazz musicians, the task of the researcher was to identify the "minimal structure" into which the students had entered, to assist in making sense of the mentorship process. A framework of five, two-dimensional fields was used to analyze the reaction logs of student mentors. A discussion of this analysis was presented with a unique account of mentorship in action. The use of the framework as a self-assessment tool and a suggestion around further research was also proposed.

After reviewing students' experiences as documented in their reaction logs and codifying those experiences in a two-dimensional framework, the task was to analyze the collective results and gain a better understanding of how student mentors respond to the mentorship experience and process with an observant mentee.

The method proposed involved a qualitative study of forty reaction logs (journals). The content of the reaction logs was codified according to a framework of five, two-dimensional fields. This framework was developed using commonly identified themes in the literature on mentorship.

Reflecting on the jazz metaphor, the extemporaneous nature of mentoring and the importance of being able to reflect in action, adjust, adapt and change behavior if necessary, the researcher concluded that:

"In the future, students involved in the mentorship aspect of this university course might be able to change the outcome of their mentorship experience if they had a more solid grasp on their personal stance and were able to self reflect in this area."

Conclusions and Applications:

1. The idea of the jazz riff (which can provide structure within the jazz form) could be extended to the mentorship process by developing a framework or self-assessment tool, from the literature on the mentorship process
2. The framework could provide that riff or structure necessary to make sense of the mentoring situation at hand, and either stay the course or adapt when required.
3. Further exploration in this area is implied, however, the use of this framework could be value added in the spontaneous, unrehearsed but important process of mentoring.

Contact information:

Lesley Eblie, Student Support Programs
Sunrise School Division; leblie@sunrisesd.ca

**“It’s More Than Knowing the Science”:
A Case Study in Elementary Science
Curriculum Review**
- Brian Lewthwaite, University of Manitoba

Synopsis

This research exercise, employing an action research model for school-wide science curriculum improvement, explores the factors influencing science program delivery in a multicultural elementary school in Northwestern Canada. Using a validated science program delivery evaluation tool, the Science Curriculum Implementation Questionnaire (SCIQ), as a foundation for data collection, staff discussion and collaborative decision-making, an urban elementary school with a predominantly First Nation population embarks on a self-review process to, first of all, identify factors influencing science program delivery and, secondly, identify strategies for improvement of science delivery. The SCIQ is a 7-scale, forty-nine-item questionnaire that provides accurate information concerning the factors influencing science program delivery at the classroom and school level in schools where the teaching of science is a regular part of a teacher’s teaching duties. The scales have been developed with the intent of gauging staff perceptions on a 1 (Strongly Disagree) to 5 (Strongly Agree) scale in areas that are identified as major impediments to science program delivery. Four of the scales pertain to the school

environment. These environmental or extrinsic scales include Resource Adequacy; Time; School Ethos; and Professional Support. The remaining three scales relate to teachers’ personal attributes. These intrinsic factors include Professional Science Knowledge; Professional Adequacy; and Professional Interest and Motivation.

Although commonly cited personal attribute factors such as science teaching self-efficacy and science teaching interest and motivation are commonly cited impediments to primary science delivery, teachers at Northwest School identified the multidimensional nature of professional science knowledge as a further critical dimension in the improved delivery of the science program. Teachers acknowledged that they required a complex knowledge base for teaching that consisted of a knowledge of effective science strategies, curriculum intentions, subject matter knowledge and, as well, a knowledge of learners, especially within the multicultural context of the school.

Although this study affirms that various extrinsic factors associated with the school environment, in particular those relating to the role of the principal as an instructional leader, are major influences on effective science program delivery, intrinsic factors such as the complex teacher knowledge base, beliefs and attitudes teachers possess, also compound the complexity of the delivery process. As well, it shows that the systematic analysis of factors influencing curriculum delivery can be conducted through the use of measurement instruments. Understanding the context in which change is to occur is at the heart of school development. This understanding is established through the gathering of high-quality information that provides insight into the forces at work within the school. For schools not wishing to invest the considerable amount of time and energy needed to complete more formalized and extensive school reviews, the use of standard instruments, such as the *Science Curriculum Implementation Questionnaire*, to collect foundational data, when combined with narrative, is advocated as a time efficient and accurate means of understanding the forces at work within the educational context and developing focused strategies for curriculum improvement through collaborative discussion.

Manitoba Education Research Network

FORUM SESSIONS

Forum #1

Improving Learning Outcomes

**November 21, 2003 Faculty of Education,
Brandon University**

Dr. Benjamin Levin "Improving Learning Outcomes", Keynote Address University of Manitoba

Roger Neil "Fourteen Facets of Traditional Indigenous Education: Can/Should These Be Embodied in Today's Classroom?"
Brandon University

K.P. Binda "Aboriginal Dropout or Resistance: What Can We Do To Stem The Tide"
Brandon University

Blaine Hatt "Bipolar Disorder: Curriculum Input vs Learner Output" Brandon University

Adrian Kuryliw "Comparing Mainstream and Cluster Classroom Programs: Action Research in Brandon" Brandon School Division

Alexa Okrainec "Augmentative and Alternative Communication Assessment Sourcebook"
Brandon University

Raymond Théberge "Manitoba's Involvement in the Montreal Study on Teaching and Learning" Collège universitaire de Saint-Boniface

Richard Harbeck "Education Research and Teacher Candidates: Creating Meaningful Practicum Experiences" University of Manitoba

Rick Freeze "Precision Reading: The Research Record" University of Manitoba

Jerry Ameis & Sharon Smith
"Researching the Effects on Mathematics Teaching and Learning Through the Arts Program" University of Winnipeg/

St. James-Assiniboia School Division

Herb Katz & Laura Sokal "Masculine Literacy; Effects of Text and Sex of Reading Coach on Boys Attitudes Toward and Achievement in Literacy" University of Winnipeg

Brian Lewthwaite "It's More Than Knowing the Science: A Case Study In Elementary Science Curriculum Review" University of Manitoba

Mark Robertson & Sheri-Lynn Skwarchuk
"Manitoba Speech-Language Pathology Outcomes Measures Initiative" Manitoba Education and Youth/Brandon University

Jim Silver "Aboriginal Adult Learners in Adult Education Centres" University of Winnipeg

Darrell Cole & Elaine Wilson "Removing Barriers to Post-Secondary Access Through Partnership: Career Trek" University of Manitoba/Seine River School Division

Sandra Kouritzin "A Comparative Study of Best Practices Teaching English as a Second Language in Low Incident Areas" University of Manitoba

Riva Bartell "Creating Positive Environments: Toward Optimal Learning and Wellbeing of School Children" University of Manitoba

Leon Simard "Action Research and Aboriginal Education" Aboriginal Education Directorate

Paul Betts & Beverley Bailey "Sharing Complex Visions for Inclusive Schools" University of Winnipeg/Brandon University

Raymond Théberge "Manitoba's Involvement in the Montreal Study on Teaching and Learning" Collège universitaire de Saint-Boniface

Forum #2**Families, Schools and Communities
January 28, 2004 Faculty of Education,
University of Manitoba**

Wayne Helgason "Improving Learning Outcomes", Keynote Address
Executive Director, Social Planning Council of Winnipeg

Dawn Wallin "Rural Education and School Reform: A Manitoba Case Study of the Missing Voice in Education Policy Development in Canada" University of Manitoba

Sharon Smith & Jerry Ameis "Connecting the Arts Community to Schools and Families" St James-Assiniboia School Division / University of Winnipeg

Heather Willoughby & Nick Dyck "Research That Drives the New PE/HE Curriculum" Manitoba Education, Citizenship, and Youth / Pembina Trails School Division

Helen Armstrong "The Need for Designated Community Schools" Brandon University

Jim Silver "A Study of Aboriginal Learners Attending Adult Learning Centres" University of Winnipeg

Ken McCluskey "Mentoring for Talent Development for At-Risk Populations" University of Winnipeg

Cathy Dearden & Team "Advancing Community Schools: Improving the Capacity of the School and Home to Foster Healthy Early Years Development" Seven Oaks School Division

Rodney Clifton "Empowering Parents with a Modified Voucher System" University of Manitoba

Beverley Bailey & Paul Betts "Sharing Complex Visions for Inclusive Schools" Brandon University / University of Winnipeg

David Paul "Cultural Sensitivity" Brandon University

Doug Edmond & Brent Guinn "Comprehensive Assessment Program - Data into Practice for Children and Families" Winnipeg School Division

Nathalie Piquemal "Cultural Loyalty: Aboriginal Students Take an Ethical Stance" University of Manitoba

Kathryn Levine "Career Trek: Creating Opportunities for Children and Families" University of Manitoba

Sandra Kouritzin "Parents at the Periphery: Roles and Expectations of Minority Parents and Communities in Schools" University of Manitoba

Sherri-Lynn Skwarchuk & Debbie Parrott "It Takes a School to Educate a Child with ADHD" Brandon University / Rolling River School Division

Annabelle Mays & Josie Hill "A Winnipeg Study of Aboriginal Youth Leaders" University of Winnipeg / Ma Mawi

Doug Edmond & Tara Orlikow "Understanding the Early Years - About Children, Families and Schools" Winnipeg School Division

Noreen Ek "Special Delivery Club: Analysis of a Program for Young Parents" Brandon University

Trish Ward "The River East Community Schools Initiative: Bringing Families, Schools, and Community Together to Ensure Better Life and Learning Outcomes for Children" River East Transcona School Division

Deborah Giesbrecht "What are we Learning about the Links between Schools, Families and Communities?" Manitoba Association of Parent Councils

Forum #3**School Planning and Reporting****March 12th, 2004 Dauphin Regional
Comprehensive Secondary School****Dr. Benjamin Levin** Plenary Introduction /
Keynote Address University of Manitoba**Helen Armstrong & Donna Michaels**"Improving the Process of University and
School Division Collaboration in School
Planning" Brandon University/Brandon
School Division**Bruce Mintenko, K.P. Binda, Gary Nicol** "A
Study of the Lions-Quest Program in
Manitoba Schools" Lions-Quest
Manitoba/Brandon University**Ken Clark** "Analyzing and Reporting Test
Score Data using Excel" Assessment
and Evaluation Branch - Manitoba
Education, Citizenship, and Youth**Sharon Pekrul & Dauphin Regional
Comprehensive Secondary School
Improvement Team** "Dancing with the
Bear" Manitoba School Improvement
Program (MSIP) Dauphin Regional
Comprehensive Secondary School**Donna Michaels, Marlene Gregory, Harvey
Laluk** "School Planning in the Brandon
School Division" Brandon School Division**Satyendra Singh** "Improving Employment
Readiness of Students: A Market-Oriented
Approach" University of Winnipeg**Members of MECY's Working Group on
Planning in Education** "Supporting
Inclusive Schools: School-Based Planning
and Reporting: The Next Level"
Manitoba Education, Citizenship, and
Youth**Brian Lewthwaite** "Are you saying it's my
fault? - Exploring the Influence of a
Principal on Elementary Science Delivery"
University of Manitoba**Doug Edmond** "Data into Practice:
Understanding the Early Years and
Comprehensive Assessment Initiatives in
Winnipeg School Division" Winnipeg
School Division**Sharon Pekrul** "Fostering School
Improvement: MSIP Perspective Based on
Research and Practice" Manitoba
School Improvement Program (MSIP)**John Goran & Dana Dvorak** "Valid
Assessment Practices: Assessment of
Learning and Assessment for Learning"
Lt. Col. Barker V.C. School**Shelley Hasinoff** "Large-scale Testing Meets
Constructivist Curriculum" Assessment
and Evaluation Branch - Manitoba
Education, Citizenship, and Youth**Pat Bowslaugh** "Making Pre-school
Connections with Families" Brandon
University**Ken McCluskey & Phil Baker** "Winnipeg
Education Centre - An Evolving Access
Model for Teacher Preparation"
University of Winnipeg**Deborah Giesbrecht & Laura Reimer**
"Community Perspectives on School
Planning and Reporting" The Manitoba
Association of Parent Councils & Manitoba
Association of School Trustees**Stephen Jaddock** "Strengthening School
Planning and Reporting - Essential
Practices and Considerations"
Mountain View School Division**Tanya Edgar** "Using the EDI results to
establish pre-school partnerships in South
Parkland" Parkland Health Child Coalition**Forum #4****Initial Teacher Preparation and Mentoring**
**November 12th, 2004 Collège universitaire
de Saint-Boniface**

- Donna Michaels** Keynote Address
Superintendent, Brandon School Division
"Teacher Education"
- Wayne Serebrin** "Teacher Education and
Professional Development as a
Collaborative Inquiry" University of
Manitoba
- Mike Bergsgaard** "Promoting Contemplative
Practice and Social Consciousness through
Student Publications" University of
Winnipeg
- Gestny Ewart** "The Role of the Collaborating
Teacher in a non-site Preservice Teacher
Education Program" Collège universitaire
de Saint-Boniface
- Beverley Bailey** "Teacher Education:
Bridging the Theory Practice Gap"
Brandon University
- Forum #5**
- Strengthening Student Transitions**
March 4th, 2005 Faculty of Education,
Brandon University
- Dr. Annabelle Mays** "Community Pathways
of Aboriginal Youth Leaders" University of
Winnipeg
- Darrell Cole, Dr. Michael Heine** "An
Assessment of the Initial Impact of Long-
Term Career Education Intervention in a
First Nations Community: The Skownan
First Nation Experience" Career Trek
Inc. University of Manitoba
- Helen Settee, Sheila Spooner, Betty-Ann
McIvor** "Strengthening Student
Transitions through Inquiry into Aboriginal
Education" Aboriginal Education
Directorate
- Jeanne Gitzel** "Student Voice: Voices of
Today and Tomorrow" Retired-Pembina
Trails SD (formerly AssinSD)
- Marion Terry** "Through the Eyes of the
Beholders: Stakeholders Experiences with
Community-Based Adult Literacy
Programs That Include Adult and Youth at
Risk" Brandon University
- Evan Janzen Roth, Dr. Ralph Mason**
"Thinking Like Archimedes: An
Instructional Design Experiment" St.
James-Assiniboia S.D./ University of
Manitoba
- Peter McKay, Sherry Peden** "To Be Your
Own Best Teacher: Daily Electronic
Mentoring for Student Teachers"
BUNTEP, Brandon University
- Audrhea Lande, Susan Koloski** "Action
Research in an Intensive Learning
Program" Diagnostic Learning Centre,
Winnipeg S.D.
- Julie Ann Kniskern, Steve Lawrie, Robin
Wiebe, Laurie Edel** "Multiage
Classrooms: Facilitating Transitions from
Grade to Grade" Brandon University,
Morris School
- Dan Smith** "Student Transitions and Post-
Secondary Education" Council on Post-
Secondary Education
- Dr. Donna Michaels, Blaine Hatt, Dr. Beverley
Bailey** "National Network for
Educational Renewal (NNER)- Literacy
Transitions/Kindergarten to Adult
Learners" Brandon S.D./Brandon
University
- Dr. Ralph Mason** "Action Research Comes of
Age" University of Manitoba
- Vince Stoneman, Sherry Peden** "From
Student to Teacher: Community
Resources Strengthening Post-Secondary
Student Transitions" BUNTEP, Brandon
University
- Carolyn Duhamel, Pat Wege** "Educaring -
Transitioning in the Early Years" MAST,
MB Child Care Association
- Dr. Dawn Sutherland, Kathryn Levine**
"Addressing Risk and Building Resilience"

Through Career Exploration" University of
Winnipeg/University of Manitoba

Dr. John Anchan "HELP! Gen-V Teaching
Gen-Y" University of Winnipeg

Dr. Brian Lewthwaite "Constraints and
Contributors to Becoming a Science-
Teacher Leader" University of Manitoba

Deb McCallum "From Home To School We
Go" Rolling River S.D.

**Paul Willets, Courtney Edmundson, Matt
Hamilton** "Evaluating Adult Education in
Winnipeg's Inner City: The Mature Grade
Twelve Diploma" University of Winnipeg

**Dr. Helen Armstrong, Aldin Foy, Barbara
Gfellner, Lorne Keeper, Violet Okemaw,
Doreen McPherson, Leah La Plante,
Sherry Peden, Brian Ranville, Leon
Simard** "Community-Based Aboriginal
Curriculum Initiatives: Implementation and
Evaluation" Brandon University, MB First
Nation Ed. Resource Centre, MB Métis
Federation, BUNTEP, Brandon University,
Aboriginal Education Directorate

Forum #6

Linking Research to Policy and Practice May 20th, 2005 University of Winnipeg

Ken Clark "Analyzing and Reporting
Provincial Test Score Data Using Excel"
Manitoba Education, Citizenship and
Youth

Kris Friesen and School Trustees "Policy
Governance in Action!" Sunrise School
Division

Orest Deneka, John Isbister "What Every
Middle School Student Wants us to Know
About Them" Sunrise School Division

Paul Magnan, Michelle Berthelette
"Community And School Coming Together
Wings Of Power Family Resource Centre"
Sunrise School Division

Joan MartinDebra Abraham Radi "Making
Connections in Educational Research: A
Study of year one of a three year
mentoring project with Mountain View
School Division" University of Manitoba

Lesley Eblie "Mentoring as Jazz - The Riff for
Retrospective Improvisation and Critically
Reflective Thinking in Mentoring Students
At-Risk" University of Manitoba

Yatta Kanu "The missing link: Teachers'
views on the integration of Aboriginal
perspectives into the school curriculum"
University of Manitoba

**S.L. Skwarchuk and Research Collaborators
(6)** "Count Me In! Relating children's
home environmental experiences to their
mathematical accomplishments in school"
University of Winnipeg

Tanya Magnan, Linda Tait, Anthony Steffes
"Talent Development" Talent
Development, Sunrise School Division

Karen David, Leone Rondeau "Continua -
Systematic Reading and Writing
Assessment" Sunrise School Division

Scott Hill, Eileen Sutherland "Student
Voices on Student Learning" Manitoba
School Improvement Program

Paul Betts, Beverley Bailey, Robin Enns
"Looking AT inquiry, relationship and
schooling WITH Aboriginal people"
University of Winnipeg, Brandon University

Cheryl Prokopanko "Action Research on a
Developmental Continuum for Using ICT to
Support Thinking and Learning"
Manitoba Education, Citizenship and
Youth

Kevin Doell "Music as Catalyst for Positive
Learning Community" Sunrise School
Division

**Chrissy Viznaugh, Janice Leroux, Cheryl
MacKinnon** "Outcome Planning and

Learning Communities" Ecole Powerview School

Randy Fransoo "Socioeconomic Status and Educational Outcomes: The 'Whole Truth', And What To Do About It" University of Manitoba

Gabriela Lasko "Peace Education" Canadian Center For Teaching Peace

Debra Abraham Radi, Joan Martin, Berryl Peters, Lesley Eblie "Collaborative Narrative Inquiry: The ArtsSmarts Manitoba Research Project" University of Manitoba

Scott Hill, Carolyn Duhamel "Student Perspectives in Educational Decision Making" MSIP/Manitoba Association of School Trustees

Larry Budzinski "School and Division Planning Database" Manitoba Education, Citizenship and Youth

Duane Brothers & Marg Janssen "From Good to Great' A Professional Growth Model for Educational/Organizational Leaders" Sunrise School Division

Loa Midford "From Research to Action; The Anola School Journey with School-Wide Positive Behavioural Intervention and Supports" Anola School

Sheila Spooner & Leon Simard "Aboriginal Capacity Building on Post-Secondary Institutions: Trying to Get to Town without Tipping the Canoe!!!" Manitoba Education, Citizenship and Youth

Doug Edmond "Connecting Research to Policy and Practice in Winnipeg School Division" Winnipeg School Division

Gerald Neufeld and Thomas MacNeill "What the Field Wants in Teacher Preparation Programs - a Longitudinal Study" Brandon University

Forum #7

Diversity in Education
April 28th, 2006 Faculty of Education,
Brandon University

Louis P. Visentin Opening Remarks,
Brandon University

Stan Wilson Keynote Address, Dean of
Education, University College of the North

Lesley Eblie & Ken McCorkle "Gakina awiya biindigeg (Everyone welcome)". Sunrise School Division

Karen Magro "Barriers to learning and strategies for transformation: Exploring the challenges of youth and adults from war affected backgrounds and the teachers who work with them". University of Winnipeg

Nancy Chislett "Diversity and peace: Integrating conflict resolution education into social studies curriculum". University of Manitoba

Jerry Storie "Beyond education: The economic and social impact of adult learning centres in rural Manitoba". Brandon University

Leon Simard "A summary of proceedings from the first annual 'Aboriginal Education Research Forum', June 2005". Manitoba Education, Citizenship and Youth

Marlene Atleo "Valuing diversity: From development to sustainability". University of Manitoba

Helen Armstrong "So what if the 'diverse' are 'bad' kids?". Brandon University

Donna Copsy Haydey "Instructional approaches used by content area teachers". University of Winnipeg

Julie Ann Kniskern, Janet Dent, Joan Bartley "Support for early literacy practices in

rural Manitoba schools an online professional learning community”
Brandon University/Manitoba Education, Citizenship and Youth

Joe Stouffer “I only wish I had read it sooner: Changes in priorities, understandings and practices of literacy instruction” Southwest Horizon School Division

Jules Rocque "Francophone students in minority-language settings: Analysis of performance levels of SAIP assessments - exploring pedagogical, socio-cultural and economical considerations in order to support learning/teaching". Manitoba Education, Citizenship and Youth

Ralph Mason & Janelle McFeetors
"Trajectories: Listening for diversity in high school". University of Manitoba & River East Transcona School Division

Robin Enns “Windshield' research: Driving the pickup truck of diversity in the Brandon University BEd program" Brandon University

Tony Tavares "Building hope: Appropriate programming for adolescent and young adult newcomers of war-affected backgrounds" Manitoba Education, Citizenship and Youth

John Hansen "Restorative justice education: Aboriginal peacemaking philosophy"
University College of the North

Alexa Okrainec "The role of conflict in learning" Brandon University

Leon Simard "Killing a big moose"
Manitoba Education, Citizenship and Youth

Laura Reimer "Pioneers in policy leadership: The new model of school board governance evolving in Manitoba"
University of Manitoba

Joan Martin & Ralph Mason "Kaitlyn's dance: Professional learning through arts-

based teaching" University of Manitoba

Julie Van Kommer "One room, many lessons: Weaving a culture of learning and teaching for the 21st century" Beautiful Plains School Division

