

Lorill Hanney Don MacKenzie Bill Allester Jim Carter
... at Representative assembly meeting.

BRITISH COLUMBIA TEACHERS' FEDERATION

NEWSLETTER

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**'Big impact
on policy'**

The findings of the BCTF's Commission will have a great impact on future Federation policy, says a resolution passed by the Representative Assembly at its September meeting.

The resolution was passed by the Assembly after intensive discussion of the report in plenary and small groups sessions.

It stated: 'Be it resolved that the Representative Assembly recognizes that the report of the Commission on Education in total is a very creditable work and that, undoubtedly, it will have a great impact on future BCTF policy.'

Representative Assembly members responded to the motion with a standing ovation for the Commission members.

Commission Chairman D. B. MacKenzie told the Assembly the Commissioners felt the completed report was an accurate reflection of the thinking of those who contributed briefs and others they had talked to during the year-long information-gathering process.

He said the Commission did not attempt to provide details for the implementation of the recommendations. 'This, we believe, is a job for the teacher at the local association level.'

He said teachers must not sit back and wait for others to move; instead they should start discussing the recommendations and see what they can do locally to bring about the recommendations that they consider most desirable.

MacKenzie said he was particularly impressed with the quality of the many briefs the Commission received. 'Some of them had the caliber of an MA thesis.'

**For Representative Assembly
discussion of the report
please turn to
page four**

We Believe...

The following 'Statement of Beliefs' appears in the introduction to the report of the BCTF Commission on Education.

1. That education should be humanized and personalized.
2. That many pupils are 'lost educationally' in the first few years of school, through excessive use of mass and group techniques.
3. That programs should be specifically designed for individual children, recognizing the unique way in which each learns.
4. That remedial services in later years do little to compensate or to overcome the damage done by neglect in the early years.
5. That every child from his earliest years should be assisted in developing techniques for learning on his own and given opportunities to evaluate his own progress.
6. That the development of emotional maturity and social responsibility should parallel the development of the intellect.
7. That all students should be given opportunities to develop understanding and skills in the complex field of human relations and in the multi-media areas of communication.
8. That active involvement of students, under guidance, in self-selected areas of study, will result in voluntary sustained effort and the development of real scholarship.
9. That a variety of types of personnel should be used in each school, including professional teachers, assistant teachers, and auxiliary school personnel or aides.
10. That the program designed for each child, and the continuing evaluation and redesigning of the program, should in every case be the responsibility of the professional teacher.
11. That the selection, preparation, certification and continuing education of professional teachers should be greatly improved.
12. That schools should make more effective use of the talent and physical resources of the community and that the community should become more involved in assisting the school and using the school resources.
13. That educational administration, from the Department of Education level to the school level, should be drastically revised.
14. That introduction of most educational changes should be at the school level, not at a district or provincial level.

ATTENTION!

Please don't use this edition of the Newsletter to wrap yesterday's leftovers!

This special edition has been printed in an attempt to stimulate greater discussion of the BCTF Commission on Education report among all teachers.

You are therefore asked to retain this paper for reference.

The list of recommendations of the Commission appears on the inside pages of this Newsletter. Statements backing up the recommendations have not been printed due to space problems.

Copies of the report have been widely distributed and should be available to all teachers in their schools.

Extra copies of the report are available from the BCTF office, 2235 Burrard St., Vancouver at a cost of \$3 apiece.

CRITICAL YEARS

Elementary needs must come first

1. Top priority should be given to the elementary schools in terms of educational planning and financial assistance.
2. Pre-school education should be provided for three- and four-year-old children.
3. Kindergartens should be an integral part of the public school system.
4. Early childhood education should be under the jurisdiction of the Department of Education rather than welfare agencies or private individuals.
5. The school system should be organized to permit each pupil to make continuous progress.
6. Every child should have the opportunity to move continuously through eight years of elementary education with learning experiences appropriate for him.
7. An elementary student should move into the secondary school at any time during the school year when the learning experiences offered there will be of greater value to him than those available at the elementary school.
8. Teachers should be given the freedom to assume the expanded role of educational facilitators and decision-makers.
9. Administrators and all supportive staff should be primarily concerned with assisting teachers in the creation of the best learning environment.
10. Teachers should be given time to fulfill their roles as professional educators.
 - Time to plan and organize
 - Time to work with colleagues
 - Time to work with parents
 - Time for staff career development
 - Time to think
11. Teachers should be given time during the school year to attend workshops and conferences.
12. Each school district should select good innovative schools and provide opportunities for teachers to visit these experimental or 'lighthouse' schools when they are in session.
13. A well equipped resource center should be provided in each elementary school.
14. The facilities of the resource center should be available to students and teachers whenever the school building is open.
15. Staff-pupil ratio should be improved by the use of auxiliary school personnel.
16. The learning environment should encourage the active involvement of pupils.
17. The learning environment in the elementary school should foster the development of a positive self-concept for each child.
18. Professional teachers and auxiliary personnel working with elementary children should be warm, sensitive, secure persons, capable of providing an accepting atmosphere conducive to optimum personal growth for each child.
19. The learning environment in the elementary school should offer a wide variety of first-hand experiences to students.
20. Students should be given an increasing degree of responsibility for planning, organizing and

21. carrying out their learning activities throughout the years.
21. Students should have opportunities to develop the skills of self-evaluation.
22. Students should have the opportunity to work and play with children both younger and older than themselves.
23. Students should have opportunities to relate to both male and female teachers throughout their school career.
24. Each child should have opportunities to develop the ability to work independently.
25. Each child should have continuing opportunities to learn with and from other students.
26. Education should not be confined to school buildings.
27. There should be a maximum utilization of community personnel in the schools.
28. Exceptional children should be accommodated in the regular school organization with adequate auxiliary services.
29. The particular needs of the 'culturally deprived' child should be recognized and planned for as early as possible in his pre-school career.
30. Qualified personnel should be available to help teachers in the early diagnosis of learning problems and to suggest possible solutions.
31. Teachers should be continually evaluating the effectiveness of methods and materials and searching for better ways to assist each child in his own learning style.
32. All teachers of the early school years should be familiar with the latest developments in the teaching of reading.
33. Evaluation procedures should be consistent with the philosophy of continuous growth.
34. Testing procedures should be used to diagnose a pupil's needs and to aid teachers in planning a program with him.
35. The use of existing group tests to measure scholastic aptitude or intelligence should be eliminated.
36. Department of Education regulations concerning Grade 7 examinations should be eliminated.
37. Each school should communicate its educational policies to the community it serves.
38. Close liaison should be maintained with the home to effectively communicate the progress of the child.
39. The principal and his staff should have the responsibility for determining the best method of reporting each pupil's progress to his parents.
40. Parents should have the opportunity to become actively involved in the operation of the school.
41. Current information on child growth and development should be made readily available to parents.
42. Family life education should be a part of the curriculum throughout the school years.
43. Guidelines for family life education should be drafted and implemented as soon as possible.
44. Communication skills should be taught through a variety of media.

ADMINISTRATION

'Reduce number of school districts from 80 plus to 20'

142. The number of school districts in British Columbia should be greatly reduced, from the present 80 plus to perhaps about 20, in order to permit the formation of larger districts which will have sufficient student population, local tax resources, and professional staff to provide equality of educational opportunity.
143. Each of the large school districts should provide two years of post-secondary education in a community college (incorporating existing institutions, such as provincial vocational schools, where these already exist).
144. Each of the large school districts should have a resource center with an adequate supply of audio-visual aids for learning. The center should provide a comprehensive professional library for teachers.

145. The district resource center should have a large collection of textbooks and other printed materials for student use, replacing the services offered by the Textbook Branch of the Department of Education.
146. Each of the large school districts should have at least one computer.
147. Each of the large school districts should have a staff of auxiliary personnel including psychologists, other authorities on learning disabilities of children, and technicians.
148. Schools in the same general area should be grouped together in 'complexes' or 'clusters' in order to provide improved articulation between schools and better learning conditions for children.
149. Under the general super-

150. It should be the responsibility of the local committee to provide for 'out-of-school' learning activities appropriate to the cluster area.
151. It should be the responsibility of the local committee to arrange for community use of school facilities and for school use of community facilities.
152. The local committee should encourage parents and other people in the community to come in to the schools to help to enrich the learning program.
153. In school districts which extend over a large area, each cluster of schools should have its own resource center, book depository, and equipment, to supple-

154. Most of the supportive staff of the school district should be attached to clusters of schools.
155. Women teachers should be given equal opportunity with men for promotion to administrative positions.
156. The administration and educational leadership in each school district should be under the supervision of a locally appointed superintendent of schools, who is not a Civil Servant.
157. Superintendents should be actively involved in educational leadership at the school level.
158. Reporting on teachers by district superintendents and directors of instruction should be discontinued, except in those cases where a report is requested by the

PHYSICAL DIMENSIONS

'Involve teachers more'

174. School buildings and equipment should provide optimum physical conditions for active learning.
175. In the design and construction of school buildings the possibility of alterations and additions to meet changing needs should be anticipated.
176. Inadequacies in existing school buildings and equipment should be overcome immediately.
177. Teachers should be closely involved in the planning of new buildings and of alterations and additions to existing buildings.
178. The Department of Education should assume responsibility for a continuing flow of information on new developments in school buildings and equipment.
179. A wide range of media and materials from the new educational technology should be available to all teachers through the school or district resource center.
180. Most audio-visual aids should be available to pupils in the school's resource center to facilitate 'learning on their own.'

181. Opportunities should be provided in career development programs at the school level for all administrators and teachers to learn about the potential and techniques of operation of all media.
182. Each school should be equipped with a video tape recorder and with TV receiving sets.
183. A portable TV pack containing camera, microphone, video tape recorder and monitor, should be available in each school for use with courses.
184. The use of television for micro-teaching, as a means of self-evaluation in professional career developments should be encouraged.
185. The Department of Education should take responsibility for the production, duplication and circulation of video tapes from those professionally produced TV programs that have educational value.

186. The Department of Education should take responsibility for the purchase, production or duplication of film loops, tapes, cartidges and other material used with modern educational technology.
187. The Department of Education should provide a clearing house of information and expert advice on the advantages and limitations of the wide range of commercially produced media and materials.
188. Educational TV stations should be owned and operated by federal and provincial authorities.
189. Terms of reference guiding the work of the Commission do not include the question of educational finance. However, it is clear that increased investment in education will yield worth-while dividends that can be measured in terms of higher contributions to the national and provincial treasuries.

TEACHER EDUCATION

Teachers should have warmth

114. Teacher education should be designed to improve the educational system in the public schools rather than to perpetuate the status quo.
115. All candidates for teacher education prior to acceptance into teacher education institutions, should be carefully screened to ensure their warmth of personality, positive attitude toward children, and emotional stability.
116. Future teachers should be carefully evaluated throughout the teacher education and internship years.
117. Teacher education institutions should develop in each future teacher a realization of the equal worth of every child, regardless of the child's apparent capacities or potential.
118. Teacher education institutions should ensure that future teachers are aware of the many ways in which pupils learn, and the conditions, experiences and procedures that best promote learning and growth.

119. Teachers-in-training should learn the techniques of teaching pupils to think, to theorize, to create new combinations from original or available data, and to develop fresh meanings, and to ponder and examine possibilities.
120. It is the responsibility of the faculties of education to ensure that all teachers-in-training are skilled in the use and operation of modern mechanical teaching aids.
121. Student teachers should receive adequate briefing, orientation and opportunities for observation before being assigned to a school for the first session of practice teaching.
122. Assignment of students to a school for practice teaching should be for extended periods of time—possibly for eight consecutive weeks. Two such periods of practice teaching should be considered a minimum.
123. Instruction faculty members should themselves use the techniques they recommend for use in our public schools.

124. Future teachers should be made aware of the research being done by the medical profession and by the bio-chemists on the functioning of the human brain, the mysteries of consciousness, memory, learning and other mental processes.
125. If individualization and continuous progress are to take on meaning in our public schools, they must be practised in the operation of the teacher education institutions.
126. Candidates for teacher education arrive at the universities with a variety of strengths and weaknesses. After careful assessment each student should enter an individual program designed to reinforce his strengths and overcome his weaknesses.
127. As people develop skills and master concepts at varying rates, student teachers should be allowed to move through their years of training on a continuous progress system.

128. There should be a close liaison between members of the faculties of education, the medical profession, the social scientists, and other related disciplines.
129. Members of the faculties of education should return to work in a public school at reasonable intervals — perhaps once every six years.
130. There should be a continual dialog between the faculties of teacher education institutions and the staffs of the schools of British Columbia.
131. Certification as a 'professional teacher' should be granted to candidates who have successfully completed one of the following teacher education programs:
 - a. A five-year degree program of academic and teacher training courses plus one or two years of successful internship.
 - b. A four-year degree program plus one year of teacher training plus one or two years of successful internship.
 - c. A mature student program for students with degrees, who are entering teacher training after some years in business or industry. This program should include:
 - two months of briefing and practice-teaching.
 - three consecutive summer sessions (each of six units of work). One session must be prior to internship.
 - one or two years of successful internship.
132. All teachers in the public school system who have not reached professional certification, and all teachers who are granted temporary certification because of lower qualifications, should be rated as interns or assistant teachers, until such time as professional qualifications are obtained.
133. The BCTF should be given and should accept shared responsibility for:
 - the nature of the education given to teachers-in-training.
 - certification of teachers.
 - continuing education of teachers.
 - removal from the schools and from the profession of teachers who are unsatisfactory or a discredit to the profession.

EXPLORATORY YEARS

'Experiment with 12-month year'

45. Every student in the secondary school should be on an individualized program.
46. Grades should be replaced by a plan for continuous progress.
47. The number of courses to be taken at any one time should be drastically reduced.
48. The daily hours of operation of the secondary school should be extended.
49. Schools should be used for the full 12 months.
50. Experiments should be conducted in a variety of organizational schemes using the 12-month school year.
51. Secondary schools should be ready to accept students from the elementary schools at any time during the year when the learning experiences available in the secondary school are more appropriate for them than those available in the elementary school.
52. Intensive courses should be

53. available to assist a student desiring to change from one area of emphasis to another.
53. All occupational classes should be disbanded immediately.
54. Learning laboratories should be established in each school to assist students wishing to take intensive courses and to assist students with learning difficulties.
55. Counsellors should be chosen primarily on the basis of their warmth of personality, emotional stability, and ability to relate to students.
56. An interdisciplinary course in human relations should be offered to assist students in developing effective inter-personal relationships.
57. Human relations should include such areas as: family life education, the individual and society, freedom and authority, and world responsibility.
58. Topics from such subjects as psychology, sociology, history, religion and philosophy should be used in human relations studies.
59. Courses in communication should be established.
60. Communication courses should include the study of film, television, light shows, graphics, radio and modern music as well as the written word.
61. Students should be given the opportunity to work with and produce materials in all the communication media.
62. Human relations and communication should be the only required areas of study in the secondary school. All other areas should be optional.
63. Students should be able to choose from an extensive array of courses. The diversity should be controlled only by the size of the school and the interests and ingenuity of the students and teachers.
64. The programs and specialties of the present secondary school should be eliminated.
65. Students should choose sequences of study based on their individual future plans which might include the requirements of post-secondary institutions.
66. Vocational education should be used to promote general education in the secondary schools. Specific job training should be left to post-secondary institutions.
67. A single graduation certificate should be issued listing areas of study satisfactorily completed.
68. The detailed development of curriculum should be the responsibility of the teachers in the school.
69. The Department of Education, in co-operation with the BCTF, should develop broad curriculum outlines.
70. Physical education in the secondary school should develop interest and skills in activities that will provide exercise and recreation throughout the life of the student.
71. Students should be allowed to sign up for scientific skill courses in physical education in their area of interest.
72. On devrait donner aux Commissions Scolaires locales le droit d'établir des écoles de langue française partout où il y a assez d'intérêt local pour entretenir de telles écoles.
73. Les cours de français devraient être une option.
74. The nature of the learning task should determine the size of the student group, the length of the period, and type of supervision or professional direction needed.

75. Small groups should be used to foster growth in human relations and communication skills.
76. The secondary school should provide increased opportunities for students to work independently.
77. Large group instruction should be used sparingly.
78. Arrangements should be made for the student to leave the school at any time during the day when, in the opinion of the student and his teacher, the community provides a better opportunity for learning.
79. Wherever practical, community resources should be brought into the school.
80. Extra-curricular activities should be co-ordinated with the community recreation organizations.
81. Extended field trips should be provided for all students.
82. Learning campsites should be set aside as soon as possible.
83. Further experiments should be conducted to determine the most effective use of programmed materials and computer assisted instruction.
84. Teachers should be ready to give up those tasks which may be more efficiently handled by the teaching machine and concentrate on those areas best handled by the 'human' teacher.
85. The secondary school should provide a variety of learning opportunities to accommodate the different learning styles of students.
86. Secondary school students should be given the opportunity to devise new forms of knowledge from raw data.
87. Greater use should be made of academic games in school.
88. Corporal punishment should be eliminated.
89. Students should be evaluated and move ahead on the basis of their individual growth.
90. Reporting to parents should

91. be by means of interviews and anecdotal report cards.
91. Department of Education Grade 12 and 13 examinations should be eliminated immediately.
92. Areas should be designated to accommodate the unique learning requirements of each field of study (i.e., the human relations center, the science center, the commercial center.)
93. Each learning area should be staffed by a combination of professional teachers, assistant teachers, and auxiliary school personnel.
94. Increased local responsibility for curriculum development will require that schools be given the option of selecting textbooks from recommended lists or receiving an equivalent amount of money in lieu of texts.
95. Secondary school libraries should become resource centers.
96. More effective use should be made of resource centers by increasing their hours of operation, their seating capacity, and the quantity, quality, and diversity of their materials.
97. The responsibility for school attendance beyond the age of 15 years should be assumed by the student and his parents, and should no longer require the close attention of school personnel.
98. The secondary school student should become competent in choosing those courses and areas of study needed to achieve his goals.
99. Hard work and personal scholarship are basic qualities that should be fostered in our secondary schools.
100. The nature and amount of homework in an individualized, continuous progress scheme should become the responsibility of the student.
101. Students should be given more opportunities to act as tutors.
102. Students should participate in the running of their schools to the maximum of their maturity and competence.

YEARS OF DECISION

'Post-secondary education for all'

103. Post-secondary education should be available for every secondary school graduate in a university, a community college, a technical institute or a vocational school.
104. Students who have satisfactorily completed clearly-publicized prerequisite courses should not be turned away from post-secondary institutions because of the selection processes of administrators or admission officers.
105. Secondary school graduates who have done outstanding work in specialized fields of study, such as art, drama or music, should be able to enroll in post-secondary institutions for advanced courses in these fields, and should not be kept out by the lack of prerequisite courses in unrelated fields of study.
106. Fees for post-secondary education should be kept as low as possible, so that all students who have the desire and the potential may obtain advanced education.
107. Community colleges should be 'open door' institutions available not only to secondary school graduates but also to older youths and adults who can profit from further education.
108. Community colleges should

- offer a multiplicity of programs so that students may be prepared for an occupation or for transfer to a degree-granting institution. They should also offer a variety of non-credit programs, including cultural, recreational and community service activities.
109. Care must be taken that the college staff is aware of and subscribes to the basic philosophy for community colleges and does not over-emphasize the transfer programs at the expense of other programs.
110. Community colleges should continue to develop and expand in their roles as community colleges. Any attempt on their part to change into four-year degree-granting institutions should be discouraged.
111. Community colleges should provide a comprehensive program of student services, including counselling and an assessment of past experience, education, and present level of maturity.
112. Admission officers of community colleges should be given guidance in the assessment of levels of maturity, self-education or off-campus instruction.
113. As soon as possible provincial vocational schools should become part of the local community colleges.

Assembly reacts to report

Implementation hinges on teacher acceptance

Individualization and continuous progress was the recurring theme of the section of the report dealing with the Exploratory Years, reported Recorder Kory Regan.

'Our discussion was mainly of a philosophical nature and we agreed with the general principle of increased individualization of secondary students' programs to enable them to progress at their own rate,' she said.

She said her group felt that implementation of continuous progress and individualization on a full scale cannot be effective unless:

a) teachers are prepared to accept this philosophy and adapt to it;

b) students are able to change their present attitudes and accept the concept of working individually;

c) physical facilities and equipment such as resource centers, library books and so on are greatly improved in most schools;

d) improved counselling is made available to assist students in making realistic and worthwhile choices of courses.

Mrs. Regan said her group recommended that local associations immediately establish study groups to study the various sections of the report.

She said also that local and provincial in-service courses should be arranged to assist teachers in understanding fully the concepts of individualization and continuous progress.

The group also felt that pilot projects in continuous progress should be established, with progress reports being made available to teachers.

Mrs. Regan said some members of her group expressed concern about recommendation 53, which says all occupational classes should be disbanded.

'Some members of the group spoke of very successful occupational class programs. However, it was recognized that with implementation of true continuous progress, occupational and special classes may well disappear,' she said.

Dean Paravantes, recorder for the other group dealing with this section of the report, said his group was also concerned about the recommendation to disband occupational classes.

'Can a student, carefully selected for the occupational classes for special attention because of pronounced learning difficulties, find satisfaction of his unique needs within a regular class?' he asked.

He said his group felt that immediate disbanding of such classes would be unwise.

Otherwise, he said, there was general agreement with the individualized instruction and continuous progress recommendations. There was also agreement with recommendation 50 which said that experiments should be conducted in a variety of organizational schemes using the 12-month school year.

Prompt departmental action recommended

K. M. Macpherson said the study group discussing the section of the report dealing with Administration and Change tried to talk about the intent of the recommendations rather than with problems or mechanics of implementing them.

'The group found itself in general agreement with the recommendations,' he said. The group also suggested that the following priorities should be established:

Priority one: It is suggested that recommendation 142—The number of school districts in British Columbia should be greatly reduced, from the present 80 plus to about 20, in order to permit the formation of larger districts which will have sufficient student population, local tax resources and professional staff to provide equal educational opportunity—be studied in depth, keeping in mind that some type of action on

this recommendation must occur before recommendations 143 to 154 (see center pages of this paper) can be effectively pursued.

Macpherson said also that his group felt that implementation of recommendations 143 to 154 'would enhance effective teaching and learning situations immeasurably.'

Priority two: Macpherson said his group felt that recommendations 156, 158, 161, 163, 164, 165 and 166 appear to involve matters which can be approached in a relatively routine or mechanical fashion.

'Therefore it is suggested that the BCTF petition the Department of Education to take prompt action on the above-mentioned recommendations.'

'It is further suggested that the BCTF seek the active support of the B.C. School Trustees Association in making representations to the Department of Education.'

Committee action needed

Harry Peebles, recorder for the group discussing teacher education and career development, said his group believed that the BCTF should study the following areas:

- Selection of candidates for teacher education.
- Personality and emotional traits desirable in a professional teacher.
- Effective evaluation procedures.
- General philosophies of teacher education.

On the basis of the above studies, the following standing committees should consider appropriate action:

Teacher Education Committee: Press for system of inspection of teacher training institutions through the Joint Board of Teacher Education, using the same basic philosophy as contained in recommendation 166—The Department of Education should arrange for periodic evaluation of school districts.

Recommendation number one in the report—that 'Top priority should be given to elementary schools in terms of educational planning and financial assistance'—was regarded as the key recommendation in the section devoted to The Critical Years.

Recorder Al Blakey said this recommendation, along with number eight—'teachers should be given freedom to assume the expanded role of educational facilitators and decision-makers'—enable implementation of other recommendations in the section.

'It was felt that a priority of discussion within the BCTF was in the area of continuous progress and individualized instruction, since the report does not clearly define what is meant by these terms,' he said.

Motivating students to continue their education once they graduate from secondary school is one of the most important roles of the secondary teacher, said Jack Hotell, recorder for the group discussing the section of the report entitled 'Years of Decision.'

'We believe that young people must be made more aware of future educational possibilities,' he said.

The group also felt that a much greater effort must be made to provide adequate post-secondary facilities in B.C. for all students wishing to continue beyond secondary school.

'People should not be denied further education just because the facilities are inadequate,' he said.

The group felt that entrance to post-secondary institutions should be decided on the basis of the performance of pupils at the time of application, not on the basis of their educational performance throughout their years at school.

Hotell added, 'Pupils at secondary schools tend to select courses which will assist them to qualify for entrance to post-secondary institutions.'

'We should move away from categorizing people into achievement levels and closer to the objective of preparing them in a more realistic manner to meet their duties as citizens of our society.'

The group came up with these questions for further discussion.

How can we ensure that secondary students have a better un-

In-service Committee: Work toward in-service education in areas of behavioral psychology, personality, and so on, to inform teachers of the 'climate' for involvement and individualization of instruction.

Effective Teaching and Learning: Consideration of 'climate' conditions for effective teaching and learning, including hours of work, physical facilities, and so on.

Clearer definition of key phrases needed

Blakey said his group also felt that teachers must become involved in discussing the report in order to gain active support of the recommendations.

Recorder Jim Doyle said that his group felt that recommendation number one was the key to implementation of other recommendations in this section.

'Some members of our group felt that recommendation number five—"The school system should be organized to permit each pupil to make continuous progress"—needs a great deal of clarification if the classroom teacher is to follow such a course,' he said.

Doyle said his group felt that recommendation number 10—which said teachers should be given time to fulfill their role as

professional educators—should also have included the passage 'time to work with the individual pupil.'

He said some members of the group felt that implementation of the recommendations would mean that class sizes would have to be reduced drastically.

Doyle said his group felt that many of the recommendations in the section are of such a nature that all that is required is a change of attitude on the part of the teacher.

Concerning recommendations that need money to implement change, he said, teachers must be prepared to convince the public that the need for more money is great if changes and improvements are to be made in education.

Motivation important

Understanding of the post-secondary opportunities available to them? How can this also be conveyed to parents?

One answer suggested was bus trips to post-secondary schools, and films or video-tapes of the

types of educational programs offered.

Group members felt that once a post-secondary goal was established it would give students greater incentive to achieve in secondary school.

Recommendations Continued:

EDUCATIONAL CHANGE

167. Educational change should be based upon sound theory and practice and should avoid change for its own sake.

168. The implementation of most educational changes should begin with the teacher and his students.

169. District superintendents, principals, and other supervisory personnel should help to create a climate conducive to change.

170. Educators should study the effects of change upon people and make use of the best research available to avoid excessive anxiety and disruption.

171. Educational research funds should be devoted primarily to a search for solutions to educational problems at the school level.

172. The B.C. Teachers' Federation should distribute pertinent educational research information to its members on a regular basis.

173. The public must be kept informed of the direction and purpose of educational change.

CAREER DEVELOPMENT

134. Professional teachers should accept responsibility for their own career development (continuing education).

135. Career development should be continuous throughout the life of a teacher.

136. More extensive use should be made of small groups of teachers, at the local level, in career development.

137. The principal should give leadership in promoting career development.

138. Staff committees should assume a major responsibility for planning career development sessions.

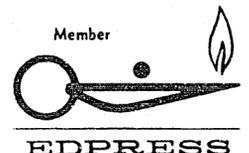
139. The teachers' professional organization should assist its members by providing consultative personnel and some financial assistance for career development.

140. Teacher education facilities should assist with teacher career development by a willingness to work with school staffs on a regular and continuing basis.

141. School boards should assist teachers with career development by providing opportunities for inter-school visitation, teacher representation at educational conferences, and a co-operative plan for educational leave.

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