

PROCEEDINGS

OF

CANADIAN SYMPOSIUM V:

ISSUES AND DIRECTIONS

FOR

HOME ECONOMICS/FAMILY
STUDIES EDUCATION

Ottawa, Ontario
March 5-7, 1999

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Cost: \$10.

Canadian Symposium V:
*Issues and Directions For
Home Economics/Family Studies Education*

March 5-7, 1999

Victoria Room
Citadel Hotel, Ottawa, Ontario
101 Lyon Street
Ottawa, ON K1R 5T9
Phone 613-237-3600

Program

Friday, March 5

- 18:00 Registration
- 18:30 Welcoming Reception - *Sponsored by the Ottawa and Ontario Home Economics Associations*
- 19:15 Opening Comments - Pat Ulrich and Annabelle Slocum
- 19:30 **What's Happening to HEc/FS Programs?** - informal 5 minute provincial reports on elementary, secondary and post secondary programs
Chair: Annabelle Slocum
British Columbia - Gale Smith and Linda Peterat; Alberta - Paula Brosseau; Saskatchewan - Eunice Martin; Manitoba - Theresa Gillespie; Ontario - Maria McLellan, Bev Murray, Annabelle Slocum
- 20:05 **Changes in Post Secondary Education**
Chair: Lila Engberg
- *Career and Technology Studies Teacher Education Program: University of Alberta - Maryanne Doherty, Univ. of Alberta*
- 20:25 **What's Happening?** (Continued with provincial reports and related institutions)
New Brunswick - Brenda MacPherson; Nova Scotia - Trinkie Coffin; Prince Edward Island - Pauline Coady; Newfoundland - Bev Gardner; Cable in the Classroom - Leah Geller
Kemptonville College, University of Guelph - Ellen Mooney
- 21:00 Adjournment

Saturday, March 6

7:30 Continental Breakfast - Victoria Room

8:15 Announcements

8:30 **Strategies to Enhance School-Work/Life Transitions**

Chair: Marilee Fazil

- *Can a Simulation Approximate Realities of Teen Parenting?*
Susan Wersch & Theresa Gillespie, Seven Oaks School Division,
Winnipeg
- *Design Access: An Industry and Education Connection*
Vera Buxton, Vancouver School Board
- *Parenting Partnership Initiatives* - Mary Cunningham, Toronto
District School Board
- *Portfolios in Human Ecology Teaching and Learning*
Kay McFadyen, University of Alberta

9:50 Break

10:10 **Initiatives for Elementary and Middle School Years**

Chair: Trinkie Coffin

- *Journey into the Middle: A Story of Success in Exploratory
Programming* - Paula Brosseau & Pat Berlinguette, Northern
Lights School District, AB
- *Innovations at Elementary and Middle School Years*
Sue Cunningham & Eva Meriorg, Toronto District School Board
and Joanne Harris, Halton School Board

10:50 **Re-presenting the Home Economics Profession in Canada**

Linda Peterat, President Canadian Home Economics Assoc.

12:05 Lunch - *Ballroom A*

*Supported by the Canadian Home Economics Foundation and the Nova
Scotia Home Economics Association*

1:05 **Influencing Curriculum Developments**

Chair: Scotti Stephen

- *Integration versus Fragmentation: Curriculum Challenges in B.C.*
Gale Smith, Surrey School District
- *The Development of the Curriculum Policy Document for Social Science (Family Studies) in Ontario*
Maria McLellan, President OFSHEEA
- *Position Paper on Parenting Education*
Susan Wersch, University of Manitoba
- *Making Distinctions: Globalization and Global Education*
Gale Smith, Surrey School District

2:25 Break - *Sponsored by Ontario Family Studies Home Economics Educators' Assn*

2:45 **Statistics Canada Resources for Family Studies**

Chair: Gail Nevraumont

- Overview of Resources - Joel Yan
- Canadian Social Trends and the Web - Mike Purdy & Mark Elward
- Stats Can Family Studies Kit - Colin Lindsay

4:15 Adjournment

6:30 Small group Dinners at local restaurants

Sunday, March 7

8:00 Breakfast - Top of the Hill South (penthouse level)
Sponsored by Canadian Home Economics Association

9:00 **Panel: Issues, Trends and Challenges in Canadian Education**

Chair: Pat Ulrich

- Trends and Issues in Canadian Education - Marie Pierce, Canadian School Boards Association
- Comprehensive School Health initiative - Mary Johnston, Health Canada
- Canadian Partnership for Consumer Food Safety - Robert DeValk, Executive Director, Further Poultry Processors

10:15 Break - *Sponsored by the Ottawa Home Economics Association*

10:45 **Action Plans** & closing comments - Linda Peterat

12:00 Adjournment

Opening Comments

Pat Ulrich, P.H.Ec.

Welcome to Ottawa and the fifth national symposium on issues and directions in Home Economics Education. My name is Pat Ulrich, a member of the Ottawa branch of the Ontario and Canadian Home Economics Associations and a co chair for this event. The planning committee is absolutely delighted to see so many home economists and others interested in home economics/family studies education here tonight from right across the country. Mother Nature has treated you to the usual early March snowstorm we get here in Ottawa and we have had our fingers crossed that everyone would make it here without too much hassle.

I am especially pleased that we have representation from every province (except Quebec) at this symposium. *Ask everyone from each province to stand.* I would also like to give a special welcome to teachers and members from the Ottawa area. Few of you have had the opportunity to participate in previous symposia and I promise you that you are in for a treat this weekend.

I think you will find, like those of us who have participated before, that this symposium will stimulate your thinking and interaction with other like-minded colleagues in ways you have rarely experienced before. This event is a time for everyone here to share their experiences and ideas, to listen and learn from each other, to dialogue and set the direction for the future of your profession and home economics in this country. We expect it will be intensive but energizing.

This symposium has been sort of an on- again/off again affair since I agreed 18 months ago to help organize it. But it finally started to take shape when Linda Peterat suggested that upheaval in education throughout Canada, cutbacks and changes to high school and in university home economics/family studies programs have made traditional forms of home economics education too vulnerable. The questions then that I would like to put before you to keep in mind though out this weekend of presentations and discussions are:

- What should be the forms of home economics in the schools, universities and colleges given that it has become too vulnerable in the traditional form?
- How can we sustain high school programs without home economics in the university?

Working on the symposium has been rewarding. I particularly enjoyed the mandate I was given to make use of the Ottawa venue by inviting the participation of people who have interests in health and human resources and developing strategic alliances with other Ottawa based agencies and associations with an interest in education. To do this I spent several days exploring the internet to find out who was doing what, where and what are the hot issues and trends in education. This was most interesting for me as I discovered the wide ranging influence of some organizations I never knew existed and the involvement of home economists in many of them. To share some of this information with you, I included an annotated list in your registration kits of the websites I explored and have prepared a binder containing print-outs of information from these sites which I will make available to CHEA.

I would like to introduce symposium co-chair, Annabelle Slocum, and ask her to introduce the planning committee, review the contents of the kit and discuss procedures for the weekend.

What's Happening to Home Economics/Family Studies Programs in Canada?

Saskatchewan - Eunice Martin

In Saskatchewan the programs are being completely revamped. We are using the Alberta model as an example. First we no longer have Family Life. Instead there is Life Transitions in Grade 11 and 12. This includes the old Family Life components (some of them), Health and Guidance. We are also finding that often Home Ec people do not get to teach these courses. There is also a new course called Tourism/Hospitality/Entrepreneurship 30. This is a 30 hour in-class and 70 hour workplace course. In small communities this course is hard to teach because there are not enough places to place the students. We also have new courses that are being field tested this year. The first is Food Studies with Introductory (50 hours), Intermediate (50 hours) and Advanced (50 hours). The implementation date is 2000. Also Housing 30 and Interior Design 30 is being field tested as both a ½ credit (50 hours) or full credit (100 hours). At the present time clothing is being written and will be field tested next year.

We are also finding that because of decreasing enrolment a lot of full time Home Ec teachers are now part time Home Ec teachers. A lot are being lost at the senior level.

Ontario - Bev Murray

The Ontario Government is in the middle of a massive reform of curriculum involving all subject disciplines in the secondary school program. The development of the curriculum policy document is covered in a separate presentation by Maria McLellan, President of OFSHEEA. Following the release of the curriculum policy documents the Ministry of Education and Training embarked on the writing of course profiles (more detailed courses of study) for all grade 9 courses which will be taught in all schools in the province in September, 1999. Two documents are being written in the Social Sciences and the Humanities - "Food and Nutrition" and "Individual and Family Living".

Since both courses are for grade 9 or 10, and both courses will be taught in grade 9 in schools across the province in September, course profiles for both are being written. The writers are all experienced, highly qualified practicing or recently retired classroom teachers, most of whom are members of OFSHEEA.

Cable in the Classroom - Leah Geller

Cable in the Classroom (CITC) is a non-profit, public service initiative by over 60 Canadian cable companies and 35 programming services offering free cable connection and copyright-cleared, commercial-free, educational television programming to Canadian public schools. Providing over 360 hours of quality programming each month, Cable in the Classroom continues to expand its lineup each season.

Endorsed by the Canadian Teachers' Federation and numerous other educational associations across the country, CITC presents enormous possibilities for stimulating the interest and enthusiasm of students. Teachers can review the program schedules on the CITC web site and select programs that fit their curriculum. They can then tape programs at home or at school and use them to enhance the learning experience for their students. Many programs also have lesson plans available to make teaching even easier.

Programs available from Cable in the Classroom that are especially relevant to Home Economics curriculum include: Life Network: Family & Friends; Food Network: Taste; CBC: Street Cents; WTN: You . . . Me & the Kids

For more information, contact Cable in the Classroom toll-free at 1-800-244-9049 or check out the web site at www.cableeducation.ca.

Nova Scotia - Trinkie Coffin

Elementary School- 5 schools reported teaching of Family Studies at the grade 6 level because a teacher was available to teach it and/or the facility was in place and the school admin. Had a positive approach to the subject area and its implications.

Junior High School- In grades 7,8 and 9, Family Studies is not compulsory but the Dept. Of Education recommends that all student in Junior High take Family Studies. 3 areas of study are Food and Nutrition, clothing and Textiles and Individual and Family Development. Please see attached sheet for Program Delivery for more detail of suggested format. At the Junior High School level a program entitled Upersonal Development and Relationships - PDR has been developed which looks a lot like Family Studies and it is recommended that it be taught by a Family Studies teacher and if it is not, that a Family Studies teacher collaborate with the designated teacher. In practice - not sure if this always happens.

Senior High School- In grades 10,11 and 12, the modules offered are half-credit courses as follows - Grade 10 - Food and Nutrition, Clothing and Textiles, Child Studies, and Consumer Studies. Grade 11 - Child Studies, Career and Life Management A and B (CALM) - compulsory for all students. Grade 12 - Canadian Families, Food and Nutrition, Clothing and Textiles, and Housing. Please see attached sheet for Program Delivery for more detail.

Academic Credits- At the present time, no Family Studies Courses give University entrance credits. In the past the Child Studies credit could be used if entering a Child Studies Program at university. Discussions are being held to determine if one of the programs, if taught by a qualified Family Studies teacher, could be used as a credit for entry to Mount Saint Vincent University in the new Department of Family Studies and Gerontology. (Dept. And courses still under study for approval by Maritime Provinces Higher Education Commission).

Correspondence Courses- must be available for programs being delivered in the schools due to the

increase of Home Schoolers and as an accommodation to students who wish for some reason to complete the course on their own.

Physically Active Lifestyles - (PAL) is another course combining Phys.Ed., Health Ed. And Nutrition and is taken as a half-credit in Grade 11.

Innovation- In Sydney, N.S. a Food Science course has been developed and is being piloted as a Science credit. Clothing Construction is also being developed as a Technology credit. Agri-Foods has been developed in a similar manner to bring Agriculture back into the school system and is listed as a Technology credit as well.

University- At the moment Mount Saint Vincent University is the only venue in Nova Scotia where a student can become a Family Studies teacher. With the changes from Human Ecology to Family Studies and Gerontology we were concerned with the result for students wishing to follow that path. We were assured by the VP Academic, the Dean of Professional Programs and individual Professors in Nutrition and Gerontology that it will continue to be possible to give students who wish to be Family Studies teachers all the content and methods they require by careful planning and good advising by their professors.

Good News- The Chair of the School Boards of Nova Scotia is a Home Economist. We need more people in the positions where decisions are being made on what shall be taught and how.

Many thanks to Merle MacDonald, former Family Studies teacher who has done much work in Curriculum Development, teaches part time at Acadia University in the Education Program there and is active on the Board of Heart Health as well as the President of Nova Scotia Home Economics Association. She is presently active in the preparation for the CAHPERD/TAPHE/FSTA conference for Oct. 20-23, 1999.

Figure 1

- * Core Module
- ** Requires Prerequisite

Family Studies — Grades 7 - 9

Individual and Family Development

Communication in the Family	The Family and Work
Family Members with Special Needs	Learning About Children
Older Family Members	Early Childhood Development
The Global Family	Child Care Practicum
The Family and its Resources	Living Space
You and Your Money	Locally Developed Module

Clothing and Textiles

Clothing Basics *	Construction One
Family Clothing Care	Construction Two**
Clothing and You	Wardrobe Management
Fabrics for Clothing	Clothing and the Consumer
Recycling and Redesigning	Clothing Design and Appearance
Locally Developed Module	

Food and Nutrition

Nutrition and Management Basics*	Nova Scotia Products and Related Industries
Nutrients for Health	Enjoying Food with Others
Family Meals and Snacks	Food Safety
Fast Foods	Eating Light
Shopping for Family Food	Diet for Life
Practical Meal Planning	Native and Multicultural Food Study
Food and Technology	Eating Disorders
Locally Developed Module	

Figure 2

Junior High School Family Studies

A Suggested Format for Program Delivery

— Two areas of study each year

Areas of Study	Grade 7	Grade 8	Grade 9
Food and Nutrition	Core Module + 1 Elective Module	—	2 - 3 Elective Modules
Clothing and Textiles	Core Module + 1 Elective Module	2 - 3 Elective Modules	—
Individual and Family Development	—	2 - 3 Elective Modules	2 - 3 Elective Modules

OR

If PDR is taught by family studies teacher in family studies time slot

Individual and Family Development	—	PDR Module + 1 Elective Module	PDR Module + 1 Elective Module
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Figure 3

Senior High School

Family studies courses are designed for all students in grades 10, 11 and 12. Courses are designated at the three grade levels and the total of 120 hours is required for the credit.

Family Studies Grades 10 - 12

Grade 10

Food and Nutrition *
Clothing and Textiles *
Child Studies *
Consumer Studies *

Grade 11

Child Studies

** Career and Life Management A*
Career and Life Management B* *

Canadian Families

Grade 12

Food and Nutrition *
Clothing and Textiles *
Housing *

* half-credit course

** compulsory (1996)

Career and Technology Studies Preservice Teacher Education Programs: University of Alberta

Maryanne Doherty, PhD; George Buck, PhD and Deanna Simmons, MEd Candidate
Department of Secondary Education, University of Alberta, Edmonton

Introduction

In September 1997 Career and Technology Studies (CTS) was implemented throughout junior and senior high schools in the province of Alberta. CTS is a combination of the former Business Education, Industrial Arts, Home Economics, and Vocational Education curricula, as well as other new content areas. The mandatory curriculum for CTS is outlined in the Program of Studies, and further implementation information is provided in the Guides to Standards and Implementation; these are curriculum documents published by Alberta Education (1996, 1997, 1998).

Background

In summary, CTS is comprised of 22 strands or content areas and a varied number of one-credit courses (formerly called modules) within each strand. There are approximately 660 courses available in total. They are designated as introductory, intermediate, or advanced; and very few prerequisites are required. Thus, CTS is designed to provide for increased flexibility in instruction so that the needs and interests of students and the contexts of the school and community can be more meaningfully considered. Student achievement in CTS courses is now assessed through competencies and expressed through the learner expectations that are outlined for each course.

The Secondary Education Route preservice program to prepare those interested in teaching CTS will be available at the University of Alberta in September 1999. The 22 strands have been blocked into four different major and minor areas of study; that is, CTS: Business and Technology includes Enterprise and Innovation, Financial Management, Information Processing, Legal Studies, Management and Marketing, along with Tourism Studies. CTS: Human Ecology is comprised of Career Transitions, Community Health, Fashion Studies, and Foods. CTS: Resources includes Agriculture, Energy and Mines, Forestry, and Wildlife. CTS: Technology Education includes Communication Technology, Construction Technologies, Design, Electro-Technologies, Fabrication, Logistics, and Mechanics. Students cannot enroll in both a major and a minor in CTS.

Students pursuing a major in CTS must obtain 36 credits or complete 12 three-credit courses related to the CTS content areas, and those pursuing a minor in CTS must obtain 18 credits or complete 6 three-credit courses in addition to other required and optional courses to complete degree requirements. Majors and minors may specialize in only one of the four areas of CTS. To gain breadth, especially in the light of schools adopting multiple strands, students may complete additional courses from the other three areas. Applicants to the CTS Secondary Education Route who possess valid, provincially recognized (Alberta) Journeyman Certification or interprovincial Red Seal Certification may apply for advanced standing. Advanced standing can be granted only

for those course requirements relevant to the specific trade area in which certification is recognized, to a maximum of 15 credits.

Career and Technology Studies: Philosophical Underpinnings

The Secondary Education CTS preservice program was planned from the 22 strands of content as well as the philosophical underpinnings expressed in the CTS curricular documents. One concept that is common to all strands is competency-based student assessment, and summative standards for each course are delineated, including learner expectations, the conditions under which a student's competency can be judged, and criteria for the behaviors that a student must demonstrate to meet the designated standard. Student-centered learning through student learning guides is another common concept throughout the 22 strands, although the implementation remains at the discretion of the facilitator/teacher, and different scenarios are described in the documents. This competency-based, student-centered approach would embrace students selecting their courses and learning within a self-directed environment while progressing at individual rates, with the teacher being a facilitator.

The Student-Centered or Student-Directed Approach

Bradfield-Kreider (1998) would summarize the CTS approach as "students who are engaged in 'hands-on, minds-on' activities building and inventing new knowledge based on their prior knowledge" (p. 16). Bowd, McDougall, and Yewchuk (1994) aptly identified the need for a philosophy of self-direction when they said:

Students do not learn the same way. They differ in learning styles, cognitive strategies, and modes of functioning. An effective program offers students a choice to encourage involvement. If students are required to work in a mode or style that does not suit them, they are not likely to do well. (p. 419)

The symbiosis between learning and learner benefits most, as any relationship may, from intimate nurturing: self-directed learning allows the one person, arguably, best acquainted with the learner's learning requirements (the learner) to guide the educational program. Without opportunity for self-direction, some students get lost in educational processes; they simply can't keep up, often failing to learn what their peers are learning. Beimiller and Meichenbaum (1992) identified this same issue when they focused on the factors distinguishing learning levels: "Less advanced children, by the time they have mastered the task, the teacher has moved on to new, more complex tasks" (p. 77). Within the CTS curriculum, it is anticipated that students determine their own pace, assisted by a student learning guide developed specifically for the course being studied and having the teacher available as a facilitator.

Students who complete their courses before or after their peers are not penalized, but rather can benefit by taking another course or by extending their learning period. In either case, students continue to develop the skills required for self-direction: "Research conducted in the last ten years suggests that the differences between the highest and lowest achieving children is the degree to which they have become self-regulators of their own learning" (Beimiller & Meichenbaum, 1992, p. 75). Similarly, students are no longer impeded by the progress of other students. They will no

longer encounter the frustration of not meeting the task head on, frustration such as occurs “when tasks are too easy or too difficult, the students have minimal opportunity or motivation to practice and consolidate their self-regulatory skills” (p. 77).

Further research regarding the benefits of self-directed learning was presented by Schwartz and Gredler (1998), who proposed that goal setting and educating individual learners on how to set goals for themselves also enhance the benefits derived from a learning opportunity. Their discussion focused on the nature of self-efficacy, which they defined, based on Bandura’s work, as being “belief in one’s capabilities to master situations that may include novel, unpredictable, or stressful elements” (p. 83). A more familiar definition, such as that presented in any dictionary, reflects one’s self-confidence and one’s belief that one can master a situation, environment, or issue. How self-efficacy relates to education in the argument presented by Schwartz and Gredler bears heavily on the intended method of implementation and designated competencies of CTS.

Schwartz and Gredler (1998) identified two roles of goal setting derived from Bandura’s work. The first of these is “to guide learner efforts to regulate actions and cognitions in a particular direction” (p. 83). CTS focuses on the role of student as one’s own guide through the education process, but it does not abandon the learner in a myriad of texts and tasks. With each course a student receives the guidance of a facilitator, as well as an information/directional package known as a *student learning guide*. It is this guide that assists students to self-regulate their learning. It provides them with the following information: reasons for taking the course, what is needed before beginning the course, what the student will know and be able to do when the course is finished, a schedule for completing the work, how the course mark will be determined, what resources are available, and activities/worksheets to be completed. Having this information available and understanding it, students are better equipped to self-direct their learning, which can result in increased self-efficacy. Finally, using the theories of Bandura, Schwartz and Gredler continued to demonstrate the influence of self-efficacy on self-directed learning in general:

Students with high self-efficacy strive to overcome obstacles, persist in the face of failure, and develop challenging personal goals (Bandura, 1986). In contrast, students with low self-efficacy are believed to slacken effort and perhaps give up when facing difficulties, suffer anxiety and stress in a variety of performance situations, and set easily attained goals so as to avoid stress. (p. 83)

The translation of this statement seems clear: Students need to develop strong self-efficacy in order to maximize their potential. CTS opportunities which can be made available for students to develop a strong sense of self-efficacy not only benefit students as academic consumers, but also benefit communities whose labor markets these individuals will one day enter.

The Competency-Based or Performance-Based Approach

The final test of CTS, in the view of many teachers, parents, school boards, communities, academics, and governments, remains in identifying the tangible results at the conclusion of any one of the given courses. In keeping with the competency-based approach to the program itself, Alberta evaluates the results of each CTS course by rather innovative, albeit not unheard of, means. Integral to the philosophy that has developed such a unique student-directed program is the concept that achievement should be assessed, allowing practical results to define the success of the program and the knowledge imparted to students. Linn, Baker, and Dunbar (1991) faulted

most innovative programming as neglecting assessment standards: "Relatively few of the proponents of alternative approaches to assessment have addressed the question of criteria for evaluating the measures" (p. 16). CTS offers opportunities for empowerment for both educators and learners by delineating the outcome learner expectations for each strand, as well as each course, along with the a suggested emphasis guideline for the relative significance of each learner expectation and the criteria and conditions for the assessment of student competency. Students can develop personal learning schedules and teachers can facilitate, knowing the expected outcomes. This is not teaching to the test; this is teaching to the task.

The benefits of competency-based assessment are rapidly being identified by researchers seeking to improve the results of mass heterogeneous education. Shavelson and Baxter (1992), Bradfield-Kreider (1998), and Ames (1992) all focused on the positive aspects of performance-based assessment. All three emphasized the need for tasks and assignments to be relevant to the learner, assessed by a given standard, and known and understood by the learner prior to evaluation. In addition, Bradfield-Kreider suggested that this combination of events is essential in assisting the learner in the transition from extrinsic to intrinsic motivation.

CTS aspires to create a self-directed learner; thus, CTS reflects these researchers' theories, as well as reflecting what some view as utopian educational ideals: "The importance of intrinsic motivation in the classroom goes without saying. It is widely accepted that the goal of education should be the production of students capable of autonomous learning" (Bowd et al., 1994, p. 359). Ames (1992) and Bradfield-Kreider (1998) encouraged the systemic development of this motivational metamorphosis through their approach to education. Ames suggested that it is essential to "establish linkages between the environment, goals, and student motivational outcomes" (p. 261) in order to develop the most effective classroom learning environment. Ames acknowledged that these linkages are but the first step towards achieving the ideal learning scenario. Six years later, Bradfield-Kreider suggested to educators that curricular tasks need to be based on a foundation germane to the learner; she stated that "curricular tasks, based in real-world contexts, provide multiple opportunities for students to apply their knowledge" (p. 16). Simply put, when a curriculum is relevant to the learner, the learner wants to learn: "Students become actively engaged in 'lifework,' learning centered about their interests in a real-world context that is perceived as immediately useful rather than the passive receipt of knowledge" (p. 16).

Career and Technology Studies Preservice Teacher Education Programs

Those who are interested in teaching CTS within Alberta schools would enroll in the Faculty of Education at the University of Alberta in the Secondary Education Route, within which are three undergraduate programs of study: Bachelor of Education four-year program (commonly referred to as the *one plus three*), Bachelor of Education After Degree or Bachelor of Education after a bachelor's degree from selected other faculties, and Bachelor of Education Combined Degree. In addition, those who hold a Bachelor of Education and a professional teaching certificate can acquire qualifications for teaching CTS through the following CTS Diploma programs: CTS, CTS: Business and Technology, CTS: Human Ecology, CTS: Resources, or CTS: Technology Education.

Specifically, for those interested in teaching the strands (Career Transitions, Community Health, Cosmetology, Fashion Studies, and Foods) within the Human Ecology major in CTS, the three undergraduate programs available are the Bachelor of Education four-year program (commonly referred to as the one plus three), Bachelor of Education After Bachelor of Science Degree in Human Ecology, or the Combined Degree program—Bachelor of Science Degree in Human Ecology and Bachelor of Education. As well, those who hold a Bachelor of Education and a professional teaching certificate can acquire qualifications for teaching CTS through the CTS: Human Ecology Diploma program. For detailed information about the programs, please consult the *University of Alberta 1999 2000 Calendar* (University of Alberta, 1998).

In the undergraduate programs, students complete four weeks of student teaching in the Introductory Professional Term (IPT) and nine weeks in the Advanced Professional Term (APT). Students in the IPT usually teach in their minor subject specialization, whereas students enrolled in the APT usually teach in their major subject specialization. For detailed information about the programs, please consult the *University of Alberta 1999 2000 Calendar* (University of Alberta, 1998).

Conclusion

The breadth of content within the CTS curriculum presented a challenge for designing preservice teacher education. This challenge was met by organizing the strands within four majors and minors. The competency-based, student-centered philosophy in CTS has been incorporated into the program. Generally, students who are interested in teaching CTS can select from different programs within the Department of Secondary Education, and specifically those students who are interested in teaching the strands within Human Ecology have a selection of four different programs. CTS faculty members within the Department of Secondary Education have discussed the possibility of inviting graduates, after they have been teaching, to participate in a research project that would examine the CTS teacher education programs.

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Can a Simulation Approximate the Realities of Teen Parenting?

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Introduction

Students taking part in a parent simulation for one weekend and teen mothers of real infants participated in this project. To validate the authenticity of the simulated experience, self-perception and perceptions of how others viewed the teenagers as well as lifestyle patterns and routines were investigated.

Statistics Canada numbers indicate an increase in the teen pregnancy rates in the last six years after a significant drop during the 70's and 80's (Petrie, 1998). Manitoba has the highest teen pregnancy rate in Canada and in 1994 - 95, more than six adolescents (age 15-19) became pregnant every day in Manitoba (Manitoba Children and Youth Secretariat, 1997). Teen pregnancy is portrayed as a significant social problem, worthy of television, radio and newspaper coverage. Headlines such as: "Rising teen pregnancy rate a symbol of greater problem", "Teen pregnancies baffle experts", "Family services minister spends \$370,000 to help pregnant teens" and "Education minister presents school trustees with \$80,000 for pregnancy prevention" have been a regular occurrence for the past couple of years in the Winnipeg Free Press.

The Reality of Teenage Life

Adolescents who see themselves as facing limited life opportunities, often reorder their values and priorities as an adaptive response to the poverty that they endure. Males (1994) states that the high rates of youth poverty precede high rates of teenage childbearing. Geronimus (1992) believes that in many disadvantaged areas there is cultural support for having children early in life. Poverty and lack of hope for the future manifests itself in the low self-esteem of teen women who between the ages of nine and fifteen experience the phenomenon known as the "self-esteem slide" (Sadker & Sadker, 1995). Female adolescents with low self-esteem may feel valued in the mothering role that is generally honored in Western cultures.

Today, while young people reach reproductive development at an earlier age, their cognitive development may not permit them to comprehend fully the consequences of their behavior (McAnarney & Hendee, 1989). To understand that sexual behavior may lead to pregnancy requires anticipation of the consequences of the behavior. This is cognitively not possible as teens become sexually active as young as twelve years of age in today's society.

Petrie (1997) suggests that perhaps we should consider teaching children gradual sexuality. Adolescents must be aware of the options besides intercourse that

are available and it does not matter who teaches them, parents or schools. In her book, Petrie describes interviews conducted with Virginia Johnson and William Masters on the CBC Newsworld series "Century". Johnson and Masters argue that parents want to control what their children learn about sex. They claim that parents have a fearful attitude toward sexuality, and they question whether parents are taking the responsibility of fostering real communication with their kids.

A Preventative Approach

Education programs such as those designed around the family studies curriculum provide the opportunity for students to experience vicariously, through simulating the demands of parenting prior to becoming a parent. A parenting simulation may be a preventative intervention against teen pregnancy and parenting. Recent technological developments made possible the parenting teaching tool known as the infant simulator (Baby Think it Over). This product was developed to help teenagers understand three important facts about infants: the demands of infants are unpredictable but nonetheless must be met promptly, they require a great deal of time and attention, and the responsibilities of parenting will change a teen's lifestyle profoundly and in a variety of ways.

The heart of the infant simulator is a microprocessor. This internal computer simulates the realistic cry of an infant at random intervals of fifteen minutes to six hours for feeding or care 24 hours a day. Feeding the baby requires the parent to insert a probe into its back and hold it in place for up to thirty-five minutes. The probe is attached to a tamper-proof, non-transferable hospital bracelet worn on the teen's wrist. The infant simulator microprocessor has several settings: easy, normal and cranky. It records neglect, abuse and the length of crying time before the student tends to the mechanical baby. When the infant simulator is returned, the teacher retrieves a reading indicating the neglect, abuse and/or minutes of crying. If there is an attempt to tamper with the microprocessor, this information will also be recorded.

The infant simulator and its effectiveness in simulating the demands of parenting have not been evaluated in a classroom setting in Canada. This research project examines if students are able to authentically experience the demands of parenting using the infant simulator. Adolescents need to somehow get a clearer notion of what parenting involves and we chose this particular area of research because we see a need for such programming in the area of family studies. Smock (1987) quoted Ellen Peck, author of *The Baby Trap*.

The question of whether or not to become a parent is the most important decision in life. You can quit work, you can sell your house and move, and you can get a divorce. But there's no such thing as an ex-child. It's a commitment that's worth examining before doing (Peck, quoted by Smock, 1987).

Methodology

To evaluate the effectiveness of the infant simulator, we compared weekend infant simulator parenting experiences of three grade 10 Family Studies students' with the parenting experiences of three young moms (under the age of 17). All the participants in the study were from the Seven Oaks School Division community in Winnipeg.

The teacher in charge of the adolescent parenting program at Maples Collegiate, Seven Oaks School Division, approached the teen mothers to participate in our study. These adolescent parents were to be unmarried, still living at home, and caring for their first child, who was to be under the age of ten months. Teen mothers and their parent or guardian received information on the project, and signed consent letters before participating in the project.

Three female Family Studies students in grade 10 at Garden City Collegiate, Seven Oaks School Division, also participated. Family Studies is an option course that students registered for and it was our assumption that they selected the course on the basis of their individual needs and interests. A limitation of our study is that we could not assume that the teens most likely to become a teenage parent would choose the Family Studies course and be willing participants in the project.

In total, six students from the Family Studies course participated in the interview process and completed the weekend parenting simulation. The audibility of the taped interview, their ability to communicate verbally, and completion of the three day parenting experience determined final selection of the three participants for this inquiry.

Even though only three students participated in the final research project, all family studies students had the opportunity to experience the weekend parenting simulation. The infant simulators were used during class time for the students to familiarize themselves with the use and operation of the care key before taking the simulator home for the weekend. The microprocessor was programmed on the easy care setting with the intervals between crying from 180 - 360 minutes. The students were made aware of this setting before they left for the weekend with the infant simulator.

Students selected the weekend that would be the least disruptive to them for their parenting experience. Employment schedules, social commitments, music lessons, athletic events, and family obligations were considered in selecting the weekend. Parents and students signed consent forms before the weekend.

Students went home with as much information as possible about the infant simulator so the parenting experience would provide realistic and valuable learning

opportunities for them. Clothing, bottles, diapers, carrying bed, and blankets were made available as accessories with the infant simulator. A resource package containing support material for the use and care of the infant simulator was provided. This resource package contained: care and operation of the infant simulator video, baby sitting breakout (4 hour limit on the baby-sitting services that could be arranged by the student parent in case of an emergency), camera to record five memorable experiences, a journal for personal reflection as a parent, family feedback forms, our weekend pager phone number in case of a technical emergency, and an information brochure on common situations that may occur with the infant simulator.

A pager to allow students to contact the coordinating teacher was necessary due to the mechanical nature of the infant simulator. Mechanical breakdowns were anticipated due to batteries running low and care keys breaking. New batteries and/or rechargeable batteries were necessary for each of the weekends to avoid a mechanical breakdown. Care keys were periodically broken during the weekends even though class time was taken for students to practice using the key. We purchased a reconditioned microprocessor and additional key to ensure that any mechanical breakdowns did not prevent the infant simulator from going out on the next weekend.

Data Collection

Questions for the interview guides were selected after a series of practice interviews with ten semester one Family Studies students during September to December 1997 at Garden City Collegiate.

During the spring of 1998, in person interviews were conducted with the participants selected from Garden City Collegiate and Maples Collegiate. The interview questions focused on lifestyle patterns and routines as well as self-perception and perceptions of how others viewed the parenting teens. We informed all participants at the onset of the interview that they could choose not to answer any questions that made them feel uncomfortable. Transcriptions of the audiotapes were made and the tapes were destroyed on the completion of the project. All names were concealed in order to protect the identity of the interviewees and their families.

Research Findings

We analyzed the interview data through identifying and comparing six themes that became evident in the experiences of the teen mothers (Maples Collegiate) and simulated teen mothers (Garden City Collegiate). We cross-referenced similarities and differences evident in the experiences of the teen mothers and simulated mothers.

Table 1

Infant simulator mothers
Theme #1 - impact on lifestyle
Theme #2 - impact on personal routines
Theme #3 - infant simulator predictability
Theme #4 - parenting self-perception
Theme #5 - perception of simulator as mechanical baby
Theme #6 - interpretation of public perception

Table 2

Teen mothers
Theme # 7 - impact on lifestyle
Theme # 8 - impact on personal routines
Theme # 9 - unpredictable needs of babies
Theme # 10 - parenting self-perception
Theme #11 - real babies are not dolls
Theme # 12 - interpretation of public perception

Table 3

Six themes
Theme #1 vs. Theme # 7 - lifestyle routines
Theme #2 vs. Theme #8 - personal routines
Theme #3 vs. Theme # 9 - predictability
Theme #4 vs. Theme #10 - self-perception
Theme # 5 vs. Theme #11 - authenticity
Theme # 6 vs. Theme # 12 - public perception

There appeared to be a minor impact on the lifestyle routines of the students parenting the infant simulator compared to the major impact on the teen mothers' lifestyle routines. For one weekend, infant simulator mothers were willing to make minor changes in their routines such as rearranging their social time with friends. These minor changes did not come close to the sacrifices made by the teen mothers. Major sacrifices were made in the social lives of the teen moms so that the needs of their babies could come first. Teen mothers did not have the option of being a mother only on a weekend that was convenient for them unlike the infant simulator mothers who were able to pre-select the weekend that was least disruptive to them. The infant simulator did not impact lifestyle routines to the same degree as noted in the lives of the teen mothers. Personal routines such as showering and eating pattern were affected to a minor extent with the infant simulator compared to the major inconveniences of real babies. Students found it was easy to alter their personal routines because the baby required tending on a predictable non-demanding schedule. The microprocessor's easy care setting made it too simple for teens to adjust their personal routines. Teen mothers did indicate that there were major disruptions in their personal routines due to the unpredictable demanding schedule of infants. The infant simulator did not impact personal routines on the easy care setting compared to the unpredictable demands of real infants.

Teen mothers and the infant simulator mothers both perceived themselves to be real parents. The infant simulator mother's three-day commitment was short-term with their personal investment as a parent ending on Monday morning when they returned the infant simulator to school. There was no comparison to the lifelong commitment made by teen mothers.

Caring for a baby tended to attract attention to both the infant simulator mothers and teen mothers when they were out in public. The infant simulator mothers wanted to clarify to the public that they were not real mothers and this was not a real baby. Because they considered the infant simulator to be only a mechanical baby, they were surprised when people perceiving it to be real approached them. They were quick to explain that it was a mechanical baby, and that they were part of a simulation. In contrast, the teen mothers did not try to attract attention or explain their situation to others.

Infant simulator mothers perceived that the public was labeling them with the same negative stereotyping and labeling directed at teenage mothers. People thought they were too young to be parents and stared at them when they were with the infant simulator. They perceived that they needed to explain the school project in order to defend themselves against the negative stereotyping. Teen mothers were keenly aware of the negative stereotyping surrounding their circumstances and people's labeling of them as a burden on society (bad, lazy, unfit, too young, on social assistance, just having kids, a poor upbringing). Both the infant simulator mothers and the teen mothers wanted to defend themselves against the negative stereotyping of the teen parent stigma.

Contrary to the negative stereotypical beliefs surrounding adolescent mothers, all three teen parents had missed only one semester of school and were highly motivated towards finishing high school. None of them were on social assistance and all had considerable family support.

Unexpected Findings

The criteria for the teen mothers' participation in the project were that they were to be unmarried, still living at home, and caring for their first child under the age of ten months. The adolescent parent program coordinator at Maples Collegiate arranged the interviews. It was our assumption prior to the interviews that the criteria had been met.

During the interviews, we discovered that two of the three teen mothers were married as well as living with their husbands and families. We did not anticipate that marriage, religion, and culture would arise in the research project, as we did not include any questions that focused on this aspect in our interview guide. Responses from two of the teen mothers indicated that tolerance towards adolescent parenting is not widespread in their culture and that forced marriages are still practiced.

What we witnessed in our research project was in contrast to the statements made by Brown from Winnipeg Child and Family Services, (personal communication, July 1997). She spoke about the history of forced marriages in the 1950's and 60's as a response to teenage pregnancy. Brown felt that the pressure to marry as a result of teen pregnancy was no longer evident in today's society. This generalized statement was not supported in our research project, as religious and cultural influences were the

underlying reason why two of the teen mothers had little choice in the decision to get married at seventeen years of age.

Conclusions and Recommendations

Self-perception and perceptions of how others viewed the teen mothers as well as lifestyle patterns and routines were investigated to validate the authenticity of the infant simulator. Our research project was successful in that it served to highlight the strengths and weaknesses of the infant simulator.

Self-perceptions and perceptions of others about teen mothers and the infant simulator mothers were similar. Teen mothers and infant simulator mothers both perceived themselves to be real mothers. Caring for the babies also attracted attention to both the infant simulator mothers and teen mothers when they were in public. Infant simulator mothers also perceived the same negative stereotyping and labeling directed at teen mothers. The infant simulator was effective in providing a learning experience that involved role-playing, parent participation, and community education.

The predictability of the infant simulator did affect the authenticity of the simulated mothering experience. The simulator was programmed for the easy care setting (intervals between crying periods is 180 to 360 minutes) for all the weekend simulations and the students were aware of the setting. Infant simulator mothers were able to predict when the infant required care and therefore personal routines were not disrupted to any major extent.

We now recognize the limitations of the infant simulator and are in a position to modify and redesign learning experiences in order for students to more realistically experience the demands of parenting. To enhance the simulated parenting experience in the future we will ensure that students are not made aware of the care setting. The settings will be randomly assigned to cranky, normal, or easy. We feel that by putting into effect these recommendations, the authenticity of the infant simulator parenting experience will more closely match the demands of real parenting.

Adolescents can participate in meaningful simulations in Family Studies programs that approximate the realities of parenting. We support the notion that all Canadian schools should provide compulsory Family Studies education to students within our school community in an attempt to address the issue of teen pregnancy and parenting. The infant simulator is a promising tool in programs addressing teen pregnancy prevention. However, its effective use will require carefully designed programs and continual evaluation.

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For more information on how to order Infant Simulator and the cost of this product contact Baby Think it Over at 1-888-584-2031 or at the web site: <http://btio.com>.

Design Access - An Education and Industry Partnership

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Partnership Project

The Design Access Project is the result of an industry and education partnership involving the Vancouver School Board, Design BC and Apparel BC. The federal government, through a grant from Human Resources Development Canada - Youth Initiatives, provided funding to help set up a pilot project at Gladstone Secondary School in Vancouver with apparel design as its focus.

The partnership allows for connections to be established with the other design disciplines, including:

- The Interior Designers' Institute of British Columbia
- The British Columbia Society of Landscape Architects
- The British Columbia Industrial Designers' Society
- The Society of Graphic Designers of Canada, BC Chapter

Design Access provides the opportunity for the design disciplines to become involved, share facilities and develop educational initiatives. The project aims to assist students to become better prepared for the transition from secondary school to work and post-secondary education.

A multi-media communications package, including a Careers in Apparel broadsheet and website, was developed to link parents, teachers, students, business and industry, government agencies, media and sponsors.

Guidelines for both students and employers have been established to provide work experience. Two career conferences were held for students and teachers in the Vancouver Lower Mainland school districts with over 400 participants attending each of the conferences. Students attending the conferences were given an opportunity to broaden their view of the career opportunities available to them.

The Design Access website can be accessed at www.designaccessbc.com or through the Apparel BC link at www.apparel-bc.org.

Design Technology and Manufacturing Centre

The pilot project involved the renovation of an existing lab at Gladstone Secondary School. The space was ideal because although half of it was vacant, the other half had just been renovated to accommodate a plastics manufacturing centre utilizing Computer Automated Manufacturing (CAM). The two areas were combined into one large space with a central, open-concept office separating the design and technology centre from the manufacturing centre.

The Design Access centre with its large display window is a wonderful contrast to the 1960's architecture that dominates the balance of the school. The room has high vaulted ceilings, carpeting, and award-winning designer furniture with interlocking computer desks and tables. The centre is set up like an industrial work space, while maintaining the qualities that are important for a well organized teaching area.

Educational Opportunities

1. To increase student access to technology and to familiarize students with technology that is being used in the industry.
2. To train students in the use of Computer Assisted Drafting (CAD) and Computer Automated Manufacturing (CAM) for the apparel industry.
3. To provide interdisciplinary opportunities for students in Home Economics & Technology Education in order to have both boys and girls using the same technology.
4. To develop transferable skills so that students will be better prepared to pursue career options within the design disciplines.
5. To provide information on careers in the design disciplines and to expand work experience opportunities for students.
6. To give students the opportunity to use a variety of materials such as textiles, wood, clay, metal, glass, plastic or any combination of these when they manufacture their designs (since retail products in industry often combine a variety of materials).
7. To establish a design team within the school and to provide professional development workshops using design terminology and industry standard technology. The design team will provide opportunities for teachers to share ideas and establish collaborative projects for students.
8. To familiarize students with the entrepreneurial & technological skills necessary to operate a home based business in the apparel industry.
9. To have the lab accessible to other secondary school students and teachers, members of the community and the design industry for in-service and training using current technology.

Textiles and Design

The approach to teaching Clothing and Textiles at the high school level has changed because of the involvement with industry partners (Design BC and Apparel BC). At the Grade 8 level, the shift has been to building an awareness of the apparel industry, the textile industry and the importance of the

design process when working with textiles instead of focussing mainly on the sewing of clothing or apparel.

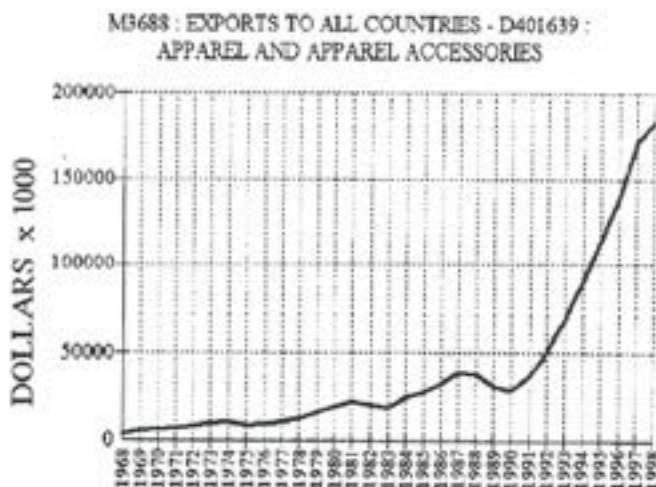
Clothing is a very small part of the apparel industry in Canada. The apparel industry is a very small part of the textile industry, which itself is a very small part of design in our lives. By broadening the focus of the courses taught, the students become more aware of all of the design disciplines, including Apparel Design, Architectural Design, Interior Design, Industrial Design, Landscape Design and Graphic Design.

Canadian Exports of Apparel and Apparel Accessories

The Textiles and Apparel Industry has changed dramatically in Canada. As garment manufacturing has gradually moved off shore to third world countries, the industry within Canada has evolved with niche markets expanding into very specialized and technical products. Successful companies have moved into products such as lingerie, bridal, street wear, quality children's wear as well as active and technical outer wear for running, climbing, skiing, snow-boarding and personal safety.

Canada, with its opportunities for access to technology, has been able to produce high quality, specialized apparel to meet and exceed world standards. Mustang Survival, a company located in Richmond, British Columbia, is an example of a company that has moved into the technological era and developed life support solutions including flotation protection, hypothermia protection, 'G' force protection and fire protection. They provide protective garments for divers, sailors, the army, the air force, the coastguard and astronauts. This company increased their CAD/CAM technology and established a world class research and development division in order to improve and develop innovative solutions for safety gear.

As a result of these opportunities in Canada, exports of textiles and apparel have been growing continually. Statistics Canada on their website <http://estat.statcan.ca> lists exports for Apparel and Apparel Accessories in 1968 at \$43,838,000. In 1988, Canadian exports grew to \$451,366,000. By 1997, Canada's exports increased to \$2,061,657,000 worth of Apparel and Apparel Accessories.



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Project Accomplishments

1. Industry connections were established with the various design disciplines (apparel, industrial, interior, graphic and landscape architects).
2. The "All Eyes are on Us" Career Conference focussed on careers in apparel and was held at Tupper Secondary in Vancouver with 25 speakers presenting. 500 students and teachers from five Lower Mainland districts attended. The conference also included an industry and post secondary trade show.
3. Students from British Columbia participated in the National Skills Canada competition in Fashion Design sponsored by the Apparel Industry. Exhibits from both industry and post-secondary establishments were displayed.
4. The "Youth are the Power" Career Conference was held at Gladstone Secondary with 400 students and teachers from five school districts attending. The seminars were presented by the six design disciplines and involved 20 industry speakers.
5. A Design Access Work Experience pilot project was conducted at Vancouver Technical School for Computer Assisted Drafting students in architectural and engineering related courses. Design British Columbia co-ordinated the instructors from apparel, architecture, interior, graphic, and industrial design in order to test the feasibility of group work experience.
6. A Summer Institute was held in the Design Access Lab with the top fashion design students from various Vancouver schools attending. Post secondary instructors and industry personnel participated and helped students develop and evaluate their skill sets.
7. A checklist of skills and experience inventory was established for students wishing to pursue a career in Fashion Design.
8. Contacts were established with apparel software companies (Fashion Mark Solutions and Tukatech).
9. Contacts were established with Mountain Equipment Co-op and Sun Cruz for sharing fabric ends from the manufacturing process with secondary school textile classes.
10. Presentations have been made to the British Columbia Home Economics Association regarding technology that is being used in the apparel industry and how the Canadian Apparel Industry has grown to be a world leader in specialized niche products.
11. The Applied Skills 8 - textiles curriculum has been changed to incorporate the design process. Critical challenges have been developed giving students an opportunity to design and experiment with a variety of textiles.

12. An interdisciplinary/cross-strand project was completed at Gladstone Secondary School. A race car was designed by the metalwork students, the interior seat was designed by the textile students, the wiring was put in by the electronics students and the crash buffer was built by the woodwork students. The cone-shaped body for the car was made by plastics technology students and the use of dry ice versus regular ice for the engine cooling system was conceived by the physics students.

As the students worked together from different areas of the school to share ideas and to use problem solving to develop design solutions, a strong sense of teamwork ensued. The enthusiasm for the project grew. The Gladstone Secondary students were successful in winning three Electrathon Races including a race on part of the Indy Race track in Vancouver. The most important accomplishments of the project were to have students use the five-step design process and to have students and teachers work collaboratively.

Design Access

Through the Design Access project, students, teachers, post secondary instructors, the Vancouver School Board and industry partners have had opportunities to meet and to work together toward common educational objectives. A structure for providing work experience practicums and a list of the skills and qualities students should work towards developing for pursuing a design career are well underway.

The teachers in Home Economics, Technical Studies, Art and the Sciences at Gladstone Secondary School have worked co-operatively sharing ideas. The students now work more closely as a team, brainstorming ideas and working on solutions, rather than working individually.

Through professional development workshops, access to current technology, the establishment of industry links and the exposure to the workplace, educators have more opportunities to better prepare students for the world of work and for post secondary schooling.

A Canadian Partnership Supporting Parenting

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Introduction

In May of 1998 a group of Ontario Family Studies teachers met to discuss forming partnerships between our discipline and interested agencies, businesses and individuals in the public sector. This initiative was sponsored by The Ontario Family Studies Leaders' Council (formerly the Co-ordinators' Council) with the purpose of increasing public support for and awareness of Family Studies Education. For the author, attendance at that meeting turned out to have far-reaching consequences because she volunteered to investigate partnerships related to 'Baby Think It Over' (infant simulator) technology. As school wound down in June 1998 initial contacts were made with individuals and groups who might be interested in supporting what Family Studies educators in Ontario were doing with infant simulators (or BTIO).

Two things became obvious immediately :

- 1 - There was a huge groundswell of interest "out there" not only in BTIO but parenting education and the need to improve the quality of parenting in general.
- 2 - Just because we knew what we were doing (and were doing an excellent job of it) did not mean anybody else did. The author encountered almost total ignorance of what modern Family Studies education was all about in the dozens of contacts that were made during the summer of 1998.

Following this enlightening and humbling experience the author requested an Action Committee Meeting that took place in August 1998 in Toronto. This involved representatives of OHEA (Ontario Home Economics Association), OFSHEEA (Ontario Family Studies Home Economics Educators' Association) and OFSLC (Ontario Family Studies Leaders' Council). At this meeting it was decided that the three groups would come together to support what became known as the Parenting Initiative.

Family Studies teachers in Ontario had already lobbied vigorously for compulsory parenting education and not met with success. In part this was due to the fact that public consciousness of the need for quality parenting was not strong enough. However, the anecdotal evidence gathered by this author indicated to us that interest in quality parenting was gathering and we had better 'strike while the iron was hot.' It was generally felt that this opportunity to encourage parenting education in the schools would not present itself again any time in the near future. Thus the Parenting Initiative was born and this author volunteered to facilitate it.

The Parenting Initiative

The general goals of the Parenting Initiative include:

- increasing the role that is played by formal parenting education
- increasing visibility of Family Studies/Home Economics professionals
- improving the quality of parenting practised in Canada as a whole
- increasing awareness of the critical social role played by parents
- improving access to parenting information for all Canadian parents

At this time the Parenting Initiative has three components:

- 1 - The BTIO Research Project
- 2 - Partnerships
- 3 - A Proposed Internet Website

The reader should know that this initiative is definitely fluid or a work in progress. As the facilitator of this project the author has found that being flexible and open to suggestions has been very useful. The project will, no doubt, continue to evolve and the suggestions of stake holders and interested parties are definitely welcomed. For those who would like to contribute suggestions or potential partnerships contact information is supplied in the Summary of this paper.

Individual Components of the Parenting Initiative

1 - Baby Think It Over (BTIO) Research Project

BTIO technology has been available for about four years. Casual data gathered so far in some schools suggests that participating in a "Baby Think It Over" experience reduces the teenage pregnancy rate in the school and tends to make a student more realistic about what it is like to be a parent. After spending time with a "baby" or infant simulator many teens freely say they intend to put parenting off until they are older and better able to care for a baby. Hypothetically it appears that BTIO technology is making adolescents more realistic in their attitudes toward future parenting and the timing of a first pregnancy. Since Family Studies/Home Economics programs use BTIO extensively positive support for the hypothesis would bolster our case for improved parenting education.

This research study is designed to scientifically test the above hypothesis and to be a comprehensive study of measurable data on the effect of the BTIO experience on adolescents. It involves two anonymous questionnaires to be done before and after the time a student spends with the infant simulator. We anticipate at this time that the results from this study will strengthen our case for formal parenting education in the pre-parenting years. It is hoped that we will be able to find teacher 'hosts' for this study in a variety of Canadian senior elementary, middle and secondary schools. The consistent factor in all these samples will be that the respondents will be Canadian adolescent students. It is hoped that we will be able to test at least 500 students in this study.

Educators who volunteer to 'host' a BTIO study in their classes will be given a small package of self-explanatory materials by the author of this paper. It contains all the necessary forms and suggested letters to obtain the permission of a principal, a parent and/or a student in order to

perform/participate in the study. It may be useful for the 'host' teacher to know that this study has been approved by the external Research Screening Committee for the Peel District School Board in Ontario as of October 23, 1998. This may satisfy the research requirements of other school boards and save the 'host' teacher time and effort.

The 'host' teacher is responsible for printing the study forms but money can be saved by having a student answer on a Tally Sheet and loose-leaf paper instead of the actual question sheet. All answers should then be stapled together. The 'host' may also set up the study in such a way that a student can access the required forms in a file drawer or basket thus relieving the teacher of having to oversee the second questionnaire which is done after the student uses BTIO. The preliminary questionnaires can be done as a whole class activity in about 30 minutes (or less). Care should be taken, however, to make sure that all students write their second responses under fairly similar conditions of time and place relative to when they actually spend time with the simulator.

At the time of writing one study involving 17 senior adolescent respondents has been completed by the author in the city of Toronto, Ontario during the first semester of this school year (1998-99). This was designed as a test run and several minor flaws emerged and were corrected. Suggestions have been made as a result of this test run which should streamline future testing to save on a 'host' teacher's time.

This first testing has illustrated that students often have difficulty confining themselves to one option for some of the questions. To counteract this tendency it should be stressed that only one answer is to be given and that if in doubt the student should try to think in general adolescent terms instead of focusing on the individual cases of friends who may have found themselves in uncomfortable teenage situations. Students also need to be counselled to answer all questions and leave none blank.

The results from this first run of testing indicate that the attitudes of this group of senior students underwent very little change as a result of the BTIO experience. Most of the students were quite realistic in their attitudes toward future parenting and the timing of a first pregnancy and a BTIO experience did not have a large effect on these urban adolescents. It is suggested, therefore, that this study should be performed on fairly large groups of adolescents from three general age categories: the senior elementary age group (grades 7 and 8), the early high school years (grades 9 and 10) and senior students (grades 11 and 12). In addition, to make this study truly representative, we need to access adolescents from across Canada in both urban and rural settings. Hence, volunteer 'host' teachers are urgently needed.

Limited funding for the BTIO study has been applied for from the Canadian Home Economics Association. Despite its large scope this study is not anticipated to cost a great deal, however, there will be some costs incurred in sending faxes to 'hosts' who do not have e-mail and for the photocopying and mailing of study packages to 'host' teachers. It is also anticipated that there could be some costs associated with tabulating the final data and publishing the results.

2 - Partnerships

In the Partnership component of this initiative potential partners are approached and asked to support the improvement of parenting education in the elementary and secondary school system. At present the subject of mandatory parenting is broached but not presented as an essential to being a partner. Mandatory parenting does not seem to enjoy the public support that simply improving parenting practice does. The issue of mandatory parenting is one aspect of the parenting initiative that is still evolving and will need further discussion.

The advantages of formal parenting education need to be presented to potential partners because, as noted previously, most individuals and groups have no idea that modern Family Studies/Home Economics Education even teaches parenting. We have been left totally out of the equation as public opinion on parenting practices in Canada re-crystallizes. In order to be successful with this initiative we must convince future partners that Family Studies/Home Economics education has a vital role to play in improving parenting practices. The author has found that the following summary of the expectations is useful in promoting parenting education.

Formal parenting education has the following general expectations:

- 1 - to raise social consciousness of the importance of good parenting to the creation of a strong 'social fabric'. This will set the stage for good parenting practices in future parents and those who will help others raise society's children.
- 2 - to reduce the teen pregnancy rate. This can be accomplished by various authentic teaching and learning strategies including the 'Baby Think It Over' (BTIO) infant simulator experience.
- 3 - to develop an awareness of the need for healthy, substance-free pregnancies so all children will get the best possible start in life.
- 4 - to reduce child abuse by making students, and the adults they will become, aware of the usual stages and characteristics of child development.
- 5 -to make students able to evaluate and access credible sources of parenting help and information now and in their future lives.

Since every effective partnership is a two-way street the roles of both sides of the partnership need definition. The Family Studies/Home Economics educators are asking that partners support and encourage the formal teaching of parenting in elementary and secondary schools. In other words to help us convince those in charge of curricula that parenting should be taught formally by Family Studies/Home Economics educators. For our part we are undertaking to promote and connect the work being done by the individuals and groups with whom we make partnerships. This will be largely done by the website that is discussed in more detail later.

Obviously, there are some major concerns still to be addressed in the partnership component of this initiative. These include:

1 - How formal should these partnerships be? Do we need a legal, signed agreement or is a 'handshake' (electronic or otherwise) sufficient?

2 - Potential partners need to be vetted. It is expected that any partners will subscribe to a "gentle, nurturing parenting style" (1995-1999, Today's Parent Group). There is some concern that neo-conservative, right-wing parenting philosophies could infiltrate our efforts. This is to be avoided at all costs. Since partnerships will be initially arranged by Family Studies/Home Economics educators it is being assumed that most potentially unsuitable partners will be avoided from the outset.

3 - Do we need a centralized committee to approve parenting partnerships so that consistency is maintained and unsuitable partnerships are rejected?

The following list will give the reader some examples of who could be approached for partnerships in their own area. These people and agencies have already been contacted and expressed an interest in the Parenting Initiative. Many of these are in the Toronto area. It is hoped that this list will encourage readers to volunteer to arrange partnerships in their own home areas. In this way we can start toward a cross-Canada partnership of agencies and individuals interested in supporting and improving parenting.

Non-Governmental Agencies (NGO's): Hinck's Institute, Operation Go-Home,
Best Start Programs, Beatrice House

Post-Secondary Professionals in Education: Dr. Benjamin Schlesinger (U of T)
Dr. Margrit Eichler (OISE/UT)

Elementary and Secondary Education: Jim Grieve (Ottawa-Carleton Board)

Medical/Social Work Community: Dr. Peter Lang (Action for Children Coalition)

Media Links: Bonnie Buxton (social issues journalist - FAE/FAS interest)

Federal Government: Mme. Fowler - LeBlanc (wife of the Governor-General)

Provincial Governments: Ontario Liberals (positive) Ontario Conservatives (negative)

Municipal Governments: Toronto Public Health

Businesses: Barry Speer (All About Parenting - Kingston)

3 - The Website

The author evaluated a variety of parenting/ social science websites in order to make preliminary plans as to what our website should look like. Initially the plan was to create a website

which would be like a virtual parenting centre. Parents from anywhere in Canada, or in the world for that matter, would be able to access high-quality parenting information merely by logging on at any time of day or night. When this author was a new mother in the 'seventies her Dr. Spock book literally fell open at "Causes of Crying." A website could put such anxious new parents in touch with information and other parents immediately.

In consulting with a family member involved in the computer field it became obvious that updating and maintaining such a site would almost be a full-time job in itself. About the same time the author became aware of <http://www.todaysparent.com> (1995-1998, Today's Parent Group) and one visit to that excellent, award-winning site convinced her that the original concept of our website would be 'reinventing the wheel.' This is an excellent resource which is in a class by itself. There are other useful parenting sites in addition to this and we will be approaching them.

Plans were then made to fill another gap in the parenting equation. In its present form the website will catalogue information on each of our partners in a form that parents and other interested parties can easily access. It will co-ordinate and support persons and agencies helping current parents meet the challenges of parenting. Any partner with e-mail or internet connections will be able to have a 'link' on our website. If a partner does not have internet capabilities they will still be identified and described on our site. The author has found that many individuals and groups are doing good work but it is being done in isolation and can be repetitive. The website will function as a clearinghouse and help connect and expedite the work done by individual partners and provide parents with good sources of help in their geographic area.

In terms of actual mechanics it would appear that if we can tolerate a small amount of advertising in banner form we should be able to find an internet-related company which will allow us to use space on their large server. Otherwise the costs of a website would probably prove to be prohibitive. This area needs further research and this carrier needs to be investigated and chosen with care.

The website concept may appear to discriminate against low-income Canadians. However, many libraries and social service agencies are able to provide this service in all parts of Canada. Schools still serving adults would be another access point to the Internet. In areas under served by social service agencies this website could prove a real asset, particularly to troubled parents.

The advantage of a website for Family Studies/Home Economics educators and Home Economics professionals in general is visibility. At present OHEA, OFSHEEA and OFSLC have all agreed to have their logos appear as sponsors of the website. However, we may consider another more comprehensive umbrella in which information about home economics, human ecology, consumer and family studies in general and Family Studies/Home Economics education in particular is show cased on the site. This website, at present, is designed to do three things: first, improve parenting, second, link parenting partners and last (but definitely not least) push Home Economics in general into public view.

Will Formal Parenting Education Work?

How badly does Canadian society need to improve its parenting practices? Most agencies, businesses and individuals in the public sector who have already been contacted as potential partners are quite enthusiastic and cognizant of a need in Canadian society to support and improve parenting practices. Generally, speaking to such people is like 'preaching to the converted.' Nevertheless, a background philosophy substantiating why successful parenting education is critical and will work can prove very useful to anyone expediting partnerships. As Family Studies and Home Economics educators we need to start with the assumption that more, and possibly compulsory, parenting education in the formal elementary and secondary school years will, after implementation, gradually improve Canadian parenting practices over the years.

The reader will also realize that these gradual improvements, such as those experienced in the campaigns for wearing seat belts and not drinking and driving are not of much interest to political parties who want a 'one size fits all - quick fix' during their mandate to insure their re-election. Therefore, approaching a politician, or any individual who is looking for a quick solution to social problems, for support in this venture has to be handled somewhat differently than most other partnership contacts. Urging such potential partners to view this as a long-term investment in Canada and not something for quick profits may be effective.

To the best of this author's knowledge the assumption that parenting education for elementary and secondary students will support and improve parenting practice has never been tested because formal parenting education during the pre-parenting years has not been widely available. We must, however, assume that we are correct and that involving the education system formally in parenting education will work. Considered logically, how could general consciousness-raising regarding the need for good parenting practice possibly fail to help produce social improvement?

Summary and Future Directions

As the presentation of this paper takes place in March of 1999 the Parenting Initiative is nearly nine months old. The obvious connection to the length of a human pregnancy is stirring to say the least. It is currently sponsored by OHEA, OFSHEEA and OFSLC. Presently it involves three components, i) the 'Baby Think It Over' (BTIO) Research Project; ii) the formation of partnerships between the above organizations and agencies, businesses and individuals in the public sector; and iii) the creation of an Internet website linking the partners, providing information to parents and showcasing Family Studies/Home Economics.

Central to this initiative is the formal parenting education of pre-parenting age students. Family Studies/Home Economics has a critical role to play in the improvement and support of Canadian parenting practices. At present we are not in the parenting equation. This initiative is designed to rectify this situation and improve the social fabric of Canadian society in the process.

At the time of writing, efforts are centred in Ontario. A small group of Ontario Family Studies educators have volunteered to work on this initiative. However, the scope of the project can easily be seen to be appropriate for all of Canada. The website component lends itself to the extension of

this initiative. This is an excellent opportunity to not only support parenting but to knit our professions as educators and/or home economists together more securely. It should also be made quite clear that educators interested in Family Studies/Home Economics but who are not home economists themselves are more than welcome to join in this effort.

What is needed now are more individuals willing to work to make this happen. Although the author is willing to continue to facilitate and co-ordinate this work for the foreseeable future it is not a project that can be accomplished alone. Volunteers in various parts of the country are needed to do a small amount of work* and send their results to the facilitator (the author). The work done by individuals need not be onerous. Most of the tasks are relatively short-term. If the project grows to large proportions it is conceivable that facilitators in each province will be required.

The general tasks for which volunteers are needed are as follows:

- 1 - Hosting a BTIO survey in your senior elementary, middle or high school.
- 2 - Vetting potential partners and arranging partnerships.
- 3 - Helping create the website. (*These tasks will probably be more extensive)

You may reach the author using the contact information which follows in order to volunteer. Please give your name, home and business addresses, telephone and fax numbers with area codes and if possible an e-mail address. As much as possible we will be using e-mail to correspond with each other. Although plans are being made to apply for funds to continue this work it must be realized that e-mail is almost free and definitely preferable for economic (home or otherwise) purposes.

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<http://www.todaysparent.com/who.we.are.htm> (1995-1999, Today's Parent Group)

Portfolios in Human Ecology Teaching and Learning

by Kay McFadyen
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Introduction

Traditionally, portfolios have been a compilation of evidence of skills and accomplishments presented in an order and format to achieve particular objectives. Over the past several decades, professionals and organizations have been successful in using them to document their expertise to potential clients (Sterkel-Powell & Jankovich, 1998). For example, teachers and other educators have also utilized the portfolio method to document their professional development and competence (Centra, 1994; McVea, 1997; Wolf, 1996). In disciplines such as the fine arts and journalism, a portfolio is expected as a critical interviewing requirement (McNair, 1999; Jones, 1994; Schindler, 1997). More recently, portfolios have been touted as an interview strategy for management graduates seeking to present themselves as immediately productive in the business community (Schindler, 1997).

While portfolios have been advocated in the area of apparel design (Farrell-Beck, 1996; McFadyen, 1997), they have received little attention in other areas of human ecology. Yet their encouragement in these programs has distinct advantages to instructors and students. Specifically they serve as tools for: 1) instruction and learning evaluation; 2) students' self-assessment; and 3) students' attempt to marketing themselves for professional employment.

The purpose of this discussion is to examine the implications of portfolio development in human ecology classrooms at post-secondary institutions. The focus will be two-fold: to present innovative ideas for teaching and evaluation of student work for educators, and to uncover possibilities for students' learning, self-evaluation, and career marketing opportunities.

Portfolios Defined

Kimeldorf (1994) describes a portfolio as a collection of samples that communicate interests and give evidence of talents. He suggests a portfolio is used to show others what has accomplished, learned, or produced. Other research suggests the portfolio should contain not just performance material, but also naturalistic material or evidence from other sources which supports the individual's accomplishments (Barnett, 1995; Barnett & Lee, 1994). A third perspective suggests that a large collection of evidence be accumulated as a folio, allowing for specific elements to be selected to support particular outcomes and be presented as a portfolio (Barnett & Lee, 1994; Schindler, 1997).

Types of Learning Evidence in Portfolios

The development of student portfolios, regardless of type, serves the primary purpose of demonstrating what students have learned in a given class or throughout an academic program (Kimeldorf, 1994). The use of portfolio evidence demands that faculty and students be concerned with two major issues: the structural or physical features which comprise the final product, and the functional aspects or possible purposes they serve. Structural issues relate to the selective collection or discrimination among types of evidence. While portfolios should cover a substantial period of time or capture the evolution of learning, they should also be limited to exemplary artifacts or attestations by

other people, and should be accompanied by a personal reflection or explanation which summarizes the learning (Barnett, 1995).

While portfolio formats differ with every application, the possible sources of evidence that might ultimately be contained are numerous (Barnett, 1995; Barnett & Lee, 1994; Farrell-Beck, 1996; Jones, 1994; Kimeldorf, 1994; McFadyen, 1999; National Association of State Directors of Teacher Education, 1994; Sterkel-Powell & Jankovich, 1998). They include artifacts or tangible products which students complete as a part of their normal employment or classroom routine. The portfolio might include samples of a process or procedure the student has mastered, creative application of a principle, artistic appreciation, or critical analysis of an experience or product.

In designing portfolio assignments and determining the type of artifacts to be developed, serious thought must also be given to the ultimate purpose or function of portfolio. If they are to successfully serve as a form of external assessment performed by instructors, the types of inclusions must support course or program objectives (McFadyen, 1999; National Association of State Directors of Teacher Education and Certification, 1994; Shaklee, Barbour, Ambrose, & Hansford, 1997). For example, a learning objective relating to the application of visual literacy principles might be applied to a written communication or computer literacy project and be demonstrated by the inclusion of a pamphlet or promotional material. In this way, the use of portfolios encourages a strong link between theory and practice as well as between academic experience and future job performance.

Portfolio applications in human ecology disciplines have included written communication, computer literacy, and financial analysis (see Figure 1). They also include artistic or creative work such as illustrations, paintings, weaving, or photography (see Figure 2). They may also include audio or video tapes of musical, dramatic, teaching or other experiences.

Portfolios as a Tool for Instructors' Evaluation

Alternative assessment measures which capture authentic student learning are gaining wider acceptance in many educational settings as discussions and debates about outcome based education, performance standards, work experience programs, equity, diversity, and different ways of knowing reach new proportions (Barnett, 1995; Goldberg, 1994; Herman & Winters, 1994). As this assessment wave rises, there is growing concern with accurately measuring not only what students know, but what they are capable of doing. Important questions which surface include what types of assessment measures best capture student performance and do such measures obtain valid, reliable, and objective information about students' performance?

Proponents of portfolios as assessment strategies contend they support written examinations and transcripts by demonstrating other types of academic and field-based learning experiences. For example, learning based on simulations, role plays, problem-based learning, and critical incidents during practica, internships, and community service experiences is being captured in portfolio presentations. These types of experiences are described as 'authentic' assessment (Barnett, 1995; Barnett & Lee, 1994) and are considered to complement more traditional evaluation strategies.

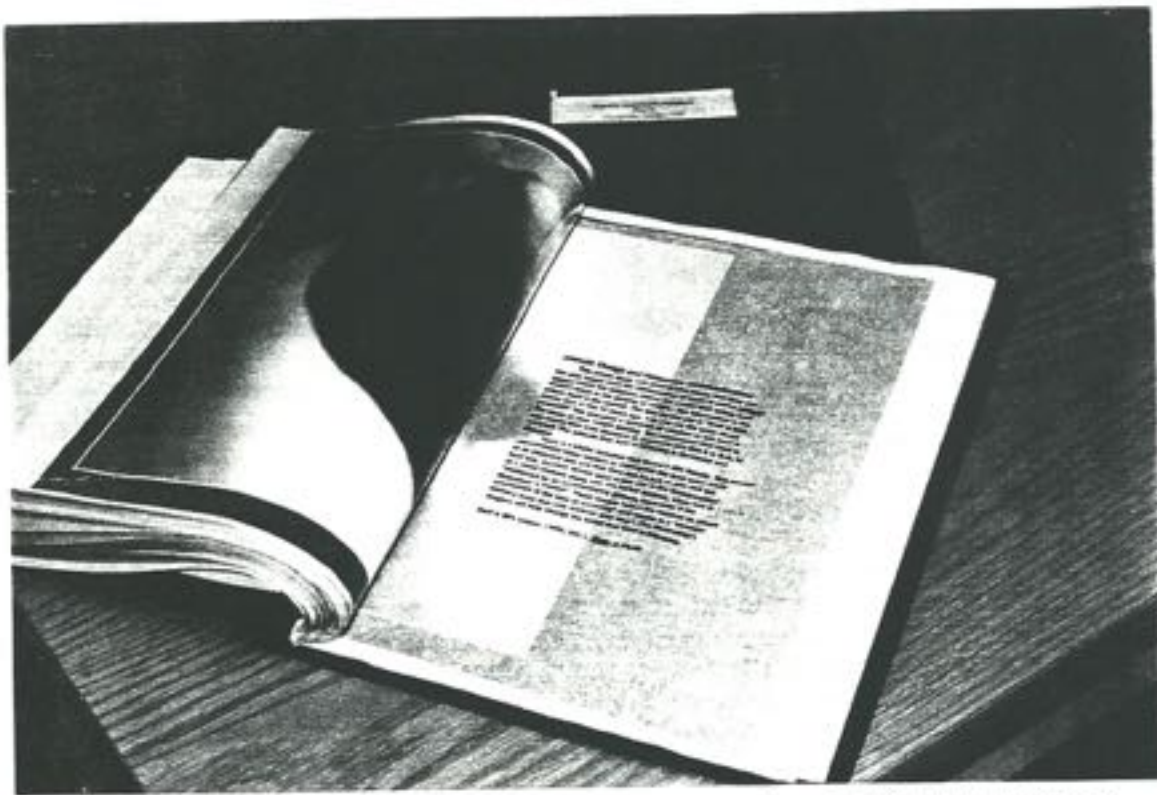


Figure 1 Portfolio sample which demonstrates competency in visual literacy, computer processing and analysis of consumer theory. Photo by K. McFadyen, 1998.

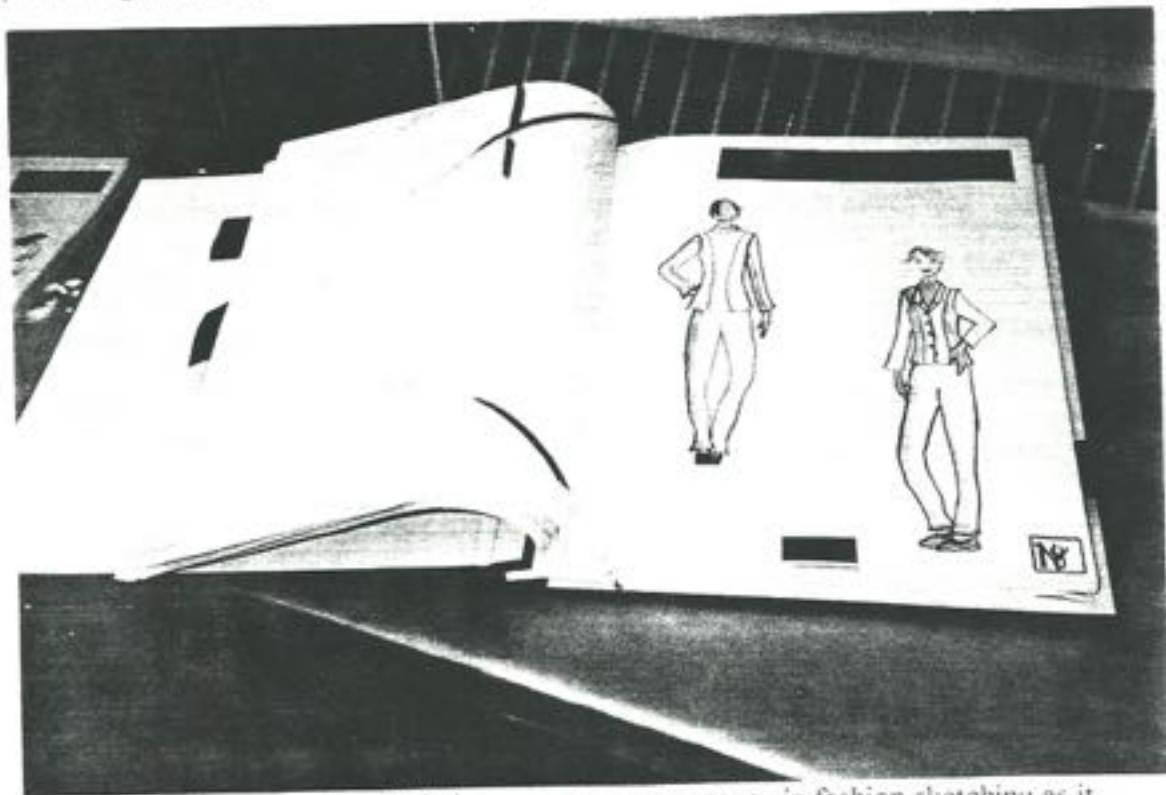


Figure 2 Portfolio sample which demonstrates competency in fashion sketching as it relates to apparel design and construction. Photo by K. McFadyen, 1998.

Portfolios as a Tool for Students' Self-Evaluation

Because the recommended structure of portfolios provides personal reflections, learners have the opportunity to personally assess their strengths and weaknesses. In this way, learners assume responsibility for their learning which facilitates self-direction and self-assessment skills (Barnett, 1995; Jones, 1994).

An awareness of self-directedness as key to individual learning is termed a prevalent and natural approach to learning (Jones, 1994). To make learning more effective and to develop student feelings of control over their learning, instructors should also help students become self-regulated learners. Strategies to do this include exhibitions, practical experiences, internships, and examination of a student's repertoire presented as authentic experiences and captured through portfolio artifacts.

Portfolios as a Marketing Tool for Professional Employment

To enter today's professional work force, a human ecology graduate needs more than a degree. Economic pressures in the current marketplace are creating expectations that new hires already possess the competencies needed to be immediately productive. Because university classrooms are not driven solely by demands for employment knowledge and skills, new strategies for communicating transferable skills are being explored through the development of portfolios (McNair, 1999; Schindler, 1997; Sterkel-Powell & Jankovich, 1998).

In a national study of colleges and employers, employers indicated they preferred candidates who offer a combination of skills, including technical, leadership, and interpersonal skills (Sterkel-Powell & Jankovich, 1998). Human ecology students, therefore, must enhance their ability to pass the initial screening process by demonstrating they have skills in these areas. They must explore methods which reach beyond transcripts, the traditional application letter and resume, and oral responses to set questions in an initial interview.

Portfolios offer such an opportunity. Besides demonstrating transferable skills, portfolios provide an opportunity for students to distinguish themselves from other applicants in a number of ways. Preparation of the portfolio readies them for the interview, and in turn, reduces anxiety by providing an acceptable, professional aid upon which to base their presentation. By using the portfolio as a visual aid during an interview, students gain more control of the process, thereby building confidence, pride, and self-esteem (Sterkel-Powell & Jankovich, 1998) by showcasing skills and knowledge which ultimately results in success in securing professional positions that match their academic training and interest (Schindler, 1997; Sterkel-Powell & Jankovich, 1998).

Summary and Conclusions

Student portfolios in human ecology education offer advantages to instructors and students. For instructors, they offer an evaluation strategy which supports traditional assessment measures by including evidence of 'authentic' learning experiences. While the diverse content possibilities for portfolios support their use in a variety of learning contexts and at progressively senior levels, portfolios require clearly stated and observable criteria for making judgements and discriminating among levels of proficiency.

For human ecology student, portfolios offer a self-assessment mechanism which reaches beyond external test measures. Because one purpose of portfolio development is to gather evidence of student ability and growth over time, this information can then be used

to make better decisions about their learning and career choices. It is a learning tool which encourages students to engage in active learning and accept responsibility for their own learning.

Portfolio development also provides human ecology students with the opportunity to prepare for and assume a measure of control during employment interviews. For these students, a quality portfolio not only documents the breadth of their experiences, but represents the depth of their understanding while providing concrete evidence of the skills they hope to articulate during professional employment interviews.

Implications for Academic Institutions

While there are numerous advantages of adopting portfolios in human ecology education, there are also a number of implications for instructors, for students, and for the institutions. Such considerations can be summarized as follows.

For human ecology instructors:

- Additional research and training for faculty in designing teaching strategies which support portfolio development by students;
- Additional research and training for faculty members in developing objective and defensible evaluation criteria.

For human ecology students:

- Additional learning to develop portfolios which communicate professional competence in a number of creative and technical areas;
- Training relating to the use of portfolios as assessment tools in academic and interview contexts.

And finally, for post-secondary institutions:

- Expanded course and program content to accommodate portfolio development as an assessment component;
- Knowledge of academic and workplace expectations regarding necessary competencies in order to adequately prepare and coach students.

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Journey into the Middle

A Story of Success in Exploratory Programming

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Focus

This presentation will focus upon our journey from 1995 to 1999, towards a Middle School Exploratory and extended Career and Technology Studies Program from a Junior High School Home Economics Program.

History

In 1995, two E.C.S. to Grade 9 schools in our community were restructured to create both an Elementary and a Middle School Environment. This required a paradigm shift in our understanding of the needs of adolescents. We believe that previous to this restructuring, our adolescents were treated like mini high school students. We now understand that Middle School Learners have physical, cultural, social and intellectual characteristics that are different from those of other students. These characteristics include:

- a) Bone growth which surpasses muscle growth creating unbalanced development. This results in the "awkwardness" we see in middle children.
- b) Desired attention, sometimes without regard to how it is secured. Connie Podesta – a well known professional counselor and author of *Self-Esteem and the Six-Second Secret*, 1992 tells us that students always seek attention. Furthermore, kids in the middle will seek negative attention rather than have no attention.
- c) Their individuality is surrendered in a desire to be accepted.
- d) Attention span is decreased from earlier years.
- e) Highly curious.
- f) This age appear to be one which is hormonally impaired. "We affectionately call our kids hormones with legs."

Position – The Theory

We believed that the Middle Years are of enduring importance, and that we need to rethink teaching. We need to look at the child and give something unique to each, based upon their individual strengths. We can no longer be dependent upon curriculum context. We need hands on. We need links and connections. We need to connect their world with the real world. We need to link their thinking processes to concrete examples and teach them to use thinking skills for the futures. Daniel Goleman, author of *Emotional Intelligence: Why it can matter more than IQ*, 1995, has brought to our attention the importance of emotional intelligence for future success. He says that Howard Gardner's studies of IQ and career success suggest that, at best, IQ predicts 20 per cent of career success. Steinberg's studies suggest that IQ may only predict 4-10 percent of career success. In contrast, research of star performers suggest that 80 percent of

what makes that person outstanding is emotional intelligence. We must teach children the ability to handle their emotions and focus upon empathy, social skills, motivation and self-awareness.

Caine & Caine, authors of *Making Connections: Teaching and the Human Brain*, 1991, provide us with a general guiding principle; Multiple complex and concrete experiences are essential for meaningful learning and teaching. New information from these experiences is linked to the learners' current experiences, past knowledge and future behavior so that the children become constructive learners and leaders.

They go on to say that brain-based education encourages active uncertainty, problem solving, questioning and drawing relationships or making connections. Students need to be given many choices for activities and projects.

We believed we could do this. A position paper from the National Middle School Association, *This We Believe: Developmentally responsive middle level schools*, was a document we adopted in our school. From that moment on, the foundation was laid for us to develop an authentic learning community.

Program Development – The Process

One most striking feature of our program is its ability to adapt to the unique needs of each individual child at this level. Young adolescents need to have the opportunity to explore a vast array of individualized, hands-on activities within the Middle School concept. The *Career and Technologies Curriculum* for Alberta lends itself to the of the Home Economics domains in order to provide a wide range of choices for our adolescent students. We have designed our program around the CTS strands which most specifically apply to Home Economics. The two main strands which we have applied in our program are: "Food Studies" and "Fashion Studies". Within these strands are a variety of modules which students can choose either in introductory exploratory or for continued development at the CTS level. Student choices will depend upon their areas of interest and their demonstrated abilities. Some areas of the old *Home Economics Curriculum* in Alberta are now covered in other CTS strands. A good example is "Babysitting" which is now found in the "Community Health" strand.

Two other corner stones of Middle Schooling which we have incorporated into exploratory program are: integrative studies and specialized advisory opportunities. We see the Exploratory and CTS Programs at our school as being part of the holistic and lived experience approach to education which is critical for adolescent students. We also see ourselves as key advocates for students who want to explore their range of talents in this very specialized kinesthetic and tactile environment.

Before adopting the CTS curriculum to meet the needs of the Middle School student, we established and determined what our goals should be. Each goal had to reflect a characteristic of our target group.

Overall the most important goal was the development of a life-long hobby. Hobbies are seen as fun and enjoyable and that's what we wanted the students to perceive Home Economics to be. We wanted the program to be instrumental in the development of life long skills pertaining to foods and fashion studies. Short term goals included the appreciation of the daily skills involved in sewing and foods, and the importance and significance of following steps or instructions. We wanted to see, in the end, students who were organized, had confidence and could make better choices when it came to these two subject areas. We took these goals, added learner expectations and modified the CTS curriculum in each of the modules we offered. We decided what teaching and learning tasks need to occur and what products or projects students could choose to complete.

This past year, from the "Fashion Studies" strand, Fun with Fashion, Ready, Set, Sew and Home Apparel was offered. In the "Food Studies" strand, the modules included Food Basics, Baking Basics, and Snacks and Appetizers. In both strands we chunked down areas of the curriculum we believed needed to be stressed and emphasized. Our middle school students are interested in hands-on, tactile and relevant programming. With the chunking came a thoughtful rearranging of module context section to better focus our program towards our specific students. Exploratory courses are locally developed courses and are preparatory courses for Grades 5 and 6. Again, we set goals, added learner expectations and used the CTS curriculum as a basis.

Integration of other subjects played a role in program development. We looked at what students were learning in math, social studies, science and language. We asked ourselves how we could make our courses relevant and pertinent. How we could tie into the rest of the curriculum? These connections became our cross-curriculum links. For example, in Foods Exploratory our curriculum is based on a trip around the world. Our journey into China occurs at the same time the Grade 6 students are studying China in Social Studies. Students learn how to make fried rice, vegetable stir-fry, and won ton soup. In the other strand which we focus upon, Fashion Studies, our sewing instructions had to be rewritten to make use of word appropriate language and concepts.

Portfolio Development

In previous traditional Home Economics classes students were required to keep binders or duotangs of their work. It was a system that demanded a huge amount of teacher time and organization. It was a system that often did not work. We learned that to be effective middle school teachers, we shouldn't sweat the small stuff, as Barbara Coloroso would say. That "stuff" included bringing pencils and having binders for your papers. We wanted to do away with those organizational negative tasks. The portfolio was born!

In "Fashion Studies", the portfolio is a file folder which holds ongoing student work. It is color coded to indicate level and feeder school coming to H.E.B. Folders are kept in a filing cabinet in the classroom. Each and every assignment and project a student completes is recorded in the folder.

The purpose of the portfolio is to record the student's work, thereby providing a document that shows student efforts, progress and achievement. It can be used to evaluate performance, progress, and development.

It is also helpful in organizing the students. When students arrive to class they go directly to the filing cabinet, take out their portfolio, and can see what they have been doing and where they are at. This process encourages students to take responsibility for their learning.

The portfolio allows the teacher to track student work. Classes are organized so that student work is very individualized. When a student brings their portfolio time may be spent on assessing their work.

These portfolios now can be access for *Technical Preparation*, a new area in our Alberta Curriculum. They can also travel with a Grade 8 student who wishes to write a challenge exam of a Grade 10 CTS module, and earn credits in Grade 9 at our local high school.

Portfolios provide an opportunity for us to integrate assessment with instruction. Assessment for grades 5 and 6 is verbal. The student and teacher critique the assignment. Peer evaluation is also used. Verbal assessment may include the questions:

- 1) What did you learn to do?
- 2) What did you do well?
- 3) If you were to do this project again, what would you do differently?
- 4) What could you do better?

The discussion is meant to be constructive. A record of the project work is in the portfolio. No value or mark is assigned. Assessment for grades 7 and 8 are a combination of verbal and scoresheets. The scoresheet mark reflects the product and the process. A reflection log is given to students to encourage self-assessment and review student performance. Stickers are often used to provide positive reinforcement and encourage the use of the portfolio.

Learning Activities – Project Lab Work

Project based learning and food lab activities engage students in personal exploration, inquiry and problem solving. Learners are bound to "sprout dendrites" at an unprecedented rate! As they ponder and puzzle and their projects take shape, students truly make new connections in their brains. In our "Clothing Studies", the period of time necessary to complete an activity is personalized for the abilities of the student. Students are encouraged to work at their pace and dialogue about the pace through conversation with their teacher. In "Food Studies", students brainstorm their ideas and projects. From these modules range choices or area exploration; the class then narrows the choices according to time available and learner expectations. Student choice is crucial. This encourages a positive start to work, promotes student managed learning and discourages competition.

In the early stages of skill development, it is crucial to select an activity where students can achieve success almost immediately. In doing so, we have provided an opportunity for enhanced performance and setting the course for a positive frame of mind or attitude for the next learning objective.

Working with the middle school student necessitates one approaching the work from the student's eyes. We have found in discussion with students, that what they have learned occurs when a project is complete. This gives the student a greater sense of holistic accomplishment, and so, we "chunk" down the skills so as not to overwhelm students. In the end, even if students haven't achieved 100 percent success, their enthusiasm and determination is still validated. In fact, they are quite eager to continue, for we have laid the foundation for a successful journey. Students are told to look at sewing as a journey. We have the cars (sewing machines) that help us go places and keep us on the road – but the students are the drivers. The teacher becomes the mechanic. Therefore, if the driver gets stuck, he or she can back up and choose another road. The students are taught to never abandon their vehicle.

The amount of information that needs to be covered in the first level can be overwhelming, therefore, we go slow and often revisit techniques to encourage success. Success is the Key Word. Enthusiasm and determination must be kept intact. What the student learns in the process will determine whether they will continue or not. We always work toward a set of standards, but in the end it doesn't matter that the pillow is lopsided or the muffins didn't rise. What is important is that the student learned on the journey.

We are aware of Gardner's *Frames of Mind: The Theory of Multiple Intelligence*, 1983, so we provide a variety of instructional strategies and activities for the various types of learners. For example, for the visual learner we will have a scavenger hunt game to learn new equipment and utensils in the foods lab. For the logical sequential learner, outlines are used to map or sketch their way through an activity or set of instructions. For the interpersonal or social student, group tasks and social interactions take place in informal settings throughout our lab. Students may learn from one another through social interactions.

We introduce new projects, some of which may have been suggested by a student, and put them to the test in the classroom. In Foods, students are told that this is a new recipe, perhaps something that is popular in restaurants. It may take some experimentation and modification to adapt the recipe for classroom use, but the students are part of this process. Students also help to evaluate and create a "user friendly" recipe. For example, the visual learner may have instructions for lasagna that may include a diagram.

Technological resources are used whenever appropriate and possible. A computerized sewing machine offers students the opportunity to link their computer skills with their sewing skills. Students can explore new pathways to creating personalized projects. Middle School students like to use current mediums for their work. Polar flecce and fabric paint are connections to the real world. When developing curriculum, we had to work with student interests and preferences.

Reflection

Our journey has allowed us abundant opportunities to implement new initiatives in this significant Middle School subject – Home Economics. The goals we established early in our journey have been realized. We can tell you many stories and experiences that we believe verify and confirm the growth of our students through these middle years in our program. They range from retelling how our partnership developed to our observations of students learning and growing. As we reflect upon these stories which are ports of call on our journey since 1995, we see Foods and Clothing as a form of art, an opportunity for self-expression and creativity! It is an expression of desire rather than of necessity. We sincerely hope that the student growth from our program is a direct reflection of this journey, and parallels the growth we have negotiated as teachers along the way.

Innovations at Elementary and Middle School Years

Sue Cunningham, Toronto District School Board
Eva Meriorg, Toronto District School Board
Joanne Harris, Halton District School Board

Why A Toronto District School Board Document?

In the spring of 1998 when the Ministry of Education and Training announced the new curriculum documents to be brought forward, it became apparent that Family Studies was not among the curriculum initiatives. Contact was made with Gerry Connelly, the Director of the Ministry's Curriculum and Assessment Policy Branch to ascertain why Family Studies had been omitted from the new policy documents. Ms. Connelly stated that the Ministry has not purposely omitted the Family Studies program and that this should not be taken as a sign that the program is devalued in any way, but is more a reflection of the number of initiatives now in progress. Ms. Connelly suggested that the Family Studies program was quite worthwhile and that boards should continue to offer the program if that is their wish.

The Toronto District School Board has had a very strong Family Studies Program in the Elementary panel. In our amalgamation report by LEIC (Local Education Improvement Committee) we found that 156 of 160 schools with grades 7 and 8 offered Family Studies programs. It was also the finding of LEIC that although programs existed, they were not consistent in content or program delivery. Timetable structure, amount of time spent and use of facilities also varied among the six former jurisdictions. The centrally assigned Family Studies curriculum support staff felt that some consistency across the new board was vital to the integrity of the program.

In April of 1998, the Family Studies Co-ordinators approached the board's Academic Curriculum Council (ACC) for support to produce a TDSB Family Studies curriculum document. ACC gave Family Studies their full support and facilitated the production of a new Family Studies document.

The Process

The first step in producing a new document was to complete a needs assessment. The Co-ordinators began with a brainstorming session to provide a vision for the general direction for the document. The primary issue for all concerned was the preservation of the program within the board. Several problem areas were identified that needed to be addressed with a new document. These areas of concern were:

- The image of Family Studies (not just "stitchin and stewin")
- The cost of the program (both equipment and consumables)
- Class size (classes were often split in half and shared with Design & Technology)
- Staffing issues, specifically with respect to qualifications

To address these concerns, it was decided that the document should be one that could be:

- Taught to full classes
- Delivered in a regular classroom (without labs)
- Need not be tied to any other programs within the school
- Emphasizes the intent and integrity of the Family Studies program

After deciding on the direction of the document for our Board, we felt that it was also important to address the issue at a provincial level. As Family Studies leaders we wanted to provide the resources of our large board to prepare a document that could be the focus of a provincial initiative to have Family Studies acknowledged by the Ministry of Education. To this end, we approached Ontario Family Studies Home Economics Educators Association (OFSHEEA) and the Ontario Family Studies Co-ordinator's Council (OFSCC) to participate in the writing process. This was to ensure that our document had provincial input and could be brought forward as a program that had received some degree of validation.

In order to align our initiative with other provincial documents, it was also decided that we use already established Ministry format. We downloaded the Science & Technology draft curriculum document to have the sections and even the font within the Ministry 'style'. The Science & Technology document was used as a template to establish the Family Studies document introduction and overview. As well all of the other sections, with respect to specialized areas (eg. Special Ed) were also included in the preamble. Using this as a basis, we began the task of actually producing the Grade 6,7 and 8 Family Studies curriculum document.

The Product - Toronto District School Board, Family Studies, Grades 6,7& 8

In June 1997, the Ontario Family Studies Coordinators Council produced a document on Outcomes and Indicators for Family Studies from Kindergarten to Grade 9 to align with the Ministry Policy on the Common Curriculum. The grade 7 and 8 Family Studies teachers in Scarborough decided to update their curriculum to be outcome based. Thus the "PROCESS" began!!!!

The learning outcomes in the Family Studies curriculum were grouped by the following five Learning Strands:

- Family Diversity
- Family Relationships
- Family and Change
- Family Resource Management
- Family Well-Being
 - Food
 - Housing
 - Clothing

The Family Studies curriculum writing team also developed reporting statements and resource packages aligning the teaching strategies to the Learning Strands.

Integration versus Fragmentation: Curriculum Challenges in B. C.

Gale Smith
School District No. 36 (Surrey)

In 1998, a curriculum document known as an Integrated Resource Package (IRP) for Home Economics 8 to 10 was released in British Columbia. The IRP suggests that all areas of home economics, previously studied in isolation (Foods and Nutrition, Clothing and Textiles, Family Studies, and Textile Arts and Crafts), should now be integrated. This new direction for home economics courses, now mandated curriculum in the province, has created considerable controversy among home economics teachers. This paper explores the conceptual nature of this controversy relative to the theorizing of Marjorie Brown (1993).

Background to the Controversy

Until 1998, home economics teachers in the province of British Columbia were following curriculum documents dated 1979 and 1986 (Ministry of Education, 1979; 1986). The Royal Commission on Education in the province of British Columbia in 1988 recommended that Home Economics should be part of the Practical Arts at every grade level (Sullivan, 1988, p. 98). Following this commission, the Home Economics curriculum became one of the first subject areas to undergo revision. The revision process was long and arduous with various teams of teachers seconded to do the writing, many leadership changes at the Ministry of Education, and constantly shifting directions from the curriculum branch. Home economics teachers and the teachers' organization, Teachers of Home Economics Specialists Association (THESA), and the professional organization of home economists (BCHEA) responded to many drafts often expressing great concern about the lack of conceptual clarity and the lack of depth in proposed curriculum as it was circulated. There was a strong perception among home economics teachers that their concerns were not taken seriously. Toward the end of the revision process, teachers who were seconded to be curriculum writers were sworn to secrecy. The curriculum revisions that began in 1990 were not completed until 1998 with the release of the Home Economics

Integrated Resource Packages (IRP's). These documents outline the mandatory home economics curriculum for the province. The home economics curriculum for grades eight, nine and ten is slated to be implemented by the fall of 1999. According to the IRP's, courses at the high school level will now be called Home Economics 8, Home Economics 9 and Home Economics 10 and courses for grades 11 and 12 will be titled Family Studies, Textile Studies, Food Studies and Cafeteria Studies. Most home economics teachers did not take issue with the grade 11 and 12 courses as they were almost identical to courses commonly offered at that grade level. They also did not express much concern with Home Economics 8 as most schools have been offering an inclusive program to grade 8's variously known as Life Skills or Applied Skills where students do some lessons in foods and nutrition, clothing and textiles and family studies. However, home economics teachers across the province expressed grave concern and opposition to the changes at the grade 9 and 10 level. Home Economics 9 and 10 are to be integrated courses covering all the learning outcomes under these organizers. These two courses are to replace courses previously known as Foods and Nutrition 9/10, Clothing and Textiles 9/10, Textile Arts and Crafts 9/10 and Family Studies 10.

The provincially prescribed curriculum for Home Economics 8 to 10 is structured in terms of *curriculum organizers* and *learning outcome statements*. According to the IRP, the curriculum organizers provide a framework for the learning outcomes, instructional strategies, assessment strategies and learning resources. Four curriculum organizers were specified for Home Economics 8 to 10:

- Addressing Needs and Wants
- Working With Food Resources
- Working with Textile Resources
- Nurturing Growth and Development

The learning outcome statements, according to the IRP, are content standards for the provincial education system. Prescribed learning outcomes set out the knowledge, enduring ideas, issues, concepts, skills, and attitudes for each subject. For example, the prescribed learning outcomes for the curriculum organizer Addressing Needs and Wants are:

Grade 8	Grade 9	Grade 10
<ul style="list-style-type: none"> • identify a range of resources that can be used to meet needs and wants of individuals and families 	<ul style="list-style-type: none"> • identify challenges that individuals or families may face in meeting their needs and wants 	<ul style="list-style-type: none"> • identify socio-economic factors that affect individuals and families as consumers
<ul style="list-style-type: none"> • give examples of ways in which needs and wants of individuals and families change over time 	<ul style="list-style-type: none"> • propose ways to address challenges that might be faced when meeting needs and wants 	<ul style="list-style-type: none"> • demonstrate an awareness of the global implications of decisions that individuals and families make about their needs and wants
<ul style="list-style-type: none"> • describe how leisure time can be used to meet needs and wants of individuals and families 	<ul style="list-style-type: none"> • describe how technology influences the ways that families meet their needs and wants 	<ul style="list-style-type: none"> • describe the impact of leisure and career choices on family life
<ul style="list-style-type: none"> • suggest responsible marketplace practices for families 	<ul style="list-style-type: none"> • identify issues associated with adolescence and evaluate their impact on the family 	<ul style="list-style-type: none"> • describe and classify careers related to skills learned in home economics
<ul style="list-style-type: none"> • describe how skills related to family life are transferable to the workplace 	<ul style="list-style-type: none"> • identify careers related to skills learned in home economics 	

For many home economics teachers, integrated home economics courses as outlined in the IRP that meet all learning outcomes for all four curriculum organizers are contentious. Some just do not believe that integration within the subject area of home economics is possible. Home economics courses that include all the organizers have generally been taught in terms of so many classes of clothing, so many classes of foods, and so on, and many can not conceive an integrated approach. For others, integration is not fathomable because they consider themselves specialists in either foods and nutrition or clothing and textiles or family studies and are not prepared to bring the other "organizers" into their programs. There is great concern about enrollment in home economics courses, the future of home economics programs and employment opportunities for home economics teachers.

Having integrated home economics courses limits the courses offered to students from a potential of seven courses in the past to just two home economics courses, one in grade nine and one in grade ten. Shrinking course offerings means shrinking programs and home economics teachers out of work. Also, students who enjoy one particular area of home economics may not enroll in integrated courses.

Conceptual Tensions

The controversy that has arisen in British Columbia since the release of the Home Economics IRP provides a good example of conceptual tensions around the concepts of interdisciplinarity and integration that have existed in home economics since its inception. Marjorie Brown (1993) in examining the basic understandings by which home economists understand themselves asked the question "why had interdisciplinarity not been achieved when it has been upheld as desirable in home economics for ninety years?" (p. 251). She concluded that there were at least three factors that affected the ability to implement an integrated approach in home economics:

- (1) Failure to differentiate the concept of interdisciplinarity from other forms of nondisciplinary knowledge in a way that would develop rational commitment to it among home economist,
- (2) Misunderstanding in the debate over specialist vs. generalist (which grows out of (1) above), and
- (3) Failure to engage in transdisciplinary effort that would give meaning to interdisciplinarity in research and education appropriate to the purpose of home economics. (p. 252)

These three factors can assist in understanding some of the controversy generated by the Home Economics IRP in British Columbia.

Failure To Differentiate the Concept of Interdisciplinarity

Describing home economics as interdisciplinary is common. But just what do we mean by interdisciplinary? According to Webster's New Collegiate Dictionary:

inter	- between, among, or in the midst of (p. 629)
disciplinary	- of or relating to a particular field of study (p. 360)
interdisciplinary	- involving two or more academic, scientific or artistic disciplines (p. 630)
multi	- many (p. 779)

The IRP's Introduction to Home Economics 8 to 10 states that:

Home economics addresses ... challenges related to family and daily living. It draws knowledge from many disciplines...(p. 1)

It appears then that interdisciplinary means "drawing knowledge from many disciplines". What becomes of the knowledge? In what ways is it used? Is this interdisciplinary or multidisciplinary?

In the section of the IRP, entitled Planning Your Program, home economics is described as:

An interdisciplinary subject, integrating sciences and humanities in the study of topics arising from people's daily lives in homes and families. (p. 3)

So in addition to drawing knowledge from many disciplines home economists or those studying home economics integrate the knowledge.

integrate - to form, coordinate or blend into a functioning or unified whole (Webster's, 1997, p. 628)

How is this integration to take place? What guides the integration of knowledge? What is the desired whole? Brown (1996) contends that interdisciplinary work "involves the integration of knowledge from two or more disciplines within some larger conceptual framework or pattern" (Brown, 1993, p. 238). What does the IRP say about a larger conceptual framework? Page three of the Introduction states:

As a school subject, home economics may be oriented as an applied skills training program, as a product or technology producing course, as career education, as a sociology of families course, as a course in independent living skills, or as a study of human growth and development. Designed as a holistic

framework that brings together the various aspects of home economics, this 8 to 10 curriculum can be implemented in such a way as to support any of these orientations. (p. 3)

The first statement implies that one may take for a conceptual framework the notion of home economics education as "skills training", as "product producing", as "career education", as "sociology of families", as "independent living skills", or as "the study of human growth and development". Not one conceptual framework but six. Six different understandings of the intents and purposes of home economics and not one of them articulating or defending what home economics should be. How is it possible to call this a "holistic framework"? How can home economics be holistic if it is oriented in six different directions? For example, a holistic approach to addressing the human need for food would include developing technical skills, practice in the production of food products, examining the various career related to food production, understanding the social/cultural/political/ and personal meanings we attach to food, purchasing and storage of food, and understanding the nutritional significance of food in human growth and development. It is impossible to work toward holistic interpretations of reality when one is oriented to only one of six possible interpretations .

The IRP provides an excellent example of Brown's (1993) claim that home economists misunderstand the meaning of interdisciplinarity and the conditions necessary for its accomplishment. No effort has been made to elaborate of what home economics ought to be, the intents and purposes of the subject area and philosophical underpinnings. There is nothing to guide interdisciplinary work or integration. No overarching conceptual or theoretical framework, what Brown (1993) calls a transdisciplinarity, has been established.

Misunderstanding In The Debate Over Specialist Vs. Generalist

As I mentioned earlier, many home economics teachers in British Columbia are upset with the notion of integrated courses because they considered themselves specialists in one or two particular areas of study. Recently entrance requirements in the Faculty of Education at the University of British Columbia (the only teacher education program for home

economics in the province) have been changed so that teacher education candidates are required to have course work in only two of three areas (Foods and Nutrition, Clothing and Textiles, and Family Studies). So many recent graduates of the program are not generalists since they many lack the background in one area of study.

According to Brown (1993), there are two general interpretations of generalist in home economics. One use of generalist refers to one who integrates knowledge from existing home economics specializations. The other refers to an interdisciplinary home economist who works toward an overall conceptualization of what home economics should be. By now it is apparent that the overall conceptualization of what home economics should be, or transdisciplinarity, is sadly lacking in the field in general and in the IRP, the mandated curriculum in B.C. If that framework was in place, Brown claims two strengths would emerge:

- (1) recognition that having specializations in home economics is not contradictory to being interdisciplinary, and (2) realization that these specializations can be legitimate only if they seek the same purpose at that of home economics. (p. 266)

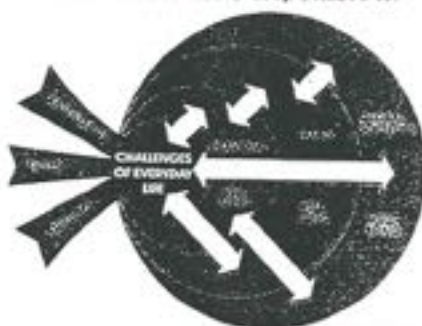
Failure To Engage In Transdisciplinary Effort

Brown (1993), provides the following definition of what she calls transdisciplinarity:

(IT) involves efforts to develop an overarching conceptual framework which provides unity of our civilization's intellectual accomplishments as well as unity in our world view...The major purpose of such work is to develop a conceptual or theoretical framework within which these problems or others can be identified and addressed. Transdisciplinarity seeks to provide common ground for investigators and teachers and students in their conceptualization of what it means to be human, of the culture, of society and its members, of the purpose of knowledge and education, of rationality, of the processes of acculturation and socialization. (p. 240-241)

When the revision process for the home economics curriculum began in 1990, the writing team was seconded from their respective school districts for

a period of seven weeks. During this time they were encouraged to develop an aim statement, a philosophy and rationale. The extended time period allowed for in depth discussion and exploration of what home economics ought to be. It was a beginning of transdisciplinary work. Unfortunately the many members of the initial writing team were gradually replaced for various reasons and those who were writing at the end of the process seven years later were never given the opportunity to engage in this type of deliberation. By this time, the length of the secondment had been shortened to periods of five days and the pressure to write curriculum replaced thoughtful consideration of what ought to be. The first writing team produced several draft documents. Statements from the 1992 version give some indication of their attempts at transdisciplinarity. For example, the following diagram was included and explained:



This diagram shows the inter-relationship between the challenges of everyday life and the contexts within which they are explored in Home Economics (individual, family, global society). Learners' own state of well-being, like that of their families or of society as a whole, affects the nature of the challenges they face. In turn, the manner in which students meet the challenges of their everyday lives affect their own well-being, as well as that of their families and of the global society. Home Economics enables learner to build upon their existing knowledge, skills, and attitudes to meet the challenges in such a way as to maximize their own well-being as well of that of their families and society as a whole. (Ministry of Education, 1992, p. 18)

The IRP contains the statement

The aim of the Home Economics 8 to 10 curriculum is to provide opportunities for student to develop knowledge, skills, and attitudes that have immediate and future applications in

their personal and family lives, as well as in several key sectors of our local and global economies. (p.1)

A comparison of the two statements quickly reveals that the former offers some moral guidance, or some sense of what ought to be, or some hint of a transdisciplinary framework (i.e., well-being of individuals, families and society) whereas the latter offers none. There are no traces of transdisciplinary thought in the IRP.

According to Brown (1993), without transdisciplinary thought, there is no overarching conceptual framework which gives meaning to the work of the various disciplines and reflectively brings them into context with human purpose and creation of a livable world. Without transdisciplinary thought home economists are more likely to treat symptoms rather than root problems. No overall conceptual framework results in the fragmentation of knowledge preventing holistic interpretations of everyday life.

Conclusion

I have used the latest curriculum document for home economics education in British Columbia, known as an IRP, to explore the question of integration versus fragmentation in home economics. We have for years espoused to be interdisciplinary and integrative but when you examine our curriculum and practice we have traditionally been fragmented. The call for integrative courses for home economics at the grade eight, nine and ten level in the mandated home economics curriculum in British Columbia, challenges us to examine why integration or interdisciplinarity has never been achieved. Marjorie Brown, a foremost theorist in the history and philosophy of home economics, contends that it is because we have not engaged in what she calls transdisciplinarity, the development of an overarching conceptual framework. Without a clear understanding of the intents and purposes and philosophical underpinnings, an integrated home economics course is unlikely. Also, without a conceptual framework, attempts at integration can result conceptual violence as the old logic of fragmentation and distraction prevail. If the Ministry of Education in British Columbia is serious about implementing a defensible integrated home

economics program at the junior high level, then it is imperative to include opportunities for teachers to engage in transdisciplinary work, for

Integration and wholeness (has)... to do with the *way* one knows, the *way* one is, and the *way* one hopes children will become and how we and they will carry ourselves, and how light and careful our footfalls will be on this Earth. (Jardine et al, 1998, p. 129)

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The Development of the Curriculum Policy Document for Social Science (Family Studies) in Ontario

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Background Information

The massive and often unwieldy process of secondary educational reform began in earnest for the Ontario Conservative government in the spring of 1996. The Minister of Education and Training announced the plan to move to a four year secondary school program as recommended by two royal commissions on education.

By the fall of 1996, the ministry had widely distributed Ontario Secondary Schools 1998 Detailed Discussion Document. Feedback was invited from individuals and organizations on a wide range of educational issues. Most existing curriculum was almost ten years old. OFSHEEA immediately set about to prepare a response inviting as many opinions as they could from their members. (OFSHEEA is an incorporated association of Family Studies-Home Economics educators in Ontario. Our mission is to facilitate the professional development and personal growth of educators to promote quality Family Studies programs in Ontario.) Additionally, OFSHEEA collaborated with OFSCC (Ontario Family Studies Coordinators' Council) and OHEA (Ontario Home Economics Association) to produce a joint response to this document.

In the winter of 1996, the Ministry of Education and Training commissioned Professor Annette Yeager, Ontario Institute for Studies in Education at the University of Toronto (OISE/UT) and Dr. Annabelle Slocum, Faculty of Education, University of Western Ontario to write one of a series of thirteen English-language background research papers. There was no French language equivalent paper at this point. The Social Science 2 paper addressed one subject area - Family Studies, as well as two subject courses, Philosophy and Society: Challenge and Change. Within very tight time lines, these papers were to provide academic background information, as well as to present the themes and issues that linked all areas. Subject association input was welcomed, and OFSHEEA members did provide information for the authors.

Establishment of Expert Panels

Spring 1997 heralded the establishment of Expert Panels. These panels consisted of teams of secondary school teachers, university, college, and community representatives from discipline-related fields.

Subject associations like OFSHEEA and OFSCC provided names of individuals who could sit on the Social Science expert panel. The purpose of this panel was to draft broad guidelines or

directions in curriculum development. Our teacher representative was Janet Dryden from Peterborough, a Past President of OFSHEEA. (There was a French-language panel for the combined areas of Social Science 1 -History, Geography, Economics, Politics, Law, and Citizenship, and Social Science 2.)

A synthesis of the recommendations of twenty-four Expert Panels was the final stage of this process. It highlighted the structure and characteristics of the new curriculum for both English and French sectors, suggested modes of delivery, implementation strategies, partnerships, and a curriculum review and renewal process.

At about this point, the ministry was making changes in personnel. The Director of Curriculum, Learning and Teaching, Pauline Laing, retired and the presence of new people in the ministry meant that continuity and a thorough understanding of the issues was not guaranteed.

Curriculum Tendering Process

By January 1998, an electronic tendering service provider, MERX, outlined the process - the RFP process (Request for Proposal) - by which an organization could bid on a contract to write curriculum policy. OFSHEEA and OFSCC could not bid as the cash flow requirements were prohibitive.

Therefore, the proactive, political voices of OFSCC, OFSHEEA, and OHEA met with potential bidders. This Action Group prepared a list of suitable curriculum-writing candidates, and they were prepared to provide this list to all appropriate bidders for the Social Science 2 curriculum.

The successful writing team needed to meet specific requirements: the inclusion of a technology specialist, a bilingual member, individuals with recognized expertise in Native Education, Guidance and Career Education, Special Education/Anti-Discrimination Education, and ESL/ESD. All teachers needed to be in good standing with the Ontario College of Teachers, and to have expertise in instructional and assessment methods, curriculum writing, as well as experience in outcome-based learning. The team was to have university and college representatives, someone from the business sector, a professional writer, a project manager, members from public and separate boards, representatives from schools in northern and southern Ontario, and rural and urban schools. Confidentiality agreements had to be signed.

In the end, only one organization planned to enter a bid for the Social Science 2 curriculum policy document - First Folio Resource Group in Toronto. Bids closed February 25, 1998. Unfortunately, this tendered bid was unsuccessful, but we did not learn of this until mid-to-late March. The tendered package did not meet the requirements of the ministry's process. We were extremely disappointed. A few other subject areas were also unsuccessful.

The Action Group

From February to March 1998, the Action Group continued to meet to discuss the Ministry's Course Menus - a listing of proposed courses and their ultimate post-secondary destinations. By this time, we were aware of the Ministry's plan to stream high school students by offering *open*, *applied* and *academic* courses in Grades 9 and 10 and *university*, *college*, *college/university*, *workplace* and *open* course in Grades 11 and 12. The hope is that these specific courses will better prepare students for a variety of post-secondary destinations. Furthermore, World Religions courses were arbitrarily added to the Social Science menu with no rationale provided whatsoever.

Additionally, the Action Group engaged in a visioning process: where do we want Family Studies to be in fifteen years? Colleagues from Ryerson Polytechnic University and OISE/UT also participated in this process and then a summary was prepared and sent to the Ministry.

Our findings were shared at the OFSHEEA Board of Directors meeting in April, where Action Group members carefully listened to the responses from around the table.

At the April 3, 1998 OFSCC meeting in Milton, Dr. Sylvia Solomon, an Educational Officer from the Ministry, was the keynote speaker. She indicated to us that the Ministry would take over the curriculum writing process for Social Science. Later in the month, Bev Freedman, Superintendent of Program, Durham Board of Education, was appointed to supervise the curriculum writing for Social Science. As the same requirements for the Request for Proposal (RFP tendering process) were still mandated, Bev Freedman contacted Marg Murray, Chair of the Action Group, to assist in assembling a short list from the potential candidates who were identified in the prior tendering activity.

Establishment of the Social Science Curriculum Writing Team

The first meeting of the writing team took place in early May 1998 at the Durham Board of Education in Whitby. In addition to Bev Freedman, the Project Manager was Bev Stewart, a retired Supervisory Officer, and currently the project manager for EDU-TEC Science Project. The six Family Studies teachers hailed from across the province. The first deliverable was due June 12, 1998.

The team worked hard to produce the following items for the first due date: the overview of Social Science curriculum, course descriptions, the strands per course for all grades, and the overall expectations per strand for grades 9 to 12.

The second deliverable was due July 29, 1998 which encompassed a revised version of the first deliverable based on feedback from the Ministry, plus more detailed instructions for the completion of this phase, with the emphasis on the completion of the courses for grades 9 and 10. Family Studies has two courses at this level.

The third deliverable was due December 18, 1999 and included a revised version of the second deliverable, based on Ministry feedback, and the remaining sections of the policy document particularly for Grades 11 and 12. As of that date, the document officially became Ministry property.

Personal Observations of the Writing Process

It was an honour to have been recommended by my peers to be part of the writing team. Overall, the May to December curriculum writing process was quite an experience. Operative words were flexibility, change, and “getting it right”. The most helpful reminder was that the teams were writing *political* documents that *dealt with education*. The writers were frequently reminded of this as the work progressed.

The following are some of the challenges with which the team dealt:

- There was a frustrating limit on the kinds of verbs that were used to clarify the intention of the expectations. All expectations needed to be measurable, but were not allowed to be activity-based. At one point, a list of acceptable verbs was distributed by the professional writers.
- The group was challenged to work around politically undesirable terminology, such as critical thinking, values and the adjective “wise”.
- Directions changed as the writing progressed; this occurred almost weekly!
- Course material was critiqued by Ministry-chosen Communication Groups, but there was some inconsistency among these.
- It was stimulating to be instructed to write rigorous courses, but quite daunting when that same term needed to be applied to writing courses for the Workplace, which was assumed to be for the Basic Level student.
- There was always another draft!
- The work with our Francophone counterparts was enjoyable, but fraught with challenge in attempting to align course descriptions and titles when many of our courses were not grounded in the same philosophy.
- Most of the document was written without the assessment and evaluation piece. This came too late to be helpful for the writers.
- The expectations for the inclusion of Information Technology came later on in the writing and as an “add-on” feature plugged into the existing draft.
- After working hard to include and identify expectations that addressed issues of anti-discrimination, anti-violence and native education, those segments were removed from the introductory segments of the draft documents.
- The course titled *Individuals and Families in a Diverse Society* caused the Family Studies team much anguish, as its original university destination was changed to a college destination. This initiated a writing campaign to the Minister of Education and Training during the writing process. There was never a rationale given for the change, and it seemed there were forces beyond our control toying with our courses. Our hopes were finally raised when Bev Murray and Carol Fraser, OHEA executives, were granted time to meet with the Director of the Curriculum, Learning and Teaching Branch, Ms. Gerry

Connolly. It was determined that based on the information shared at that meeting, that our course would be designated C/U. It is still to be determined whether this course can retain its university entrance status.

- The formalized feedback process, held at the Ministry in Toronto, after each deliverable was received, had OFSHEEA representation in Janet Dryden who continuously hammered at the need for the *Individuals and Families in a Diverse Society* to be reinstated as a university-bound credit.

The positive side was that this was a Social Science team comprised of representatives from diverse subjects who rallied to meet each deliverable on time, even though the whole process was tight and difficult. We met seven times, with the bulk of the work done by E-mail with the professional writer. The Ministry now is making changes to the courses as they see fit. However, some of these changes are undesirable from the writers viewpoints at the Grade 9 and 10 level.

Further Curriculum Initiatives

Further Ministry initiatives are in the works. The next generation documents are the Course Profiles, which are not policy documents, but meant to be helpful for teachers to use in their implementation. There is the Secondary Exemplars Project to be used with the Course Profiles, and an Assessment Video Series by TVO. A standardized report card continues to evolve which has many features similar to the relatively new elementary report.

In order to create and deliver many new initiatives, the Ministry continues to hire or reallocate people to fill the gaps as they become known or required. It is interesting to note that when individuals are brought in from outside, they may not have the depth of experience within the area to which they are now assigned. This puts some in a stressful and compromising position. However, there are many bureaucrats who are working very hard to achieve results on their own projects within a limited amount of time.

The curriculum policy document validation process will provide a real challenge for the Family Studies course *Individuals and Families in a Diverse Society*. This process will occur sometime between February and May, 1999. The universities and colleges will vet the Grade 11 and 12 courses to determine which ones meet with their standards and requirements. They will present their recommendations to the Ministry, the suggestions and comments will be considered, but ultimately the final word remains with the Ministry.

This leads to a discussion of the possible need for writing teams to reassemble in the summer to do any further rewriting the Ministry may mandate. There may be a final feedback session for the Grade 11 and 12 courses in late August 1999.

An electronic curriculum planner (a high-end technological product) will be available to teachers through the Ministry. In its demonstrated capacities, it appears useful, but a time-consuming addition to already diminished teacher preparation time.

One of the biggest concerns that has been passed on to the education officers at the Ministry is that of the neglect of the basic level student within the "rigorous" curriculum. As of the end of February, the Ministry promises that strategies will be in place to address this need. No details are currently available, but we have been asked to be patient.

Finally, the curriculum policy documents for all areas of Grades 9 and 10 will be released in early March 1999, while the Grade 11 and 12 documents are slated for release in February 2000.

Dr. Michael Fullan (OISE/UT) and Gerry Connolly (Director of Curriculum, Learning and Teaching Branch) will spearhead an Implementation Coalition to assist in the smooth transition from policy documents to practice. The plan will introduce the new curriculum as follows: Grade 9 in September 1999, Grade 10 in September 2000, Grade 11 in September 2001, and Grade 12 in September 2002.

Final Draft Course Menu for Family Studies Courses within the Social Science Document

Course Name	Course Type	Grade(s) Offered	Prerequisite
Individual and Family Living	Open	9 or 10	None
Food and Nutrition	Open	9 or 10	None
Managing Your Personal Resources	Workplace	11	None
Personal and Family Resources: Choices	College	11	None
Fashion	Workplace	11	None
Fashion and Creative Expression	College	11	None
Parenting	Workplace	11	None
Parents and Children	College	11	None
Living Spaces and Shelter	Open	11	None
Food and Nutrition Studies	College/University	12	None
The Fashion Industry	College	12	None
Individuals and Families in a Diverse Society	College/University	12	None

Conclusion

The amount of change that educators have been asked to accommodate with respect to curriculum is staggering. Added to this is the restructuring of boards of education in Ontario, stressful union actions, difficult board-teacher contracts, and attractive early retirement packages. Ontario teachers have a lot on their plates.

However, Family Studies teachers in this province still have the support and leadership of the Action Group. This group will continue to coordinate responses to issues concerning Family Studies education. Some form of Home Economics/Family Studies education has been in our schools for approximately one hundred years. Names have changed, emphases have shifted, but we are still alive in Ontario schools. We are survivors, and look forward to the challenges the next hundred years will surely offer.

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Parenting Education: A Position Paper in Progress

Susan Wersch, M.Ed., B.A., P.H.Ec

This will be the third position paper prepared by the CHEA on topics related to parenting. The first was on Infant and Child Feeding (January 1981), deals with a current social problem of much concern.

The second paper on Adolescent Pregnancies, clearly expresses the concern felt by Canadian Home Economists on the high incidence of adolescent pregnancies affecting progressively younger teenagers. It outlines the need for an informed adolescent population, and much expanded support services.

CHEA has also published a position paper entitled Home Economics/Family Studies Education in Canadian Schools (July 1996). This document indicates that at an early age, students face social and moral decisions about sexual relationships, contraception, reproduction and parenting. These decisions are particularly complex in the context of diverse cultures and values among Canadian families. As a result of circumstance or choice the numbers of lone parents are increasing. Many young people growing up in small or single-child families today no longer have experience in caring for young children.

The goal of the Parenting Education paper is for "Parenting Education" to be an essential strategy in promoting the health and well-being of individuals, families, and communities in Canada, and that its availability be expanded to reach students and young populations across Canada. Schools are seen as society's best chance to improve the life prospects of our youth. There is a need for curriculum and program delivery in the area of parenting education.

Participants at the Symposium were given an opportunity to provide some of the framework of the position paper. Groups were asked to respond to six questions.

1. What general reasons do you believe are most convincing of the importance and value of parenting education?
2. Are there individuals or agencies who have current information on this topic that could be called to share resources?
3. What are the specific arguments you would make for the content that parenting education ought to emphasize?
4. What action should CHEA take in promoting parenting education?
5. What action should provincial home economics associations take in promoting parenting education?
6. What action should individual members take in promoting parenting education?

The results of the work are summarized below.

WHAT GENERAL REASONS DO YOU BELIEVE ARE MOST CONVINCING OF THE IMPORTANCE AND VALUE OF PARENTING EDUCATION?

- There is a social cost of not valuing parenting
- Parenting is a job: it needs training for and education about this concept
- Increase in human capital by offering parenting education to all
- Equitable parenting between women/girls and men/boys will only happen through education
- Preventing child abuse and damage/death
- Prevention vs. intervention with many parenting related issues
- Increase readiness for parenting through parenting education
- Techniques to help families function and adapt to change to reducing dysfunctional family life due to the inability to cope with issues (unemployment, alcoholism etc.).
- There is a connection between good parenting and reduction in antisocial behavioral of youth/young adults (research).
- There is a cost factor as the effort in parenting in the younger years saves intervention funding required later in life (research based).
- Time, energy and resources are spent on children in schools who have not been effectively parented.
- Importance of giving every child the best possible start in life – parenting education is an on of the first steps prior to becoming a parent.

ARE THERE INDIVIDUALS OR AGENCIES WHO HAVE CURRENT INFORMATION ON THIS TOPIC THAT COULD BE CALLED TO SHARE THEIR RESOURCES?

- Statistics Canada
- Vanier Institute of the Family
- Canadian Medical Association
- Health and Welfare Canada
- Lobby and partner with high profile parents i.e. Wayne Gretzky
- Universities across the country
- Baby Think it Over
- Child and Family Canada
- Canadian Council on Social Development
- Family Resource Centers
- National Study of Youth

WHAT ARE THE SPECIFIC ARGUMENTS YOU WOULD MAKE FOR THE CONTENT THAT PARENTING EDUCATION OUGHT TO EMPHASIZE?

- Communication Skills – conflict resolution, problem solving
- More knowledge will lead to more choices to improve ones parenting techniques which causes less frustration and stress in the parenting process

- More awareness of pregnancy issues will hopefully lead to healthier children and less cost on society
- Decision Making about becoming a parent (Planned vs. accident parenthood)
- Nurturing through out the stages and ages of Child development
- Nutrition - Pre and post natal
- Experience with caring for young children – day care centers or school day cares
- Sexuality and contraception
- Interpersonal dynamics in relationships
- Issues affecting parenting and the ability to parent
- Cultural diversity of families and building on strengths of family life
- Importance of role modeling

WHAT ACTION SHOULD CHEA TAKE IN PROMOTING PARENTING EDUCATION?

- Partnerships
- Position paper
- Political action lobbying for programs
- Sharing sessions
- Public awareness through the media
- Parenting Education in school curriculums in all provinces
- Press Releases
- Advertising on National Television

WHAT ACTION SHOULD PROVINCIAL HOME ECONOMICS ASSOCIATIONS TAKE IN PROMOTING PARENTING EDUCATION?

- Try to get media coverage for parenting programs. Get the word out. Let parents know what teachers are doing.
- Lobbying school divisions/trustees, public, government ministers
- Many responses were the same as previous

WHAT ACTION SHOULD INDIVIDUAL MEMBERS TAKE IN PROMOTING PARENTING EDUCATION?

- Public awareness
- Writing articles to media
- Displays in shopping malls
- Enroll our own children in schools that offer Home Economics/Family Studies Education
- Be proactive, informed, assertive and classy
- Talking to principals, school boards
- Write to the government

Making Distinctions: Globalization and Global Education

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For many years I have encouraged home economics/family studies educators to remodel their curriculum to include developing in students a global perspective (e.g., Chan et al, 1996; Smith, 1994; Smith, 1993; Smith, 1992; Smith & Peterat, 1992). This movement has been commonly referred to as global education. Lately the terms "global" and "globalization" have gained much currency, particularly in the media. But "global" used in this context holds quite a different meaning than it holds in global education circles. In this paper I intend to point out some of the distinctions between global education or education for a global perspective and globalization. I contend that the values, beliefs and assumptions that ground global education are quite different from those that underlie the notion of globalization. The intent of global education is to develop in students a global perspective, a moral perspective, such that they would make decisions based on good reasons and the values of social justice and of caring for the welfare and fair treatment of others. Globalization, on the other hand, seems to imply a homogenization of the world and world systems where economic values and the ideology of individualism prevail. The consequences of globalization in terms of education are explored and I encourage home economics teachers not to confuse global education with globalization.

Global Education

In the late 1980's and early 1990's, global education flourished in Canada with the financial support of the Canadian International Development Agency (CIDA) through its Public Participation Branch. The goal was to educate Canadians about International Development. The funding supported Global Education Learner Centres across the country, Global Education Projects undertaken by various teachers' associations in eight provinces, and other education initiatives often undertaken by non-governmental organizations (NGO's) such as the Canadian Home Economics

Association (CHEA) (for further elaboration of CHEA's programs, see Ulrich, 1993; Ulrich & Smith, 1995; and Smith, 1995). CIDA described a global education as:

Global education is a perspective (not a subject) which underlies and shapes the teaching and learning process in schools. Through it, students develop knowledge about, and critical understanding of, global issues as well as skills to enable them to address those issues. Through it, they acquire values that give priority to ecological sustainability, global interdependence, social justice for all the world's people, peace, human rights, and mutually beneficial processes of economic, social and cultural development. Through it, they are enabled to develop the will and the ability to act as mature, responsible citizens with a commitment to create acceptable futures for themselves, their communities, and the world. (CIDA, 1994)

Unfortunately recent government cut backs have resulted in a substantial reduction of CIDA funding for global education. The result has been the cancelling of most of the teachers' federation's Global Education Projects and fewer funds available for NGO's, including CHEA. Thus in the past few years the global education movement in Canada has lost some of its momentum. The Global Leadership Development program sponsored by CHEA (see Smith 1995; Ulrich, 1993; Ulrich & Smith, 1995), a ripple out model whereby teachers worked with other teachers to infuse a global perspective into their teaching, has not been sustained. New curriculum resource materials have not been developed by CHEA, and the excellent materials that have been produced in the past are becoming dated (e.g., Peterat, 1991a; Peterat 1991b; Peterat 1991c; Smith & Peterat 1992).

This causes me concern. As I mentioned in the beginning of this paper, I have an investment in education for a global perspective. I have used global education as a way to re think, re-form my home economics curriculum and practice making it more relevant for students who live in an increasingly interconnected, interdependent world (see for example, Smith 1990; 1992; 1993; 1994; 1995; 1996). To see global education wane and possibly be replaced by less educationally defensible objectives is troublesome. However, I have noticed that global education continues to be mentioned in

the educational literature from other jurisdictions. For example, Curriculum Update, a publication of the Association for Supervision and Curriculum Development headquartered in the United States, carried a lead article entitled "Making Connections Through Global Education" (Rasmussen, 1998). Some of comments in this article included:

Teachers and students around the world have been bitten by the global education bug, but they aren't complaining. Instead, they are learning about themselves, their communities, and their cultures--and how these connect to other people, communities, and cultures around the world and throughout history. (p. 1)

"We need to teach what the reality is", says James Becker, senior consultant at the Social Studies Development Center at Indian University. "Education must respond to whatever conditions exist, and the fact is the world is becoming more global." (p. 1)

Global education is an approach to teaching...As a result, teachers can approach global education from different perspectives, says Merry Merryfield, associate professor of social studies and global education at The Ohio State University. For example, "some teachers have the rationale that, in order to compete in a global economy, students need a global perspective," says Merryfield. "But others want to make the world a better place in terms of the environment and social justice. Still others want to promote cross-cultural understanding." Each of these is a valid approach, says Merryfield, as long as teachers emphasize multiple perspectives and global interdependence. (p. 2)

Global education does not contend that internationalization is good or bad; rather it's "the study of the way the world is working," Becker explains. (p. 8)

Merryfield's contention that each rationale is valid and Becker's comment that "internationalization", which is often used synonymously

with "globalization", is neither good or bad but simply the "way the world is working" are two points that I find problematic. I will address each of them separately.

In my paper for the first symposium in 1991, I pointed out, like Merryfield, that there were various approaches to Global Education (1991). I characterized them as: Global Education as Business as Usual with Minimal Compliance to Global Awareness; Global Education in the National Interest; Global Education as Individual Self-Development in a Changing World; Global Education as Human Relations and Citizenship; and Global Education as Social Reconstruction. I argued that only Global Education as Human Relations and Citizenship and Global Education as Social Reconstruction embodied the values of the mission of home economics and thus they were the only approaches that were educationally defensible. It is clear then, that I do not agree with claim that each approach is valid. I think it is absolutely essential that we have a clear understanding of our intents and purposes and the philosophical underpinnings and value base of educational programs. If not, we run the risk of promoting unsound ideas, of promising more that we can deliver, and of pursuing outcomes that may be unethical or educationally unsound or even dishonest. As well, the danger exists that well meaning teachers may reinforce stereotypical notions of "others" thus contributing to prejudice and racism, rather than contributing to eliminating these injustices. Also of concern, is that students may not learn to question policies and practices that are unfair or that deliberately cause harm to others or the environment.

Globalization

Contrary to Becker's statement that we teach children the way the world is, my position is that we must encourage students to question the way the world is, and to enable them to take actions to make a better world. Thus I argue that we must make "internationalization" and "globalization" problematic. Here I will confine myself to two areas. We must make globalization problematic at the economic level and at the educational level.

There are many meanings of globalization. It is an ambiguous, ambivalent concept. It has been described as an "all-powerful, incomprehensible, impossibly complex, [and] seemingly unchallengeable"

phenomenon (Dobbin, 1998, p. 7). It has been used to refer to the new economic order in which business has no nationality and knows no border (Korten, quoted in Dobbin, 1998, p. 19). It is considered the ultimate experiment in capitalism where globalization is an "ideological tool (to) mask the powerful reality of the domination of the world by a few hundred enormously powerful transnational corporations" who have accumulated their power with the cooperation and complicity of governments (Dobbin, 1998, p. 8). For others, it is a threat to our national identity, an assault on democracy and equality (Kuehn, 1998). The most common perception of globalization by the general public, in my opinion, is the spread and influence of corporate capitalism into all spheres of global life. A globalized competition, if you will, which tends to make the world a single market place undermining local ties and identities cultures, communities, social systems and environments. Here, I argue the underlying values are not welfare and fair treatment of individuals, families, communities, and the planet but economic growth and efficiency. There is an assumption that any kind of growth is good and that the cheaper the goods are able to be produced the better.

Kuehn (1998) identified three key themes of globalization that affect the economy, our social well being and the nature of our education systems: the destructive effects of globalized competition; the restriction of democracy; and the distortion of the social purposes of education. In relation to globalized competition, he highlights the destructive nature of the "global" economy where action taken to maximize profits and minimize costs means searching the world for the cheapest labour. He characterizes the competition for cheap production as a "race to the bottom" where wages, working conditions, and social programs all get caught in a downward spiral. The results of such actions, he argues will not solve the problem of unemployment in the north nor poverty in the south or the north-south divide instead it exacerbates them.

The second theme of globalization identified by Kuehn (1998) is the restriction of democracy. Apple (1998) describes this as the result of democracy becoming an economic concept rather than a political concept. Globalization and Trade Agreements put more and more power and control in the hands of Transnational Corporations (TNC's) and large financial houses and banks and less and less in the hands of governments and

communities and people. As a result, TNC's control two thirds of world trade and are richer and more powerful than most national governments (Ramsden, 1997). Basically governments are unable to respond to their citizens and must compete with other nations for the business of TNC's (for example, tax breaks, grants, power supplies, etc., so in reality huge public subsidies prop up TNC's everywhere).

For me, as an educator, the most disconcerting aspect of globalization is the way it can, and does, effect the education system. Kuehn (1998) describes this effect as the distortion of the social purposes of education. Others have used stronger terms such as a assault or even warfare on education (Barlow & Robertson, 1994; Dobbin, 1998). The tradition and valuable functions of education in a democratic society are being replaced by an economic agenda with the emphasis on job training crowding out liberal education. Education becomes dominated by economic rationality where efficiency and cost-benefit analysis are the dominant norms. Students become "human capital" to be prepared for "global competition" where they must have the requisite skills and disposition to complete efficiently and effectively and any money spent on schools that is not directly related to economic goals is suspect. There is a commodification of education such that it becomes a product to be consumed. Even curriculum is tendered to the lowest bidder. Barlow and Robertson (1994) claim that under the North American Free Trade Agreement (NAFTA), transnationals can now develop educational products for a pan-North American market and once services are privatized they must be governed by NAFTA rules. They use the example of British Columbia where preparation of grade 12 provincial government examination is contracted out. When the contract expires, it will have to be opened to competing firms from all over the continent. If the province should try to argue that cultural concerns should keep the contract in British Columbia, under NAFTA, such action could be challenged as a false barrier to free trade.

We see evidence of globalization in the subtle and not so subtle commercialization of schools. What high school in Canada does not have an exclusive contract with either Pepsi Cola or Coca Cola? Teaching cafeterias are being replaced by franchised food outlets. Teaching resources so desperately needed in cash strapped times are becoming less and less unbiased. For example: The Globe and Mail Classroom Edition is pitched to advertisers as "the ideal vehicle to provide information about your company,

products or services"; Campbells Soup has a science project designed to prove that its Prego spaghetti sauce is thicker than Unilever's Ragu; McDonald's restaurant gives away a kit that shows students how to design a McDonald's restaurant and how to apply for a job at McDonald's (Barlow & Robertson, 1994, p. 241). Donations of equipment come with strings attached. For example, Youth News Network (YNN), a Canadian version of a U.S. program called Channel One, will give free TV dishes and equipment. In return, students are compelled watch a 12 minute program each day that includes two minutes of advertisements created for teenage viewing. "Are our students for sale?" asks Maser (1999) after hearing of such a proposal. Apple (1998) says "yes". In his words "students, in essence, are being sold as a captive audience to corporations" and they are regarded "as future workers and as current consumers who themselves can be bought and sold to the highest bidder" (p. 344). Giroux (1998) makes a similar claim using examples such as: advertisements on school buses; a Nike program where students learn the life cycle of a Nike shoe but not of working conditions or child labour; an Exxon curriculum that teaches students that the Valdez oil spill was an example of environmental protection; and a McDonald's curriculum that teaches about deforestation but doesn't mention deforestation caused by cattle ranching. He argues that educators must reclaim public schools as a public good where democratic values, human rights, economic justice and cultural diversity replace the trend to corporate interests and narrow consumer demands. I agree.

Conclusion

As home economists and home economics teachers, with a professional commitment to improving the human condition, we have an ethical responsibility to act to ensure the welfare and fair treatment of all people, to ensure that human rights not the rights of TNC's prevail, and to ensure that economic agendas that exacerbate existing social divisions and increase poverty are replaced by alternative visions.

Our profession is well placed to contribute to alternative visions. Our name offers a beginning. The "home" in home economics, shows the importance we attach to connectedness and a sense of place. This includes a loyalty to the land and community that surrounds it, and a dedication to

preserving its uniqueness and meaning for us (Bookchin, 1990). Dobbin (1998) contends that "the more connected we are to community, neighbourhood, tradition, family and history, the more likely we are to resist the lure of consumerism" (p. 60).

Properly understood "eco", as in the "economics" of home economics, is from the Greek, with the classical meaning of the stewardship/management of a household. Stewardship and management are concepts that imply an inherent regard for the rights of others (Reardon, 1988), conduct that is not controlling (Brown, 1980), and to treat with care (Webster's, 1987). "Eco" also implies that well being of parts depends on the diversity of the whole (Ramsom, 1997).

Globalization, defined here as international corporate capitalism or the market society, exacts a steep price. Progress is equated with competition, material possessions are valued over human relationships, and morality is based on growth rather than limit and balance (Bookchin, 1990). Unemployment, hunger and homelessness are increasing worldwide. In the north, communities whose jobs have gone south suffer from economic insecurity and an accompanying increased suicide rates, domestic violence, crime and despair. There are social costs, for example, cutbacks in basic health and education services because of fewer tax dollars. At a deeper level there is the loss of local culture and blurred distinction between communities (Shuman, 1998).

I offer this initial exploration globalization as an invitation to home economists and home economics teachers to engage in a dialogue about what is in the public good, about what kind of society we want. I argue that education for a global perspective, global education, is implicit in our mission (Smith, 1990) and that we can challenge the marketplace logic of globalization as it effects the education system and everyday lives, and contribute to alternative visions. Alternatives rooted in notions of home and economics, and take action toward these visions.

We must not be overwhelmed with globalization but focus on the possibilities of global education. For globalization can be moved by individual and collective action. We must ensure that education for a global perspective, global education, which emphasizes democratic participation, ethically defensible actions, human rights and social justice does not get lost in the quest for efficiency and profits, material gratification and job training.

And most of all, we must ensure that globalization is not confused with global education.

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FOR TEACHER EDUCATION AND TEACHING
HOME ECONOMICS / FAMILY STUDIES

March, 1999

Workshop Leaders:

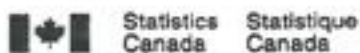
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2.2 using the **Daily News** section which is updated every work day (pg. 2-2)
- sample search on "tax and income" and The Daily which gives the latest Household Spending

2.3 **Canadian Statistics** - 370 tables updated continually (pg. 2-8)
- 50 tables on families, households and housing
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11-008-XPE

CANADIAN SOCIAL TRENDS

Canadian Social Trends at a Glance

In our current issue...

In every issue of *Canadian Social Trends*, you'll find:

Thought-provoking articles supported by charts, tables, graphs, and information about data sources. Topics covered in the past have included:

- **education** - French immersion, education of Canadian women, reading skills, computer literacy, school leavers
- **health** - AIDS in Canada, occupational stress, alcohol and drug use, physical fitness, smoking
- **culture** - the information highway, performing arts, television viewing habits
- **justice** - young offenders, prostitution, motor vehicle theft, violence against women
- **labour** - the self-employed, women in the workplace, absenteeism at work, employment of people with disabilities
- **income** - subsidized housing, children in low-income families, working teens, retirement income programs
- **family** - births outside marriage, empty nesters, blended families, common-law living, adoption, fertility
- **population** - language, urbanization, church attendance, farming, immigration, visible minorities, the aging population

A table of Canada's social indicators includes everything from population characteristics to government expenditures and economic indicators.

Educators' Notebook, a regular column for educators, contains a suggested teaching activity and ideas for using related resource materials in the classroom.

Keeping Track provides a news bulletin of recently released Statistics Canada's publications.

PLUS every winter issue includes a **cumulative index of articles** so that you can easily locate and refer to articles of particular interest to you.

STATISTICS CANADA
SEARCH

Welcome to Statistics Canada!

Message from the Chief Statistician of Canada

- **Daily news**
Highlights of newly released data, schedules for major releases and announcements of new products and services.
- **Census**
Free tabular data and latest information on the 1996 Census, including the Statistical Profile of Canadian Communities and the 2001 Censuses.
- **Education resources**
Programs and products to integrate Canadian statistical information into teaching and learning.
- **In depth**
Selected articles from our analytic periodicals
- **Service centres**
Information on our regional offices, libraries and other distributors of Statistics Canada data.
- **Employment opportunities**
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- ↳ **Canadian statistics**
Free tabular data on aspects of Canada's economy, land, people and government.
- ↳ **Products and services**
Catalogue; CANSIM and Trade statistics (\$); downloadable publications (\$); research papers; information on seminars, conferences and other services.
To order
- ↳ **Concepts, definitions and methods**
Program documentation; standard classifications (NAICS Canada); discussion papers; questionnaires; information on new surveys.
- ↳ **About Statistics Canada**
Canada's national statistical agency
- ↳ **Are you in a Statistics Canada survey?**
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**Databases for
Environmental Analysis**





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Education Resources

Statistics Canada actively supports education in Canada by developing and offering easy access to a wide variety of statistical products and services which have been specifically designed for students and teachers.

- [Data Liberation Initiative](#) offers Canadian universities and colleges systematic and affordable access to a vast collection of electronic data for the purposes of academic teaching and research.
- [E-STAT](#) offers on-line or CD-ROM access to a selection of electronic data.
- [Statistical Profile of Canadian Communities](#) contains free information from Statistics Canada collected from the 1996 Census of Population for close to 6,000 communities in Canada.
- [Teachers' Kits and Lesson Plans](#): designed to accompany publications or introduce specific data sets.
- [Teaching Activities](#): interactive exercises focusing on data analysis and survey skills.
- [University Liaison Program](#) helps university instructors identify statistical information and products for use in course lectures, assignments and student research projects.
- An [Educator Discussion Forum](#) has been established for sharing ideas on the use of Canadian statistical information in teaching and learning.
- [Links to other sites](#)

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Teaching Activities

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- [Canada at a Glance](#)
- [Canada's Immigration Patterns, 1955 to Present](#)
- [Catches and Landed Value of Fish](#)
- [Comparing the Health and Lifestyles of 13 Year-olds Around the World](#)
- [Enviro-Quiz](#)
- [Divorce Trends in Canada](#)
- [Graphing in the Information Age](#)
- [How Well Do You Know Canada?](#)
- [Household Environment Survey Classroom Edition](#)
- [Housing Arrangements of the Elderly in Canada](#)
- [The Ice Storm 1998 Maps and Facts Activity](#)
- [Introduction to Population Statistics](#)
- [Our Favourite Treat](#)
- [Natural Resources and the Economy](#)
- [Neighbourhood Statistics](#)
- [Role Playing Jean Talon](#)
- [Smoking Today = Smoking Tomorrow](#)
- [Statistics Canada Web Page Contest](#)
- [Successful Resource-based Learning Strategies for the Geography of Canada Course](#)
- [Teenage Pregnancy Trends in Canada](#)
- [Using the Statistics Canada Daily to Write a Newspaper Style Article](#)
- [What is the Average Height of Your Class?](#)

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Education Resources: Teachers' Kits and Lesson Plans

April 1, 1999: The structure of family living in Canada is changing. While the large majority of the population continues to live in some form of family setting and married-couple families still make up the largest share of all families, the profile of Canadian families is one of growing diversity.

The *Family Studies Kit* is designed to give instructors in family studies courses, as well as others interested in the dynamics of Canadian family living, the latest trends related to the family in Canada in an easily accessible and useable format. The information has been integrated from a variety of Statistics Canada sources, including the 1996 Census of Canada, to provide an overview of the demographic and other characteristics of Canadian families.

The data are, for the most part, presented at the national level, however, key trends also include information at the provincial level. It is also intended that more provincial data will be added to the *Family Studies Kit* in the future.

The material in the *Family Studies Kit* will be organised into a number of sections.

Trends in Family Formation

Children and Fertility

The Division of Labour in the Family

The Socio-economic Characteristics of
the Family

Family Violence

Diversity in the Family

Posted sections will be updated and revised as new data becomes available.

Users are invited to download the material in the *Family Studies Kit* and reproduce as required for their courses and other related activities. Statistics Canada, however, should be credited as the source.

Questions or comments about the *Family Studies Kit* should be sent to the Manager

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FAMILY STUDIES KIT

Chapter 1, Chart 1, Percentage of Persons in Private Households Living in a Family, Canada, 1951-1996



(.pdf file)

Did you know ...

- Contrary to the popular conception, the Canadian family is alive and doing well. In fact, in 1996, there were a total of 7.9 million families in Canada, up from 5.0 million in 1971, 6.3 million in 1981, and 7.5 million in 1991.
- As well, the vast majority of Canadians continue to live in some form of family setting. In 1996, 87% of the population lived with their immediate family as a spouse, lone-parent, or never-married child. Indeed, this was up from 84% in 1991; however, the current figure is still below the peak figure recorded in 1961, when 91% of all Canadians lived with their immediate family.
- While most Canadians continue to live in a family setting, there have been changes in the structure of family living in Canada, with increases in the number of common-law families, lone-parent families headed by women, and childless married-couple families.



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Education Resources

University Liaison Program

Statistics Canada's University Liaison Program helps university instructors identify Statistics Canada information and products for use in lectures and course assignments. The Program is serving faculties of education and selected social science departments throughout Canada.

Course Assignments / Teaching Activities

- [Canada through the Census](#) (University of British Columbia)
- [Integrating Databases in the Education Curriculum](#) (University of Ottawa)
- [Urban Economics](#) (Brock University)
- [Using Canadian Data in Curriculum Courses](#) (Brandon University)
- [Exploring One's Practicum Community](#) (Nipissing University)
- [Workshops on the Use of STC Education Resources](#) (Nipissing University)

The Program has spearheaded the establishment of a prize in conjunction with the Canadian Association for Curriculum Studies (CACS). The [Statistics Canada Prize for Curriculum Studies](#) is awarded to a postsecondary student who completes a project involving the application of the Statistics Canada web-site, www.statcan.ca, the E-STAT package, or other Statistics Canada products. This award recognizes and promotes excellence in curriculum development and research and encourages development, use and enhancement of Statistics Canada products.

The Program has also established [Research Prizes and an Award for Excellence in Educational Research](#) for graduate students in education faculties, in conjunction with the Canadian Education Researchers' Association (CERA). This is awarded for excellence in data analysis using Statistics Canada data files.

For further information on the University Liaison Program contact Joel Yan at 613-951-2858 (ulp@statcan.ca)

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Panel: Trends and Initiatives in Canadian Education
Moderator's Comments

Pat Ulrich

Good morning. I hope that everyone found their way last night to their restaurant and enjoyed a relaxing dinner with good food and a chance to explore informally some of the ideas and innovations introduced yesterday.

If you will remember, at the beginning of the weekend, I identified the primary purpose of our meeting together here in Ottawa as to help shed light on directions for the future; to consider what forms home economics/family studies should take in the schools in the face of declining resources, rapidly changing technology and the need to better prepare students for healthy lives and productive work.

On Friday we heard about the current status of home economics education across the country, some of the challenges and opportunities facing teachers and teacher educators. Yesterday we learned about a number of innovative programs, the politics of curriculum development with some words of caution around our thinking about globalization and global education.

This morning, to help us situate home economics education issues and possibilities within the larger Canadian educational context, we have with us a panel of representatives from three national organizations or agencies which are concerned with education. They have been asked to provide some insight into what is happening nationally in education, to describe specific initiatives they are involved in which are related to our own concerns; and to share their perspective on the contribution which home economics education might make or how we might collaborate and work together.

Our first panelist is Marie Pierce from the Canadian School Boards Association. She will give us an overview of some of the key educational trends and issues across the country and tell us about some of CSBA's initiatives which are related to our own professional concerns. The next panelist will be Mary Johnston from the Childhood and Youth Division of Health Canada who will discuss Comprehensive School Health and the contribution needed from home economics/family studies educators. Finally we have Robert deValk representing the Canadian Partnership for Consumer Food Safety Education, a relatively new initiative of which CHEA is a founding partner. I have asked Bob to bring us up to speed on the evolution of this program and next steps so that he can explore with us where home economics teachers can help.

Each has been asked to speak for 15 to 20 minutes. After all three presentations we will open the floor to questions and discussion.

TRENDS AND ISSUES IN CANADIAN EDUCATION

Marie Pierce, CSBA Executive Director

March 7, 1999

Canadian Symposium V: Issues and Directions for
Economics/Family Studies Education

INTRODUCTION

What I would like to do over the next 15 minutes is to provide you with an overview of the key issues and trends in Canadian education with specific emphasis on CSBA policy and project initiatives

CSBA MANDATE

Before I start, however, a brief description of the Canadian School Boards Association is in order. CSBA is the national voice of school boards and is composed of nine provincial school board associations representing over 400 school boards serving more than four million elementary and secondary school students.

CSBA recently approved a new mission statement which re-affirmed advocacy as our central focus. Our mission is to exercise leadership by advocating excellence in public education and promoting the value of locally elected school boards through collaboration, research and information sharing with other partners.

Although constitutionally, education is a provincial responsibility, a strong case can be made for why school boards should be involved as advocates at the national and federal levels.

The federal government makes legislative, policy and fiscal decisions that impact on the delivery of education at both the provincial and local levels. Recent examples include the Canada Health and Social Transfer, amendments to the Young Offenders Act, changes to the Goods and Services Tax, amendments to Copyright legislation and Employment Insurance changes.

In a number of areas, there is also the need for a national perspective on education that goes beyond just what is happening legislatively. The Council of Ministers of Education, Canada has increasingly undertaken a proactive approach to dealing with a variety of issues considered national in importance. These have included the pan-Canadian indicators program, the national report on education, the signing of a protocol of collaboration in the development of common curriculum objectives, the establishment of a national research agenda and its bi-annual education forums. More significantly, CMEC is currently in the process of developing a joint statement on the goals of education scheduled for release in September 1999.

ISSUES AND TRENDS

Nationally, four key issues are of prime concern to school boards: child poverty, the national children's agenda, the recent social union agreement between the federal government and the provinces and education reform.

Federally, two issues dominate our activities: changes to the youth justice system including the YOA and copyright tariffs.

Although I will focus my presentation on child poverty, the national children's agenda, the social union and youth justice, I would be pleased to answer questions on the other identified issues.

Poverty

The key policy priority for CSBA has been and will continue to be child poverty and its impact on readiness to learn and eventual school success. At our 1996 CSBA Annual General Meeting, the Representative Assembly unanimously endorsed a resolution calling for the elimination of child poverty in Canada.

To this end, CSBA launched a national program to raise awareness of the issue of child poverty and its impact on students in the classroom. In 1997 CSBA prepared and published a resource book, *Students in Poverty: Toward Awareness, Action and Wider Knowledge*, suggesting ways in which school boards can work with community and provincial partners to reduce the negative effects of family poverty on children's educational outcomes.

Last winter CSBA secured funding from Health Canada to begin developing a model for school interventions to combat the educational effects of living in poverty. Although funding for the initiative did not continue, CSBA has worked to complete the project with the result that a self-audit program to help school jurisdictions evaluate their poverty interventions and develop new programs will be released at the 1999 Congress on Education in Victoria. The release will be followed by a comprehensive dissemination and implementation strategy to encourage boards to assess and implement programs to address the issue of child poverty.

Children in poverty was also the major focus of our cross-Canada campaign to influence the 1999 federal budget development process.

To encourage involvement by the provincial Ministers of Education, CSBA took the lead role in preparing a background paper on preparation for learning: pre-school education for the CMEC Third National Forum on Education held in Newfoundland in May 1998. The paper urged the Ministers to forego jurisdictional issues in the interest of children and stressed the importance of pre-school education for students at risk including students living in poverty.

The Association has joined forces with other groups to keep child poverty on the national agenda including Campaign 2000 and the Children's Alliance, a group of national organizations currently working to bring forward the National Children's Agenda.

National Children's Agenda

In its 1997 Speech from the Throne, the federal government committed itself to investing in children to ensure that "all Canadian children have the best possible opportunity to develop their full potential and are equipped with the capacities they need to be ready to learn and to participate fully in our society." In meeting that commitment, the

emphasis was on the National Child Benefit System, partnerships and the needs of children in the early years.

Concerning partnership initiatives and early intervention programs, the federal government made a commitment to work with the provinces to develop a National Children's Agenda. The agenda was to include the establishment of Centres of Excellence to further our understanding of children's development and well-being to improve our ability to respond to their needs; expansion of the Aboriginal Head Start program; and, measuring and regular reporting on the readiness of Canadian children to learn.

When it was announced, CSBA welcomed the government's recognition that we need a comprehensive and co-ordinated approach to successfully tackle children's issues including children in poverty. We have been disappointed, however, at the slow progress made in moving the agenda forward; in the lack of a broad-based, inclusive consultative process in the framework development process; and, the lack of specific action in a number of key priority areas including child poverty.

Now that the social union negotiations are completed, it is anticipated that work will proceed on the NCA with the release, within the next couple of months, of a framework document outlining the principles which should guide a national approach to children's issues. CSBA has volunteered to assist in organizing provincial and regional consultations on the framework document.

CSBA is also a partner in the National Children's Alliance comprising over twenty national associations interested in furthering the national children's agenda. The Alliance has developed a set of guiding principles for the agenda as well as a clear action plan with identified components which recognizes NGO's as full partners in the development and implementation of such an agenda.

Social Union Agreement

On February 4, 1999 the government of Canada and eleven provinces and territories signed the social union framework – the most important document with regard to federal-provincial relations in years. The new framework will have significant implications not only on the way in which the federal government and the provinces/territories work together but also for any national association that undertakes advocacy activities. It will affect the way we strategically place policy issues as well as the specific strategies we undertake to advocate on their behalf.

CSBA has undertaken a review of all the elements of the framework and identified the key components of the agreement which will impact on the way we lobby. By using the federal and provincial governments' commitment to involving Canadians in ensuring transparency and accountability, CSBA and our provincial member associations will take on key roles in our respective constituencies in developing social priorities and reviewing outcomes. This strategy will be particularly useful in our poverty initiative.

The new framework provides even stronger rationale for a three-pronged advocacy strategy (federal, provincial and local) in ensuring success. There is no question that there is the need to more closely co-ordinate lobbying activities across all levels to ensure there are common messages being presented federally, provincially and locally through our member associations.

The social union framework will be a powerful tool within which to situate key policy priorities. Central to our situating our policy priorities will be the statements of

principle contained in the agreement. Equality and comparability will be critical in ensuring that all Canadians (including the poor and those with disabilities) have equal opportunities to participate in and benefit from social programs.

Youth Justice Issues

Justice Minister Anne McLellan announced, on May 14, 1998, that in response to extensive reviews at both the federal and provincial level, the government is putting forward a new strategy for renewing the youth justice system. The strategy includes replacing the YOA with new youth justice legislation and proposes significant improvements to the youth justice system and its links with other programs and services for children and youth. It is anticipated that new legislation will be introduced in the House in the spring sitting.

In anticipation of the legislation, the CSBA Board of Directors approved the undertaking of an advocacy campaign with regards to the development of the new youth justice act including participation in consultation meetings, development of position statements reflective of policy decisions taken at the 1998 AGM, development of issue backgrounders and presentations to parliamentary committees as appropriate. A copy of our policy statement on the YOA as well as issue backgrounders on all our key policy priorities are available on request from the CSBA office.

CONCLUSIONS

I hope that I have illustrated the extent and nature of the national/federal role in education and the role that CSBA undertakes on behalf of school boards across the country. CSBA recognizes that there is the need for a national association, which identifies common strategies, shares information and co-ordinates action on issues of common concern. We also recognize that we must address federal legislative and policy initiatives that impact on school boards both as employers and providers of education programs.

But, and I think more importantly, CSBA also recognizes the need for associations that dare to challenge take risks - to focus on the hard issues that need to be addressed. National associations are in a unique position to "get around" the jurisdictional barriers that tend to colour federal-provincial relationships and impede joint action on pressing issues. By ensuring that the agenda we follow is based on our priorities - our vision of what is needed at the national, provincial and local levels to ensure that the needs of the students in our care are at the centre of any debate on education whether that debate is on governance, finance or curriculum then we can be a real force for change.

1.1 The Comprehensive School Health Model

Comprehensive School Health: An Integrated Approach to Promoting Healthy Students in Healthy Schools

Teaching Skills, Values and Behaviours for Healthy Lives

As a teacher, you know that young people develop skills through instruction, observation and trial. And you know that the more your students are supported, the more competent and confident they become.

Young people develop attitudes, values and behaviours in much the same way. They are exposed to options, emulate others, and judge the results. When their actions are consistently encouraged, they tend to be reinforced. When frequently rejected, they tend to be changed.

These basic learning principles are the foundation of Comprehensive School Health (CSH). CSH is an integrated approach to health promotion that gives students numerous opportunities to observe and learn positive health attitudes and behaviours. It aims to reinforce health consistently on many levels and in many ways.

CSH views health as a resource for daily living. It recognizes that many different factors affect the health and well-being of your students, including the physical condition of the home, school and community; the availability and quality of health services; economic and social conditions; and the quality and impact of health promotion. As a result, it encourages and depends on active partnership between everyone who can and should contribute to the well-being of students, including teachers, parents, peers, health professionals and the community.

The CSH approach helps you reach students and promote health within and beyond the classroom. It is one of the best approaches you can take to teaching your students - to encourage values, skills and actions that will help your students grow and succeed!

A Four-Part Framework for Better Results

The Comprehensive School Health framework combines four main elements: instruction; support services; social support; and a healthy environment.

1. Instruction

Instruction is the basic way students receive the information they need about health and wellness, health risks and health problems. As an educator, it is your first and most important step toward empowering students with the knowledge, attitudes, skills and behaviours they need for good health. CSH instruction means active health promotion through comprehensive curriculum, varied materials, lifestyle-focused physical education, and varied learning strategies.

2. Support Services for Students and Families

Health guidance and social services play a major role in Comprehensive School Health. Many organizations are responsible for delivering these services, including public health units, social service organizations and non-governmental health agencies. Support services for schools and students include health appraisal and monitoring, guidance services, treatment and rehabilitation

services, social services and referrals.

3. Social Support

Young people depend on support from the people around them to make healthy lifestyle decisions. Peers, families, school staff and others in the community all have an important role to play in influencing and reinforcing health. CSH endeavours to strengthen the students' support network and to encourage the active involvement of key influencers in the learning process. This depends on positive health role models, peer support, adult mentoring, a well-managed school, family support, and appropriate public policy.

4. A Healthy Physical Environment

A clean and safe physical environment helps prevent injuries and disease, and facilitates pro-health behaviour. It includes appropriate hygiene, sanitation, lighting, noise and other environmental standards; measures for promoting safety and preventing injuries; consistent enforcement of restrictions on tobacco and alcohol use; and support for good nutrition.

Why Do We Need Comprehensive School Health?

When properly implemented and coordinated, an approach based on the four main elements of Comprehensive School Health gives students the best possible chance to grow up healthy. And as someone who works with and cares about young people, that makes CSH important to you. Why?

Because young people are at risk.

Today, more than ever before, challenging economic, physical and social conditions put the health of your students at risk. Schools, families and communities have fewer resources. Family and social structures are less stable. Lifestyle choices are more complex. The pressures and hazards of growing up have never been greater. As a teacher, you can't manage it all. No individual can. Teamwork is the key.

Because better health means better learning.

Healthy learners are better learners. Studies on the relationship between health and performance in school have shown that positive school climates are conducive to improved learning and teaching. They have shown that physical exercise can improve brain functioning and increase academic success. And that students who experience success at school and believe they have options for the future understand the value of good health.

Teachers also benefit from environments and programs that support good health. Staff wellness programs improve teaching performance, decrease absenteeism, and reduce stress.

Because it's cost-effective.

Studies suggest that Comprehensive School Health is a cost-effective approach to health. With even moderate overall success rates, the potential health cost saved by reducing illness-related down-time in class, building attitudes and behaviours for improved long-term health, and reducing smoking would far outweigh the costs of funding CSH programs.

Because it works!

The Comprehensive School Health Model

Studies of school-based programs show that health instruction is effective in changing health attitudes and behaviours. By combining instruction with environmental, social and service support, Comprehensive School Health aims to make sure pro-health attitudes and behaviours endure. It shows students, teachers, parents and the community that, by working together, they can achieve a higher level of health and well-being.

Going Further, Doing More: Reinforcing Healthy Students Beyond the Class

As you realize, CSH views health as a resource for daily living. It recognizes that many different factors affect the health and well-being of your students, including the physical condition of the home, school and community; the availability and quality of health services; economic and social conditions; and the quality and impact of health promotion. As a result, it encourages and depends on active partnership between everyone who can and should contribute to the well-being of students, including teachers, parents, peers, health professionals and the community.

Therefore, to be truly effective it would be most effective to ultimately try to extend your program beyond the classroom. That means incorporating the other elements in the CSH framework: support services, social support and a healthy environment. With the help of other agents for change in your school and community, you can work to build in as many of these features as you can.

Criteria for Important Support Services

Access to services. Support services, including guidance services, school psychologists and community health agencies, may be able to help students cope with stresses and psycho-social factors that may affect them.

Access to information. You and your students will also benefit from easy access to health information in the school, such as pamphlets and guides, and/or access to information and resources on-line (e.g. through SchoolNet or the Internet).

Inter-agency agreement. Try to establish an inter-agency agreement on referral, treatment and support services (such as cessation programs for your students and staff) between your school board, health unit and voluntary health agencies.

Inter-agency committee. Similarly, work to establish an inter-agency committee of professionals to review local health trends and school-related programs. They can help keep your programs relevant and up-to-date.

Comprehensive policies. All of these support services should be facilitated and reinforced by comprehensive policies of your school board, health board, municipal board and social service agencies.

Criteria for Coordinated Social Support

Positive school climate. Make sure the climate and policies of your school encourage healthy behaviour.

Involvement of all stakeholders. Promote and reinforce your policies by involving parents, the community, media, local businesses, physicians and service clubs.

Comprehensive wellness programs. Your school board or district may have a comprehensive

The Comprehensive School Health Model

wellness program for students and employees.

Wellness awareness event. Organize awareness information session for school staff, students, parents and community. Integrate or complement this with awareness projects and activities.

Peer leadership. Organize a peer leadership program with a focus on prevention.

Mentorship. Organize a mentorship program for at-risk students.

Criteria for Building a Healthy Physical Environment

Comply with legislation. Make sure your school complies with all provincial and municipal health laws.

Implement a policy. Encourage your school board to adopt a health related policy for all schools, properties, and school-related activities.

Tell the school. To support your board and school policy, post signs, where appropriate, throughout your school.

Tell the community. Publicize your school's policies within the community. Encourage local businesses to support your policies. Ask police to enforce local laws.

Taking Action, One Step at a Time

There are some elements in the overall CSH program over which you, as a teacher, have limited control.

Begin by looking at your in-class prevention initiative and resources:

- Do they address the key issues?
- Are they sufficiently comprehensive in scope?
- Are they relevant to your group and their needs?
- Do you use a peer assistant?
- Are you offering enough sessions?
- Are the parents, school and community on-side and involved?

The CSH approach is designed to be practical and flexible, not doctrinaire. Start simply and be imaginative. Work to implement the elements on the checklists over a period of time. The more elements you can build in to your approach, the greater your chances for success.



Canada

For further information contact the Webmaster at scholae@www.hwc.ca



CANADIAN PARTNERSHIP FOR
CONSUMER FOOD SAFETY EDUCATION

PARTENARIAT CANADIEN POUR
LA SALUBRITÉ DES ALIMENTS

Partnership Backgrounder

The Problem of Foodborne Illness

Foodborne illness, often called "food poisoning", occurs when a person gets sick by eating food that has been contaminated with bacteria, parasites or viruses, also known as 'microbes' and 'pathogens'. Foodborne illness is the largest class of emerging infectious diseases. This is due to changing population demographics, changing patterns of food production and consumption and new, re-emerging or drug resistant disease agents. According to Health Canada's latest statistics, every year in Canada, there are an estimated 1 million cases of foodborne illness. Foodborne illness costs Canadian health services, industry and society as a whole an estimated \$1 billion a year.

Although food reaches the consumer through long chains of industrial production, in which opportunities for contamination exist during production and harvest, initial processing and packing, distribution, and final processing, it is estimated that many cases of foodborne illness occur as a result of improper food handling and preparation by the consumer.

Formation of the Canadian Partnership for Consumer Food Safety Education

Industry, consumer and government organizations have been working separately for many years to improve consumer understanding of foodborne illness and the measures that can be taken to decrease the risks of the illness. However, in December, 1997, communication between a number of industry, consumer and government organizations resulted in the formation of the Canadian Partnership for Consumer Food Safety Education, the goal of which is to develop and implement a comprehensive food safety education campaign aimed at consumers.

Current membership totals over 20 industry, consumer, health and environmental organizations, and the federal and provincial government organizations who are concerned with food safety. In April, 1998 the Partnership incorporated itself as a non-profit organization committed to reducing foodborne illness in Canada by increasing awareness of safe food handling practices through the coordination and delivery of food safety education programs focused on the consumer.

Partnership Structure

The Partnership is run by a board of directors with an industry/government co-chair approach to management. All partnership members can attend meetings, although voting privileges are restricted to those who contribute a minimum of \$1,000 a year to the cause. Any industry, consumer or government organization interested in helping to reduce foodborne illness in Canada is welcome to join the Partnership.

Partnership Program

The key messages the Partnership will communicate to consumers are:

CLEAN: Wash hands and surfaces often;

CHILL: Refrigerate promptly;

COOK: Cook to proper temperatures; and

SEPARATE: Don't cross-contaminate.

For More Information

For more information on the Canadian Partnership for Food Safety Education contact Leanne Byers, Partnership Project Manager at (613)798-3042.

Help Us Spread the Word!

● Supermarket/Retail Action Kits

- These kits include ready to use promotional materials that can be customized for use by your store.

● Community Action Kits

- These kits include ready to use promotional materials that can be customized for use by your community group.

● Media Kit

- These kits, designed with the media in mind, contain background information on food-borne illness and the *Fight BAC!*TM campaign.

● Public Service Announcements

- Ready to use radio public service announcements.

● Reproducible Artwork

- This section contains *Fight BAC!*TM graphics and information on how to download the graphics or how to get a CD-ROM version.

● How to link to this website

Symposium V Action Plans

Linda Peterat, Ph.D., R.P.H.Ec.,
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The final session of Symposium V, like other symposia of the past, focused on committing participants to actions over the next two years. In small groups, gathered around round tables, participants were asked to focus on what they had heard during the course of the Symposium and outline actions they and others could take in addressing the question: What should be done to strengthen Home Economics/Family Studies in the schools?

INFORMATION

- Collect case studies of successes in saving and expanding of home economics/family studies in the schools. Write them, publish them, and distribute them.
- Visit the local high school to learn about what is being done in home economics and offer CHEA support.
- Encourage a more unified perspective and voice.
- Include the history of the Symposium in the Proceedings.
- Learn about Food Safe from B.C. -- how, what, a journal article for *CHEJournal*.
- We need our own home economics/family studies website and someone to set it up, or use the CHEA site.
- Develop national communication between home economics/family studies teachers through e-mail, website, annual newsletter to share teaching ideas, lesson plans/resources, profile various programs, learn about what happens in home economics/family studies in other provinces

PUBLIC RELATIONS

- Work towards a greater public awareness of the purpose and meaning of home economics/family studies.
- Initiate conversations in school and with public health personnel.
- Publicize courses I offer in my school and community. Emphasize parent education. Form partners with service clubs, for example, Rotary Club). Publicize our existing school/community links through the home economics classes.

- Distribute copies of Proceedings of Symposium to key people. Put summaries in local newsletter.
- Increase the visibility of home economics/family studies teachers across the province and country.
- All of us need to talk about Home Economics/Family Studies instead of about individual courses (foods, nutrition, clothing). We need to develop a public language, a slogan to attach to give aways, communications with parents, etc (suggestion: home economics -- the only insurance for living well now and in the future)...hats for childrens' hospital, etc.
- We have a personal responsibility at the local level to increase our visibility, to become competent as seen by others.
- Include lingo of today -- Ócareer and technology studiesÓ
- Promote, promote, promote! Involve parents, teachers, community, other students! Use newsletters, pamphlets, courses taught by home economists.
- CHEA needs more frequent press releases, press kits, reach out to the grassroots!
- For provincial organizations: We need to advertise what we do. (We need paid PR persons)
- We need to let people know what we are doing: liaise, inform other stakeholders (industry, government, education), establish guidelines, do a workshop on lobbying strategies, become advocates, form mutually beneficial partnerships, for example Partnership for Food Safety Education.
- Give a higher profile and advertise that home economics does: food safety, child poverty, parenting, design, technology, through education in family studies, foods, nutrition, clothing and textiles.

ACTION

- Continue Symposia -- action groups, dialogue, support, cross country ties are all important.
- Join the Childrens' Alliance.
- Use the technology available.
- Emphasize Year of Older Persons - connect with others and the ways that parenting occurs over the life span.

- Strengthen collaboration among home economics associations -- provincially and nationally.
- Take part in the Canadian Policy Research Network dialogues. CHEA is a partner organization.
- Work closely with Partnership for Food safety Education, emphasizing teacher training, food safety certification, and student certification. Need a home economics educator to work with Ellie Topp.
- Put more Stats Can information into use.
- Take a leadership role in technology to maintain our programs.
- Work toward Parenting Certificates to be given out by teachers at the local level.
- We need more principals and vice-principals who are home economists. We need to encourage family studies/home economics teachers to network and avoid isolation.
- We need a national symposium to bring together home economics/family studies educators and partners - child's alliance, child welfare, influential others.
- We need a more formal organization nationally. Provinces have cut back and fragmented. Programs are all different with fragmented associations also. We need more linkages.
- We need standardized content in family studies/home economics. We need family studies coordinators at local level, and time off regular duties for membership obligations.
- At national level (chair of HEIE?), collect curriculum outcomes/expectations from family studies/home economics. Sort according to special issues and interests. Communicate with outside groups to show what home economics/family studies programs do to further their agendas (child health, poverty, food safety, etc.) and ask them to support our programs.
- Provide a workshop on lobbying at CHEA Conference 2000 and distribute information.

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**Selected Internet Sites for
National Organizations & Federal Agencies Concerned With Education**

1. Canadian Education on the Web
www.oise.utoronto.ca/~mpress/eduweb.html

This is a list of and links to "everything relating to education in Canada that has a presence on the World Wide Web". Includes the following as well as elementary and secondary schools, teachers' organizations, Ministries of Education, journals, networks, resources, jobs and much more.

- Canada-Wide Educational Organizations **www.oise.on.ca/~mpress/canada.html**
- Boards of Education **www.oise.utoronto.ca/~mpress/edboards.html**
- Faculties of Education **www.oise.utoronto.ca/~mpress/faculties.html**
- School Board Organizations **www.oise.utoronto.ca/~mpress/schoolb.html**

2. Council of Ministers of Education, Canada
www.cmec.ca

"CMEC is the national voice for education in Canada. It is the mechanism through which ministers consult and act on matters of mutual interest, and the instrument through which they consult and cooperate with national education organizations and the federal government."

- staff directory: **www.cmec.ca/staff.stm**
- list & links to CMEC reports: **www.cmec.ca/reports/index.stm**
- list & links to Report on Education in Canada including what's happening in each province and overview of national trends: **www.cmec.ca/reports/rec98**

3. Canadian Education Association
www.acea.ca

"CEA is the only national, bilingual and not-for-profit organization that informs, assists and brings together everyone concerned with education. Its central objective is promoting the improvement of education." Includes paper on educational trends in Canada (emphasis on curriculum, outcomes and assessment; technology revolution; private sector partnerships; school to work transitions; school business partnerships; school based enterprises; co-op ed; youth apprenticeship; post secondary trends; skills development & training trends) **www.acea.ca/trends.html**

4. **Canadian School Board Association**
www.cdnsba.org

Includes who they are, newsletter, publications (including "Challenge Paper to the Council of Ministers of Education of Canada"), special events, provincial contacts, president's column, how to contact.

5. **Canadian Teachers' Federation**
www.ctf-fce.ca

Who they are, what they do, publications, staff list, hot issues (including fitness crisis; education, globalization & trade agreements; copyright; charter schools; Declaration of Human Rights)

- Education-Corporate Partnerships www.ctf-fce.ca/e/what/ni/public.htm
- CTF Policy on Technology and Education
www.ctf-fce.ca/e/what/intersec.htm

6. **Canadian Home Economics Association**
www.chea.ca

Information about CHEA, home economics careers, global education resources, CHEA's education position paper, audio-visual library, awards/scholarships and project opportunities.

7. **Canadian Partnership for Consumer Food Safety Education**
www.canfightbac.org

A coalition of 20 industry, consumer and government organizations which has developed and is implementing a comprehensive food safety education campaign focused on safe food handling. Site provides background papers on the problem of foodborne illness, media and education materials on Four Steps to Fight Bac! and information about the partnership.

8. **National Business and Education Centre of the Conference Board of Canada**
www.conferenceboard.ca/nbec

NBEC exists "to help business and education leaders work collaboratively to promote the development of a learning society that will prepare Canada's young people for a changing world". Includes info on NBEC's Councils on education and Research Forums (a driving force behind the trend toward business-education-community partnerships); publications & permission to copy; info about the Canadian Business Education Network and NBEC Awards Programs and Conferences.

9. **Health Canada**
www.hc-sc.gc.ca

- List of and direct links to all branches and directorates within Health Canada:
www.hc-sc.gc.ca/english/branches.htm
- The Comprehensive School Health Model:
www.hc-sc.gc.ca/hppb/children/english/sec1-1.htm
- Canadian Association for School Health:
www.hc-sc.gc.ca/hppb/children/english/sec1-3.htm

10. **Human Resources Development Canada**
www.hrde-drhc.gc.ca/common/home.shtml

- Human Resources Partnerships/Sectoral Partnerships Initiative
www.hrde-drhc.gc.ca/dept/guide98/hri6.shtml
- Learning and Literacy Directorate/Office of Learning Technologies
www.hrde-drhc.gc.ca/dept/guide98/hri4.shtml
- Overview of Contribution Program of Office of Learning Technologies:
<http://olt.hrde-drhc.gc.ca/contribu/index.html>
- Call for Proposals & Application Guidelines
<http://olt-bta.hrde-drhc.gc.ca/contribu/enapp.html>

10. **Statistics Canada**
www.statcan.ca

- Resources for educators including Family Studies kit, teaching activities and lesson plans
www.statcan.ca/english/kits/index.htm
- List of regional reference centres and toll free numbers for information and assistance
www.statcan.ca/english/reference/refcentre/refdoc.html

11. **Social Union Agreement**
www.uni.ca/socialunion.html

Text of Framework to Improve the Social Union for Canadians, signed Feb. 4, 1999 by all governments except Quebec