

TRENDS AND DEVELOPMENTS IN EDUCATIONAL PRACTICE  
MULTICULTURALISM - TOWARDS EQUALITY OF EDUCATIONAL OPPORTUNITY

SPRING, 1981

Instructor: Dr. Anne Lloyd

This course addresses the theme of multiculturalism from educational and social policy perspectives. Through assigned readings, lectures, and active participation in class and group project discussions, students will acquire an informed position on the educational and social perspectives of multiculturalism

Educational and Social Perspectives

1. The process of education -- access, process, outcomes.
2. The efficacy of schooling for equality of opportunity.
3. Language policy for majority and minority students -- alternative responses of educational systems in Canada and abroad -- research about achievement gains under majority and minority language programs -- positions of various ethnic interest groups on language policy.
4. Language programs and multicultural curriculum in the Central Okanagan -- public and private language programs, K to adult.
5. Multicultural attitudes and critical thinking in the schools -- current status of multicultural curriculum in Canada and abroad -- critical thinking and attitude change.
6. Community participation in educational decisionmaking -- attitudes and approaches within ethnic communities to participation -- responsibility of school system, parents, students and community members -- community participation in the Central Okanagan
7. Employment opportunity and vocational training -- access, responsibility, accountability -- immigration policy.
8. Community services in the Central Okanagan -- access, integration, responsibility -- relationships among home, school and community.
9. Cross cultural perspective on educational change -- the politics of curriculum development in the third world.

Evaluation

1. Context Assessment
2. Multicultural Needs Assessment Project
3. Class and Small Group Participation

Readings

Articles to be distributed prior to each class session.

## Context Assessment

The objective of this assignment is for students to apply their knowledge to a situation involving multicultural issues in the community. Students will be given a situation and asked to:

1. Define the multicultural issues
2. Discuss the context of the issues.
3. Highlight the facilitating and negating factors
4. Suggest alternative strategies for resolving the issues
5. Using appropriate literature and experience, select the best alternative.

Each student will complete a written take-home essay and class discussion.

## MULTICULTURAL NEEDS ASSESSMENT PROJECT

The overall objective of this assessment project is to determine the opinions and attitudes toward multicultural education and needs relating to multicultural education in the Kelowna Community. In order to provide a comprehensive examination we have identified five primary areas for assessment which parallel the topics and issues addressed by the conference speakers:

1. Language programs in public and private education.
2. Racial/ethnic attitudes and critical thinking in the schools -- development and implementation of multicultural curriculum -- attitudes of members of the educational community -- strategies and approaches to cultural differences in the schools -- staff development.
3. Community participation in educational decisionmaking -- extent of heterogeneity among educational decisionmaking -- participation at school site/city wide.
4. Role of Community Social Services in facilitating multicultural education.
5. Employment and vocational education in the public and private sectors.

For each of the five areas the following outline of analysis is proposed:

1. Introduction
2. Who are the participants (target populations), e.g., recipients, implementors, facilitators?
3. For each population what are the goals and needs, e.g., staff development, maintenance of minority language, vocational training?
4. What are the constraints and facilitating factors, e.g., budget limitations, historical precedence, availability staff, community support?
5. What are the alternatives?  
Assessment of alternatives.
6. Conclusion

Sources of data will include: current literature, curriculum, records, field visits and interviews.

Students will work in small groups on one area. The group assessment report should be about 25 pages.

Outline and Progress Report Due: FEBRUARY 17th  
Final Project Due: APRIL 7th

## COURSE OUTLINE

Dr. Anne Lloyd

Education 461/845

Spring 1981

- January 13      Course Overview  
Film: "Starting From Nina"
- January 20      Conceptualizing the Issue of Equality of Educational  
Opportunity in Canada.  
Read: 1. Pike, R.M. "Equality of Educational Opportunity:  
Dilemmas & Policy Options"  
2. Boardman, et al. "Variables Affecting the Learning  
of Inner City Children"
- January 27      Educational Attainments (Professor June Wyatt, Simon Fraser  
University)  
Read: 1. Masemann, V. "Multicultural Programs in Toronto  
Schools."  
2. Edmonds, R. "Some Schools Work"  
3. Wyatt, J. "Implications of Multiculturalism  
for Teacher Education"
- February 3      Language Policy and the Education of Majority and Minority  
Language Students (Professor Stan Shapson, Simon Fraser  
University)  
Read: 1. Lambert, W. "Cognitive and Socio-Cultural  
Consequences of Bilingualism"  
2. Cummins, J. "The Language & Culture Issue in  
Education of Minority Language Children"  
3. Shapson, S. "Overview of Elementary French  
Programs in British Columbia: Issues &  
Research"  
Optional Readings:  
1. Cummins, J. "The Language and Culture Issue  
(SITE Proceedings)  
2. Shapson, S. "A transition Program for Italian  
Children"
- February 10 \*      Language Programs and Multicultural Curriculum in the  
Central Okanagan  
Panel Discussion: Chairperson: Mr. Rod Dallas, Supervisor  
Special Services, Penticton

COURSE OUTLINE: ED 461/845 continued.....2

- February 17      Review Session  
Outline and Progress Report on Needs Assessment Project Due
- February 24      Racial Attitudes and Critical Thinking in the Schools --  
A Multicultural Curriculum K-12  
Curriculum Workshop & Discussion (Professor Ian Wright  
and Ms. Carol Labar, University of British Columbia)
- March 3          Community Participation in Educational Decisionmaking  
(Mr. Duncan Green, Ministry of Education, Toronto)
- March 10        Cross Cultural Perspective on Educational Opportunity  
(Professor N.A. Maraire, University of Zimbabwe,  
response by Professor V. D'Oyley, University of  
British Columbia.
- March 17        Community Participation in Educational Decisionmaking in  
the Central Okanagan.  
Panel Discussion: Chairperson: Mr. Alex Prytula,  
Kelowna Multicultural Society
- DISTRIBUTION OF CONTEXT ASSESSMENT QUESTION
- March 24        Equality of Employment Opportunities: Access, Training,  
Responsibility, Accountability.  
(Mr. John Melville (former Director of Apprenticeship  
Training), Ministry of Labor, B.C.
- CONTEXT ASSESSMENT DUE
- March 31        Role of Community Services in Providing Equal Opportunity --  
Towards an Integration of Home/School/Community in the  
Central Okanagan.  
Panel Discussion: Chairperson: Mr. Doug Rutherford  
CKIQ Radio
- April 7         NEEDS ASSESSMENT PROJECT REVIEW

\* Readings for future lectures to be assigned.