



## Spring Institute for Teacher Education

For Teachers, Administrators, Human Service Professionals  
The Faculty of Education at Simon Fraser University is Offering:

### EDUCATION 461—4/845-3

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

Spring, 1981  
Instructors: Dr. Anne Lloyd/Dr. Stan Shapson  
Tuesdays 7:30 - 9:30 and by arrangement

Kelowna S.F.U. Facility  
Okanagan College  
1000 KLO Road  
Kelowna, B.C.  
V1Y 4X8  
Phone: 762-7600

SITE (SPRING INSTITUTE FOR TEACHER EDUCATION) 1981 will focus on multicultural education.

This central theme is explored through topics and issues such as:

- language policy and education of majority and minority group children
- language programs in the Okanagan
- racial attitudes and critical thinking in the schools
- community participation in educational decision making
- role of community services
- employment opportunities, immigration and educational policy
- cross cultural perspectives on educational change

The course is organized around lectures by nationally known scholars and government policy makers, panel discussions by representatives from the Okanagan, and workshops by provincial and local educators.

This course is designed for teachers, administrators and professionals in human services and will culminate in participation in a Multicultural Needs Assessment Project for the Okanagan area.

### EDUCATION 441-4 CULTURAL DIFFERENCES AND EDUCATION

Spring, 1981  
Instructor: Dr. Anne Lloyd  
Mondays, 4:30 - 8:20

Kelowna S.F.U. Facility  
(See address and Phone number above)

This course examines from both theoretical and practical viewpoints the social and psychological factors affecting the education of minority students.

Theoretical concerns include:

Canadian cultural identity  
History of minority education in B.C.  
Class, culture, and student achievement  
The process of education for minority children  
Teacher and parent expectations  
Prejudice and role of school  
Bilingual/ESL education  
Community control

Practical concerns include:

Teaching in multicultural classroom  
Handling conflict and prejudice in the classroom  
Teaching about values and cultural differences  
Home/School communication

This course is for teachers and administrators at all levels and students will design multicultural curriculum materials as part of the course requirements.

### WHO IS ELIGIBLE TO APPLY?

Undergraduate students:

The course is open to all members of the Okanagan community including those students in the Extended Studies Diploma Program and for degree completion credits.

Graduate students:

Students currently registered as graduate students may apply. In addition, individuals who have a Bachelors Degree may register as a Special Student. (Special students do not seek a degree from S.F.U. Under unusual circumstances credit earned as a Special Student may be applied to a degree at a later time, upon petition to the Senate.)

### FOR GRADUATE CREDIT:

To take this course for graduate credit, work in addition to that expected of undergraduate students will be required. A specific outline of graduate level readings and tasks will be provided by the instructor during the first evening of class.

### HOW DOES ONE APPLY?

Application forms are available from Mrs. Donna Stevenson (Secretary to the S.F.U. Kelowna Site). Please send your application form along with official transcripts to the Registrar's Office at Simon Fraser University as soon as possible. Enrollments are limited.

*Deadline for receipt of applications is Friday, November 28th. Continuing students should pre-register by deadlines indicated in the pre-registration handbook.*

### FURTHER INFORMATION

For undergraduate information please contact the Director of Undergraduate Programs. The phone number is 291-3643.

For graduate information please contact the Director of Graduate Programs. The phone number is 291-4787.

# Bilingualism and Multiculturalism in Education

## **a series of public lectures and courses for academic credit**

**SITE 1979** will be a unique opportunity for educators and members of the community to examine some major issues and research findings in bilingualism and multiculturalism as they relate to education. Distinguished scholars and authorities have been invited to present a series of lectures and to discuss with us both theoretical and practical aspects of this vital topic.

SITE lectures will be held in lecture theatre C9001 (Academic Quadrangle) on Mondays and Wednesdays 12:30 - 14:20.

## **schedule of lectures**

- July 9      Multiculturalism in Canadian Society— Vincent D'Oyley
- July 11     Implications of Multiculturalism for Teacher Training— June Wyatt
- July 16     Second Language Teaching Programs: Why, Where, When, For Whom?— Gerald Halpern
- July 18     Socio-politics and Second Language Teaching Programs— Gerald Halpern
- July 23     Bilingualism and Cognitive Development— Jim Cummins
- July 25     The Minority Language Child: The Response of the Schools— Jim Cummins
- July 30     French Immersion: A Retrospective View— Fred Genesee
- August 1    Beyond Bilingualism: Some Social-psychological Consequences of Second Language Learning— Fred Genesee
- August 8    Bilingualism and Multiculturalism: Future Directions for Educational Policy— Richard Tucker

Interested persons are invited to attend any or all of SITE '79. All lectures may be attended free of charge.

**Academic Credit:** Persons wishing to attend SITE for academic credit should enquire about registering in one of the following courses: (a) Education 461 (for Undergraduate credit) and (b) Education 845 (for Graduate credit). Both courses require attendance at SITE lectures and participation in twice weekly for two hour seminars.

**Further information:** Undergraduate Credit: 291-3643  
Graduate Credit: 291-4787  
General Inquiries: Stan Shapson, Director of SITE, 291-3395

NOTE: New students should contact the registrar's office, 291-3224

Faculty of Education  
**Simon Fraser University**  
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SIMON FRASER UNIVERSITY

Faculty of Education

PROJECTS: SUBTLE

The initials SUBTLE stand for 'The Subordination of Teaching to Learning,' a phrase first used by Dr. Caleb Gattegno to identify the approach to children's learning for which he has developed certain materials and their uses during the past 25 years.

Projects SUBTLE incorporate our interpretations of this approach in various subject areas. It is continually being revised as a result of our classroom experiences, study and workshops. We also keep in touch with Gattegno's latest developments from New York.

To accelerate the SUBTLE approach for an increasing number of people, some sixty students, teachers, administrators from public and private schools, together with some parents and lay members of the public met together on three occasions during the late spring of 1973. They agreed to develop an increased understanding of the approach with day-by-day applications in classrooms and homes. Some of them have been members of the Professional Development Program.

To such ends, therefore, courses are being organized for study purposes through the Faculty of Education. There will also be seminars and informal meetings. Demonstrations of the approach in action, consultancy, parent discussions and other aspects of the work will also be arranged as the needs arise.

With the cooperation of principal and staff it is hoped that soon a complete school may become involved in the SUBTLE approach. Support by a knowledgeable and sympathetic administration will be needed with appropriate on-going in-service training, follow-up consultancy, administrative assistance and parent backing. As a precedent for such a venture the Twin Parks School in the Bronx, New York City has worked for two years on these lines and the first report has recently been published. There the educational principles and practices of Dr. Gattegno are being implemented in all elementary grades.

A similar school in a Canadian setting would not be an experimental school based on possible outcomes from impractical theories but rather a living and evolving scene for the solutions of many of the educational problems of our time.

The system, as it is, can well support such a renewal of quality education for all students. The means are available without increased financial burden. What remains is the coming together in such an activity of a group of teachers, administrators, Board members and parents who are determined that this shall happen.

## The SUBTLE Approach

It is action that typifies this approach, action in schools with children - any schools and any children. A brief description is added here, not as a substitute for actually seeing what occurs, but as an invitation to the readers to witness the work in classrooms.

The approach includes aspects that are common among many of modern educators.

It is an 'individual approach,' although it recognizes that individualism, translated into action, is not really a method, not an opinion, but a reality about human beings. Every child, therefore, is unique and largely unknowable by anyone else. This compels us to respect and use all of a child's facets and contributions - including all of his so-called 'mistakes.'

It is a 'discovery approach' with the realization that, in a sense, every learner has to discover everything he knows through himself. The mere projection of words, explanations, facial looks or activities by a teacher never implies necessarily a corresponding reaction by a student let alone a hoped-for learning that the teacher wants. Learning does not take place until each learner himself discovers it.

It is a 'self-awareness and inquiry approach' because it is asserted that a human being can only learn through experience to which he relates. It is his meaning which is vitally important in the learning process and his continuing progress will be unique for him. It is he also who has to learn how to sustain enquiry.

It is a 'humanistic approach,' for in its learning activities self-respect and respect of the contributions of others are built in. These qualities feed on each other. Self-respect is essential to activate the needed self-awareness; respect from others is important for one's recognition of joint and dignified membership of the human species.

It is a 'sensitive approach,' for only through delicacy, subtlety and sensitivity can anyone communicate deeply or appreciate another person's yearning for personal growth.

It is a 'zero failure approach,' for success and failure are not seen in terms of raw comparisons or false dichotomies of personal or intellectual types. All learners succeed because they progress, learn and communicate, bringing gifts from their unique experiences to share with their class-mates and teachers. All contributions are acceptable as valuables.

It is an 'integrated approach' because the fundamentals are used for all subject matters and in social inter-actions. What are frequently considered as separate subjects, mathematics, reading and writing, science, social studies and so on, are seen in practice as important by-products of one approach.

### The Approach in Mathematics

In particular it is held that:

There are certain mathematical processes already understood and used, albeit naively and intuitively, by all children as young as 5 years of age. These can be capitalized upon for arithmetic and for further mathematics;

There are available certain physical materials, certain symbol systems and certain uses of the 'self' of each person, which used appropriately as resources, lead to joy and mastery of mathematics;

'Appropriately' implies leadership by the teacher in activities with the stated resources which are most likely to be fruitful; minimal correction or authority from the teacher and then only in matters of languages and some cases of social interaction; and an affective group climate in which each person constantly and comfortably offers his 'self' with a reciprocating acceptance of such gifts by the others, all in the spirit of seeking understanding and growth together.

### The Approach in Reading

In learning to read the teacher,

capitalizes on what each learner brings with him to school each day, including an adequate knowledge of his mother tongue and the mental capacities which he must possess in order to have acquired that mother tongue;

recognizes the essential difference between spoken and written speech, the former being a set of sounds uttered in a temporal sequence, the latter a set of spatial conventions;

understands the process of learning to read as an algebraic-morphologic one, using the powers of transformations on language which every child has;

uses coloured signs as part of the clues which each child perceives for himself. Other vital clues are met in the dynamic use of a process beginning with the mastery of reading of a language of one sound and one sign, then two, then three and so on, until reading and writing of the English language, as it is, are mastered.

The Approach to the Learning of Foreign Languages

Many of the above principles are used here too, but in particular,

it is stressed that the music of the language is important rather than the traditional schoolboy artificial language;

facility in the spoken language is obtained from the outset by using a limited vocabulary which, with transformation and meanings, enables the learner to communicate in real situations;

charts with coloured signs are again used as a help in reading and writing the language and as a refining method for pronunciation.

Further enquiries will be welcomed by,

Dr. A.J. (Sandy) Dawson  
Professor John V. Trivett

at the Faculty of Education, Simon Fraser University.