

TEAM EDUCATION POLICY 1976

Policy paper approved at the Policy Meeting, 10th April 1976

PURPOSE:

The leading aims of the City's educational system should be:

- (a) To focus on excellence in all areas of learning.
- (b) To build student self-esteem.
- (c) To instill a desire for achievement.
- (d) To instill a respect for the rights of others.
- (e) Its final goal should be the emergence of citizens prepared to participate in the changing world.

PRINCIPLE 1

Achievement in education and in life comes from the pursuit of excellence in more than the academic disciplines. Excellence in all areas of education should be emphasized in the schools.

RECOMMENDATIONS:

- a. Provision must be made for children to advance at their own rate in areas where they show special ability or interest.
- b. Competition at the primary level should be de-emphasized; at high levels there should be strong emphasis on achievement.
- c. Fresh approaches should be found at the secondary level to counteract both automatic passing without regard to real attainment, and a system which dictates a fixed percentage of A's.....to E's. Acknowledgement of real individual attainment should be given rather than a record of attempts and/or failures (e.g. Red Cross Swimming Certificates).
- d. An organized experience in a work, community-service, or cross-cultural context should become an integral part of the secondary school programme.

PRINCIPLE 2

Recognizing that there is no one teaching style or optimum environment in which all children learn best, provision should be made for choices within the neighbourhood, in each of the five school areas.

RECOMMENDATIONS:

- a. The School Board should provide options ranging from self-directed through traditional middle-ground to clearly structured, teacher-centred programmes. These options might occur as mini-schools within a large school or, where necessary, in separate buildings.
- b. Programmes should be available for children with special needs ranging from the handicapped to the gifted.
- c. Provision should be made for students who have dropped out of the school system and wish to re-enter.

PRINCIPLE 3:

An important factor in education is the quality of teaching.

RECOMMENDATIONS:

- a. The School Board should actively recruit teachers who are understanding of children and who respect and value their differences; who enhance the learning environment so that children can learn with pleasure and excitement, and acquire skills that will help them live more fully and meaningfully.
- b. The School Board should promote the assignment of teachers to programmes and subjects most suited to their teaching style, interests, and competence.
- c. The School Board, recognizing that a physical and psychological separation exists between elementary, secondary, and post-secondary institutions, should encourage the movement of teachers among the three levels in order to ensure a smoother transition for students.
- d. The School Board should make use of the procedures under the Public Schools Act to dismiss teachers who are "less than satisfactory" in the classroom - if more positive measures fail.
- e. The School Board should continue to sponsor in-service training and should make arrangements, including time off from classrooms, for teachers to participate in such training, particularly with regard to differential development.
- f. The School Board should provide adequate blocks of time for the re-training of all teachers affected by new programmes before these programmes are implemented.
- g. The School Board should increase the use of volunteers and teacher aides.
- h. The School Board should promote the hiring of male teachers for primary grades.

PRINCIPLE 4

The role of the principal is to be an education leader whose prime concerns are the development of a favourable environment for learning, the encouragement of effective teaching, and the fostering of cooperative relations with the community.

RECOMMENDATIONS:

- a. The School Board should actively recruit principals who can set a tone in the school which will inspire and facilitate good teaching and community relations.
- b. The School Board should make appropriate use of the procedures under the Public Schools Act to deal with principals who are "less than satisfactory" if more positive measures fail.
- c. The criteria for selection of the principal for a given school should be arrived at by consulting school staff members and the school consultative committee.

PRINCIPIE 5

There must be an improvement in the quality of programmes which have a heavy emphasis on the development of manual skills, or which lead directly to employment.

RECOMMENDATIONS:

- a. That courses emphasizing manual skills should be established that lead directly into - or phase into - approved apprenticeship training or programmes at the Vancouver Vocational Institute.
- b. The School Board and College Council should work towards gaining the cooperation of labour, business, and government in establishing programmes which combine on-the-job training and apprenticeships with classroom work.
- c. The School Board should work with the College Council and B.C.I.T. towards improving curricula in courses involving manual skills employment training in the schools.
- d. The School Board should expand the types and number of work-exposure programmes which introduce the student, over a period of several weeks, to a type of job in a going business through some combination of observing, or shadowing, someone in that job and then carrying out his duties under supervision - all under mutually beneficial arrangements with participating firms.
- e. The practice of restricting courses to members of one sex should be abolished.

PRINCIPIE 6

The School Board should continue to endorse positive forms of discipline in the schools, in order to provide an effective learning environment.

PRINCIPIE 7

To achieve equality of opportunity for students in the classroom, it is necessary to have adequate preventive and remedial social and health programmes in such areas as nutrition, physical education, and daycare.

RECOMMENDATIONS:

- a. The School Board should work with other agencies, public and private, toward the provision and updating of such programmes by the community.

PRINCIPLE 8

The community, parents, teachers, and students should be involved in influencing educational policies and curriculum development.

RECOMMENDATIONS:

- a. The School Board should provide adequate support for each School Consultative Committee in its concern with educational matters.
- b. The planning of new programmes and the on-going evaluation of existing programmes, resources and facilities, should be done in consultation with the community.
- c. The practice of assigning Trustees to schools should be continued.
- d. The School Board should encourage student councils and the Vancouver Student Association to participate in educational matters.

PRINCIPLE 9

Maximum community use of school facilities should be encouraged.

RECOMMENDATIONS:

- a. The School Board should continue to foster the development of community schools.
- b. There should be increased community involvement before, during and after the regular school day.
- c. The design and the programming of school facilities should be done in consultation with the community and with appropriate community use in mind.
- d. The School Board should continue to encourage school libraries to become learning resource centres.
- e. The School Board and the Library Board should continue to look at useful areas of coordination of their facilities.

PRINCIPLE 10

Effective schools and good community relations depend upon communication.

RECOMMENDATIONS:

- a. The School Board should produce and distribute up to date information about the system and a guide to their interaction with it.
- b. Each school should provide a brochure describing its philosophy, programmes, etc.
- c. Each school should publish a periodic newsletter for parents.