

If we are going to make a more effective system, it is going to be by using outside resources, creating what people have called "a learning society", an educational community, including the educational unit of the family. That seems to be the direction and I think it can only be done by recognizing the political necessity of going in that direction.

*I think there is going to be a tremendous emphasis on adult education. I think we are moving into a completely different society. We have been hooked by what one might call the production/consumption/waste society. That kind of society is very quickly passing away. I don't need to tell you why: we know there are limits to our energy resources, tremendous limits to various unrennewable resources: we know that the combination of inflation and unemployment is only a part of the problem. Mr. Trudeau talks about changing our values. The only change that we can make today to produce any happiness and contentment for people will be a change towards a learning society in which people will learn rather than concern themselves entirely with material goods. *The period of growth is well over, it is gone, and the only kind of growth which is non-pollutive and non-inflationary is the growth in intellectual and spiritual values.**

Those are the directions that I see taking place. I would now like to open it up for some discussion and get some of your reactions.

QUESTION

There seems to be a trend now for more government participation or intervention.

W. PITMAN

This goes back to the teachers' unwillingness to recognize that they are part of a political system. I think that if we were aware of the real politics of education, we would have recognized that we can control the situation in our own schools, in our own neighbourhood much more easily than we can control things in Queen's Park. Therefore, *the emphasis on the part of the profession and the administration should be towards trying to get more and more power back to the schools* because we can, I think, once we recognize the political realities, control that political situation much more effectively if we are prepared to do the things that are necessary in that community; if we are prepared to develop family education; if we are prepared to put kids out into the community, to develop a curriculum which relates to that community. That's what I think is the long-term direction. We must believe that *the right things can perhaps be better decided within the local school, the local community, by local teachers and a local administration.* I think once teachers recognize that political reality (they can't go their own way anyhow), then you will start seeing teachers cope with that.

QUESTION

What I'm saying is that locally you may decide that formal education, adult education, community education, all of these things are good things. But in our province right now we have no control - all of those programs are going to cost money.

W. PITMAN

Not necessarily. Let me suggest this to you. I have never yet been convinced of any argument for keeping kids in school who are six years old, from 9:00 to 3:30 or 4:00 and also keeping kids in school who are seventeen or eighteen, from 9:00 to 3:30. I have never been able to understand why the time parameter is so tied to learning. To force the teaching profession and administration in all these schools to keep these kids on ice for that number of hours every day has not been proven educationally valid.

COMMENT

They are really baby-sitting.

W. PITMAN

That's the very point I want to get to. I could never understand why a five-year-old can only be in school for half a day, and a six-year-old is in school for a full day. What the teaching profession has to do is not to accept that as "given". There has never been any attempt to reach out to the local community and say: "What do you want your kids to do? Do you want us to keep them isolated, sitting here, being bored? Do you want your teachers to be simply baby-sitting or do you want them to do something effective?" In Grades 1, 2 and 3, for example, how long in a school day do kids learn in any kind of intense, dynamic way? How often does that take place and for how long? I would say it certainly doesn't take place from nine o'clock in the morning until four o'clock in the afternoon. You can't learn in that kind of a time parameter and I don't believe kids can. I think the community is hooked into "what is".

It's centralized, the fact that they are to be in school from nine to four; but what's not centralized is what you can do with them in that time parameter. You could provide community experiences for them; you could provide more athletic and recreational opportunities for them in that time parameter. *Jean-Jacques Rousseau* was writing years and years ago about naturalness - I think we could use the time of our teachers and ourselves much more productively if we got "off the kick" that we had to keep them in groups of 35, in classroom periods, from nine o'clock in the morning until 3:30 in the afternoon. Think of all the things we could do to break out of that time lock.

QUESTION

Politics is not only taking place in Ottawa. Politics is people who are going to fight Trudeau; politics is the O.S.S.T.F. There are so many facets of political power ...

W. PITMAN

You are quite right. If a school decided it was going to put a priority on reaching out to the community, not keep kids hooked into the system as much; if the community decided they really wanted some changes and the teachers could convince them of this in a sophisticated period of debate and discussion, do you think any politician would really go against that? Do you think any civil servant is going to say: "Hold on now, that is not quite what we expect to be going on in the school at three o'clock in the afternoon". I don't think so. That's the whole point - we have never thought of politics and education in these kinds of terms. *I think there is no limit to what we can do once we get the local community behind us.*

QUESTION

I agree, but I think it's very hard to implement.

W. PITMAN

I couldn't agree more, but the first thing you have to do is have a commitment to a conceptualization of what is *real education* and I think also you have to lose that commitment to all the structures which we feel very comfortable about. If we can just break away from some of those loyalties in order to make that kind of a jump, I think that all kinds of things can happen.

QUESTION

I don't think the community is ready to tell us what they need. I think one of the things we have to recognize is that the community says: "Look, you don't have to tell us what we need".

Fine. If they are going to say that then first they have to tell us what the alternatives are. Then the question comes up: "But what do we do?" *What do they want us to do? We have never asked them that before.* We imposed our particular structure on them - the concept of time spent equals education achieved. We have that philosophy of education, we get all our fundings on that basis: The number of kids you have equals the amount of money you are going to get from Queen's Park. As long as we are prepared to accept those concepts as our educational reality, then we deserve what we get.

QUESTION

I think you have to be careful about finding out from the community what they want, because my guess is that most communities seem to be a little too far to the right.

W. PITMAN

That's quite true. The point is they will tell you what they think kids need on the basis of what they got 25 years ago. Politically, that is a dilemma. When we are talking about community education and developing the community thought, that's the starting point you have to work with. Then you have the task of deciding how you bring that community along and how do you change that view. These same people who are saying this are also reading *Toffler's "Future Shock"*, are also reading "Zen and the Art of Motorcycle Maintenance". These are best-sellers, somebody must be reading them - some people in your school. The human development movement is just exploding all over the place. The school seems almost isolated from all the things that are going on. There is just a mass of these books being read all over the place, yet the school system is going along as if nothing had happened at all. That's what happens when you separate your thinking about politics and education.

QUESTION

You have said that the educational system is not going to solve this as it is currently constituted. First of all, we can't touch the media, and the government hasn't really directed anything to the media. It looks to me that we are well on the way to self-destruction. Maybe not this time around but the next time around, when teachers go on strike, maybe the people of Canada will demand change.

W. PITMAN

Once the teachers strike for higher pay, that focuses everything into an economic fight and I don't think it is likely to be positive. The strategy you are suggesting is to strike to make Canadians realize that they don't need schools, that they don't need the kind of schools we have. I'm not sure that that will happen. Would the O.S.S.T.F. and the teachers' organizations be prepared to see these changes take place? What happens unfortunately in a strike is that anybody who contributes to the educational process is a scab. The main problem is to get the teachers back to work. I don't think that the teachers of Ontario, when they are in the midst of a strike and are not having any pay coming in... I don't think they are likely to look upon any alternative schooling or alternative educational opportunity as being a positive contribution. They will look upon it really as a form of scabbing against the teaching profession. That's the problem. Now if the O.S.S.T.F. were to say: Let's see what exciting things can happen - groups in basements, meeting in the library; regrouping of kids to set up a social service agency, to help the aged, etc... What I'm just questioning is whether the strike strategy will work.

QUESTION

One of the things I would like to see, in line with what you mentioned earlier, is the right that the parents are looking for. It's a reaction, and *I think the schools reflect society, I don't think they lead society.* I think that's the way it is because that's the way it is and I don't think we are going to change that because all that happened generations ago. Just as the organization of secondary schools is the same it has been for years, the same as our political party system - we have political parties, we have

92.

a premier. Who says we need a premier? We have cabinet ministers, we have a pecking order behind them and those men and women have aspirations in life that follow a very definite route, not necessarily always for the Health Ministry or whatever. It's political, it's personal gain.

W. PITMAN

That is certainly a widely held view and you are perhaps right. On the other hand, I think that there are payoffs. *If the only payoff is to all and sundry that there are payoffs to change, then I think we might just change to something.* The unfortunate thing is that now, I think, everybody looks upon change as a drag - it creates problems, it doesn't solve problems. It's much easier to stay with the known than to leap into the unknown. The payoff I think could be a much more positive and exciting lifestyle. I see more leisure for teachers, getting out of the classroom more often; having more variety in life. Quite frankly, and I'm being very personal here, I started teaching farther back than I would like to remember, in the early fifties, and as I look back on it now there are some days when I say to myself: I would love to go back to a classroom all day and not have all the hassling I listen to, all the people complaining, all what administration means today. And then I think to myself: I couldn't stand the heat! Seven hours a day of that, on your feet, talking from nine o'clock in the morning until three o'clock in the afternoon, coping with two hundred students coming at you! I just don't think that lifestyle, that workstyle is one that I could cope with, or would want to cope with. I think it would be too tiring, too boring, too depressing. It was exhilarating and exciting obviously at certain points in time. What I am suggesting is that the teachers' lifestyle might well improve by changing some of those things that are pretty dull, routine, uninvigorating, for the more exciting aspects of meeting and working with kids - outside the school once in a while. There is a psychology I think which is bound by those four walls and I think there is a payoff to be found.

QUESTION

Don't you fear the practicality of that situation itself is going to mean more teacher time and preparation, to go out into the community?

W. PITMAN

Right. Far more time for preparation and thought and exciting exchange with other teachers, and far less preparing the course per se.

QUESTION

A teacher's job, it seems, is considered unproductive when not involved in the classroom.

W. PITMAN

You are absolutely right. We are hooked by our Puritan traditions. If we think that putting in a day's work is teaching 35 kids seven or eight periods a day, that is work and therefore any time we are not doing that is not work. In other words, we really have a fear of enjoying our work too much. And yet we know that on parent's night, when parents come to talk to you, what do they talk about. They don't talk about how glad they are that you teach their kids history and mathematics for thirty or forty minutes a day. They invariably comment on the extent to which you have excited that kid, that you have got him reading books, perhaps taken him to Ottawa - any number of things which are the high points of that kid's educational experience as well as your professional life.

COMMENT FROM THE AUDIENCE

I am one of the people who is involved in an alternative educational methodology now. I spend more time with the students out in the community. The students do the planning and we go through with it. My role is completely different, it's more a role of "manager of a learning environment". And the satisfaction that you can get from this kind of involvement with the students, with the community; the satisfaction you can get from watching the students

really take hold and become leaders and teachers of themselves and of other people in the community, is just amazing, just beyond belief. But we have to know the alternatives.

QUESTION

I'm going back to my school on Monday morning and that teacher will still be there and she will still have a program to live with, which is a political decision - that she is going to have to teach so much of a day. Now, all those decisions are making me think and I am wondering, what is your structure in a given day? Is it the same as for a teacher in my school?

The structure of the college where I work is generally the same structure which exists in a secondary school. For many of us though, we have been able to set ourselves apart from the structure and develop a workable plan and do it in a very political way to demonstrate that this is a viable alternative. And it works. Often it takes three or four people to stand up and be counted... and let the community know; involve the community in these kinds of decisions.

WALTER PITMAN, President of Ryerson Polytechnical Institute, has left his mark in the field of education as a teacher, department head, associate registrar, associate professor, university dean and now as president of one of Canada's most prestigious educational institutions. He continues to play an important role in such associations as the Ontario Educational Association, the Canadian Studies Foundation and many others. He has contributed a great number of articles to a variety of Canadian publications (The Toronto Star, The Educational Courier, The Queen's Quarterly, The Quarterly of Canadian Studies, and many more too numerous to list here). From 1960 to 1971 he was actively involved in politics in Ontario. It is with this background, knowledge and awareness that Mr. Pitman conducted his workshop on "Politics and Education".

WORKSHOP 12

CANADIAN STUDIES

JIM FOLEY

PORT COLBORNE HIGH SCHOOL
PORT COLBORNE

I am fully aware that the subject area of *Canadian Studies* is perhaps the most controversial on the academic scene. The discipline itself has no built-in conflicts or restrictions. The obstacles to progress in *Canadian Studies* are man-made, more specifically teacher-made. I do not intend to discuss these obstacles, but instead to concentrate on the more positive approach.

I would like to focus on what has become known as the *Port Colborne Experiment*. By so doing I do not intend to exclude other experiments, but merely to elaborate on one experiment and where it has led. *It is very important to keep in mind that from the conception of this course it has been student-oriented.*

In the beginning I was handicapped by lack of knowledge and resources. I had read and was familiar with a small number of Canadian authors and books. If I had followed my original program, I would have ended up with a rather fruitless and monotonous program. At the conclusion of each semester, the students reassessed our progress.

In cooperation with each other, we took the following steps:

1. We wrote to a very large number of schools across Canada requesting course outlines. Seventy-six percent responded, informing us that they had no such courses.
2. We wrote to the few writers and publishers whom we knew asking for specific information.
3. Such a survey was costly. In order to finance such a venture my students and I collected beer bottles and showed Walt Disney movies in the school auditorium. We brought in more than enough money to finance our project.
4. While this was going on, we still continued our regular class studying the Canadian literary works known to us.
5. During 1970, we invited the twelve writers known to us to our school to discuss their books.

This portion of our program is now history. It has grown to include almost one hundred Canadian writers and an annual audience of over four thousand.

Despite the growth of this event, it is still under the control of the students. They are the chairpersons and guides. But in the classroom, new developments were taking place. Traditional approaches were being replaced and new approaches were beginning to emerge. Superficiality was giving way to functionality. The world of writing and the world of reading coming closer together. For example, we tended to emphasize literature in terms of plots, characters, settings and figurative language. Literature was a study of definitions.

In the light of the literary works that we had read, we attempted to apply *Northrop Fryes'* concept of the "Canadian Imagination": the writer placed his characters in a specific historical time-period and in a specific geographical location.

Literature's contribution to *Canadian Studies* was to place fictional characters in truly historical, geographical, sociological, etc. environments and observe how they would react. Instead of looking for character sketches, we became interested in why an individual character acted in the way he did. What historical, geographical, sociological forces existed?

Setting could no longer be classed as merely time and place - it took on a specific and functional meaning. We still retained the literary structure of plots, character and setting but they became more realistic and more functional.

At this stage, we were no longer in the field of literature, but in the field of '*Canadian Studies*'. Many teachers objected to this infringement upon their discipline, but to ignore the historical and geographical settings was to ignore a very important element of Canadian literature. We discovered these disciplines were not mutually exclusive, but complementary.

This belief was further verified by the continuing experiment. We found that by selecting books at random we had overlooked the entire evolution of Canadian literature.

A National View Point

Pre-Confederation writers were affected by the physical landscape - the American Revolution (United Empire Loyalists) - the emerging small towns - local politics - turned to England.

1867 - 1918 Our views began to focus on ourselves and the growth of our country.

1919 - 1945 Attempts to break away from Victorian attitudes and the social ramifications of the Depression - The rejection of what had gone before.

1945 - present American take-over - Control of our educational books as well as our economy.

An examination of 8000 Canadian books, 52,000 pages of media material as well as many tapes convinced us of the undeniable link between the many disciplines of *Canadian Studies*.

In this age of academic specialization there seems to be little room for objectivity. However, we have noted a coming together of these disciplines in isolated parts of Canada. Where our continuing experiment will lead us I do not know. I just hope that as educators we do not continue to draw imaginary subject-area lines over which an unfriendly may not cross.

JIM FOLEY, founder of Canada Day, has had sixteen years' experience as a teacher in Ontario. He has contributed several articles to magazines and newspapers and has two books in the process of publication. He is currently teaching two 'Canadian Studies' courses a day at Port Colborne High School and he answers numerous enquiries from teachers across Canada as well as speaking at conferences on classroom techniques and teaching methods for 'Canadian Studies'.

WORKSHOP 13

LES ÉCOLES FRANÇAISES

EN ONTARIO

FRENCH SCHOOLS

IN ONTARIO

JEAN-DENIS LAFRANCE
COGITO CORPORATION LIMITED
MONTREAL

La mise en place d'un régime pédagogique n'est jamais chose facile. Une fois terminées les discussions d'ordre philosophique et pédagogique, les administrateurs d'une école doivent définir les normes, les exigences et les contraintes de l'horaire tout en tentant d'atteindre les objectifs définis a priori.

Notre expérience dans la fabrication d'horaires dans les écoles françaises en Ontario nous a amenés à certaines évidences, i.e.:

1. La multiplicité des choix oblige à ouvrir un très grand nombre de "singletons".
2. La multiplicité des "singletons" augmente le pourcentage de conflits insolubles.
3. Minimiser le nombre de conflits étant la première priorité pour l'ordinateur, l'école se voit forcée de limiter ses contraintes visant à:
 - l'enseignement parallèle
 - la libération des chefs de groupe
 - etc...
4. Le recrutement d'un personnel polyvalent qui puisse enseigner plus d'une matière oblige les administrateurs à consacrer beaucoup d'énergie dans la sélection.
5. L'équilibre des charges d'enseignement entre les deux semestres, pour toute école qui désire s'orienter vers un régime semestriel ou un régime de demi-credit.
6. Le dirigisme à imposer aux étudiants quant à leur choix de cours, premier semestre versus second semestre.

Ce sont là des points sur lesquels j'aimerais qu'on s'attarde pour échanger des opinions et possiblement en ressortir avec des alternatives avantageuses pour tous.

Setting up a school system is never an easy task for anyone. Once the philosophical and educational objectives have been discussed, the administration then has to define the standards, controls and requirements of the school's schedule, in line with these objectives.

In the scheduling work we have done for French Schools in Ontario, we have come to realize several things, which are:

1. Multiple course choice makes it necessary to create a great number of singletons.
2. The more singletons there are, the more insoluble conflicts there are.
3. Since the computer's main priority is to minimize the number of conflicts, a school must therefore limit requirements concerning:
 - parallel teaching
 - freeing section heads
 - etc...
4. The administration must spend a lot of time and energy selecting and hiring people who can teach more than one subject.
5. The need for proper balancing of teaching loads in both terms, for schools working towards a credit or half-credit system.
6. Student course choices must be controlled, i.e. first-term courses versus second-term courses.

These are some of the points I would like to discuss and get your opinions on. We may even come up with some valid alternatives.

JEAN-DENIS LAFRANCE, ancien professeur à la Commission des Ecoles Catholiques de Montréal, fondateur et rédacteur en chef de la revue "Vie et Carrière", a également travaillé sur de nombreux projets de recherche dans le domaine de programmes de développement et d'apprentissage professionnels. Il est présentement responsable de la planification et du développement des systèmes de bulletins, de recensement, de statistiques et d'horaires modulaires et générés de la Société Cogito.

JEAN-DENIS LAFRANCE, former teacher with the Montreal Catholic School Commission, founder and editor of the magazine, "Vie et Carrière", has been involved in a number of research projects dealing with training programs and professional guidance. He is currently in charge of the planning of test scoring, census, statistical studies, modular and computer-generated scheduling systems for Cogito Corporation Limited.

IN-DEPTH SESSIONS

107

IN-DEPTH SESSION I:

STAFF

DEVELOPMENT

DAVID F. DINEEN
HUMAN RESOURCES CONSULTANT
KITCHENER

BOB BILYK
PRINCIPAL
ST. CHARLES GARNIER SCHOOL
RICHMOND HILL

GERRY WILEY
STAFF DEVELOPMENT OFFICER
MANULIFE
TORONTO

DON CAVE
BEHAVIORAL CONSULTANT
WATERLOO COUNTY BOARD OF EDUCATION

KIM THETFORD
CONSULTANT
STAFF MEMBER
TRENT UNIVERSITY PRINCIPALS' COURSE

Representatives from a number of school systems took part in the Staff Development In-Depth Session. Teachers, consultants, principals, department heads and superintendents collaborated with the workshop staff in an examination of the *key processes of effective staff development*.

Dave Dineen opened the In-Depth Session with a talk and visual presentation which developed *the need for systematic and system-wide planning regarding staff development*. This need has been emphasized in recent years in research studies, through reports of current staff development practice and an increasing awareness of the problems arising because of the lack of mobility.

The cyclical process of staff development requires that thorough and effective study be done by a centrally coordinated planning team. The organization of time and resources for the needed varieties of in-service programs obviously requires the coordination of realistic objectives.

Participants were divided into four working groups to examine the "basic measurement" components of staff development preparation. Each group worked through three stages (consisting of the *processes of staff development preparation*):

Process I: The "leader" (principal, department head, etc.) prepares and designs the in-service program.

Process II: The "leader" provides staff with a guide to design and prepares and designs the in-service program according to individual staff requirements. (See list.)

Process III: The "leader" encourages staff to:

- fully discuss the in-service program of staff needs
- establish priorities based on objectives
- work with the leader in further preparation and design of the in-service program.

At the conclusion of each stage the participants were asked to respond to a questionnaire which asked:

- (1) What information is used by the leader when a staff development program is administered in this manner?
- (2) What assumptions do the leader hold?
- (3) How does the staff react to the information on this program?

▲ HERE ARE THE RESULTS OF THE STAFF DEVELOPMENT IN-DEPTH SESSION AS TABULATED BY THE EDITOR.

STAGE I - STAFF DEVELOPMENT PROCESS I

THE DATA AS REPORTED AND LISTED IN THE IN-DEPTH SESSION

Question: What information is used by the leader when a Staff Development program is administered in this manner?

Responses from participants: - Test results
- Statistics
- The school's/system's objectives and rules

- Need policies from senior administrators at the Board
- Information from his cabinet and/or principals
- His preconceptions, assumptions, interpretation
- His personal objectives for staff.

Question: What assumptions is the leader making?

- | | |
|------------------------------------|--|
| Responses
from
participants: | <ul style="list-style-type: none"> - That he is a leader and we (the participants) want to be led - That he knows our needs - That he has the power and responsibility to improve the organization - That he will be able to act as a "catalyst" for the group - That we (the participants) are motivated to learn - That something can be done to improve the school. |
|------------------------------------|--|

Question: How close to staff needs, or how effective can this program be?

- | | |
|------------------------------------|---|
| Responses
from
participants: | <ul style="list-style-type: none"> - Hit and miss - Program has to be flexible - It requires a great deal of enthusiasm on the part of the leader - Does the leader really know the staff needs? - Depends on the leader's perceptiveness and understanding - Depends on staff motivation, cooperation, preparation, participation. |
|------------------------------------|---|

STAGE II - STAFF DEVELOPMENT PROCESS II

THE LEADER PROVIDES STAFF WITH A CHECK-OFF SHEET, AND PREPARES AND DESIGNS THE IN-SERVICE PROGRAM ACCORDING TO MAJOR STAFF RESPONSIBILITIES TO THE LEADER.

CHECK-OFF SHEET

Please check those items which you feel would be most appropriate for inclusion in the staff in-service work for this year.

- | | |
|--|--------------------------------------|
| 1. School-Community Relations | 13. Open Area Education |
| 2. School Libraries and Resource Centres | 14. Communications |
| 3. Evaluation of Pupil Performance | 15. Curriculum Development (General) |
| 4. Family Life and Sex Education | 16. Team Teaching |
| 5. Discipline | 17. Learning Theory |
| 6. The Slow Learner | 18. Curriculum areas: Mathematics |
| 7. Reading | 19. English |
| 8. Staff Evaluation | 20. Social Studies |
| 9. "Dropouts" | 21. Guidance |
| 10. Transactional Analysis | 22. Phys. Ed. |
| 11. Values Clarification | 23. The House-System |
| 12. Leadership Styles | 24. Alternative Forms of Education |
| | 25. How to Use the Consultant |

Question: What information is used by the leader when a Staff Development program is administered in this manner?

Responses from participants:

- Staff choices and priorities (majority opinion)
- Feedback from the group (closer to the needs of majority of staff)
- Staff's knowledge of their needs
- Staff's response to check-off sheet (limited to leader's suggestions - no space to indicate other suggestions)
- Structured staff response (makes for a structured development program which does not allow for discussion or interaction)

Question: What assumptions is the leader making?

Responses from participants:

- That he had included all staff concerns in the check-off list
- That staff know what their needs really are and answered the list honestly
- That questionnaires are the best way of obtaining information (does staff always have the time to fill them out?)
- He trusts his ability to meet staff needs
- Majority rule (thus everybody benefits in some way).

Question: How close to staff needs, or how effective can this program be?

Responses from participants:

- Isn't this somehow "putting the cart before the horse"?
- Depends on staff involvement in the planning and development of in-service programs
- Effective if the leader can fulfill high expectations generated by the questionnaire
- Could work in large schools with a time restriction
- Better than the first process but needs further discussion among staff.

STAGE III - STAFF DEVELOPMENT PROCESS III

THE LEADER ENCOURAGES STAFF TO:

- . FULLY DISCUSS THEIR PERCEPTIONS OF STAFF NEEDS
- . ESTABLISH PRIORITIES BASED ON CONSENSUS
- . WORK WITH THE LEADER ON FURTHER PREPARATION AND DESIGN OF THE IN-SERVICE PROGRAM.

Question: What information is used by the leader when a Staff Development program is administered in this manner?

Responses from participants:

- In-depth information (perception, feelings, priorities, ideas) from everybody
- All information comes from the staff.

Question: What assumptions is the leader making?

Responses from participants:

- That staff want a Staff Development program and want a part in developing it
- That staff is able to express its needs and priorities
- That everybody wants to reach a consensus
- That everybody can and wants to contribute.

- That staff is trustworthy.

Question: How close to staff needs, or how effective can this program be?

Responses from participants:

- The most effective because of high staff involvement and commitment
- Excellent, if a consensus can be reached
- As effective as the group's interaction, cooperation
- Could cause splits in staff
- Needs time for development.

The opinions of participants are given in their own words. It is not intended to imply that staff development efforts are successful, or that staff development is the best method of staff.

DAVID F. DINEEN, a former teacher and principal, was a Supervisory Officer with the Ontario Ministry of Education involved in planning and staffing workshops and conferences, and a Principal of several of Ontario's Summer Principals' courses. He is currently a consultant dealing in goal-setting, evaluation, staff and organization development, and Management by Objectives.

ROBERT BILYK, an elementary school principal, has been involved in the planning and implementation of staff development and evaluation workshops and is currently on staff of the Trent University's Principals' Course.

DON CAVE has done extensive work in Transactional Analysis, Communications laboratories, Discipline and Values Clarification with small groups for several years. He has also been on staff of Trent University's Principals' Course. He is currently a Behavioural Consultant with the Waterloo County Board of Education.

GERRY WILEY, a former consultant with the Ontario Ministry of Education, is currently a consultant in human relations and staff development in the ManuLife organization; an associate member of University Associates and a staff member of the Ontario Principals' Course.

KIM THETFORD, currently a doctoral student in Organization Development and Human Relations at the Ontario Institute and a staff member of the Trent University's Principals' Course, has had extensive experience as a consultant in the areas of conflict management, staff development and new staff teaming in both education and industry.

IN-DEPTH SESSION II:

CURRICULUM

DEVELOPMENT

FRANK CLIFFORD

DIRECTOR OF EDUCATION
WATERLOO COUNTY ROMAN CATHOLIC
SEPARATE SCHOOL BOARD

* JOHN GROSSO

PROFESSIONAL DEVELOPMENT OFFICER

* CAROL ROTH

COORDINATOR OF PROGRAMS
(PRIMARY DIVISION)

* KEN COUCHMAN

COORDINATOR OF PROGRAMS
(JUNIOR DIVISION)

* ALL FROM THE

HAMILTON-WENTWORTH ROMAN CATHOLIC
SEPARATE SCHOOL BOARD

PROGRAM OUTLINE

After welcoming the group, the four group leaders outlined what they saw as their objectives for the morning:

- . to identify some of the key problems in curriculum development;
- . to provide participants with an opportunity to identify some problems in curriculum development from the point of view of principals, teachers, parents, students, administrators, etc.;
- . to allow participants to develop a design for curriculum development from general guidelines to classroom implementation;
- . to give participants an opportunity to see
 - a wide range of curriculum materials developed over a five-year period by one board;
 - the overall plan for curriculum development which evolved;
 - the problems encountered;
 - the changes that were made to adjust to these problems.

As participants registered, they were colour-coded into role groups as principals, teachers, support staff, administrators, parents, etc. Group members were asked to identify what they felt to be a fundamental problem area in curriculum development, find a person from a different role group than theirs and share these personal concerns.

The participants were then moved into role groups (i.e. principals, parents, etc.)

The group leaders briefly outlined certain key assumptions which had been made:

- curriculum development can proceed at three levels:
 - . Ministry of Education (general guidelines)
 - . Board system level
 - . School level;
- most provinces in Canada would follow a similar approach;
- the problems of curriculum development are similar in both elementary and secondary levels;
- while definitions vary, there is general agreement that curriculum means *"the sum total of all experiences offered to students under the aegis of the school"*;
- the group would concentrate on curriculum development problems at the system level.

Each role group was asked, using a standard letter format, to select two or three other role groups and write a frank and open letter expressing their innermost concerns regarding problems in curriculum development. Groups were asked to select people to write to; people who, in their view, were in the best position to do something about the concerns they had expressed (Appendix I). It was interesting to note that most role groups picked, as their first choice, administrators with whom to air their concerns.

After a 40-minute letter-writing period, the letters were "delivered" and participants had an opportunity to visit various groups for clarification on the points made.

The homogeneous groups were then broken up into heterogeneous work groups continuing a cross-section of the educational community (i.e. a parent, a principal, a teacher, etc.).

Each group was then placed in a simulation situation as follows:

"The Ministry of Education for your province has just published a new curriculum guideline entitled Leisure Time Activities.

Your director has asked that your group come up with a curriculum design which would make this Ministry guideline a reality in the classroom.

Please keep in mind the problems relating to curriculum development which the groups identified earlier in the morning."

Upon completion of this activity, the participants shared the results of their work with other groups.

For the last twenty minutes, the group leaders presented a variety of curriculum materials developed with a five-year curriculum plan by the *Hamilton-Wentworth Roman Catholic Separate School Board* (Appendix II). A host of problems associated with this work was discussed and referred to a variety of refinements which had to be introduced as our experience dictated.

The session ended with a question period and evaluation of the morning's activities.

CURRICULUM

The Council for Basic Education, in Washington, has received the following definition of a "core curriculum" from a school superintendent who says the author is unknown:

"A core curriculum is one in which the children bring apples to school, cut them and then plant the cores in the school grounds. They watch them sprout and grow into leaves and blossoms and then fruit. This is Science.

They paste pieces of bark and twigs and leaves on paper and they paint pictures of apples in a dish. This is Art.

The children sit around under the trees singing, 'In the Shade of the Old Apple Tree'. This is Music.

The story of Johnny Appleseed is told them. This is Library Study.

They climb up in the trees and pick the apples. This is Physical Education.

They count the apples, 'taking away' the wormy ones. This is Arithmetic.

In their own words, they tell what a tree is and what they felt when they saw the cores turn into trees. They also write letters to the National Apple Growers Association. This is Language Arts...

They learn such words as arbor, L'arbre, apfel, baum, manzana. This is Foreign Languages.

The children build boxes to store the apples. This is Industrial Arts.

They bake them and sauce them and pie them. This is Homemaking.

Then everyone eats them and learns about their nutritional value. This is Health Education. These activities have been performed without a textbook or workbook.

When all the apples are gone, they take the cores once again and plant them in the school grounds and watch them grow and flower and fruit. Pretty soon, you cannot see the school for the trees. This is called The End of Education."

APPENDIX I

AN OPEN LETTER FROM A CONCERNED GROUP OF (principals, teachers, support staff, administrators, parents, etc...) TO _____

We represent a group of concerned (principals, teachers, support staff, administrators, parents, etc...) who, over the past several years have been meeting informally to discuss problems of mutual interest and concern in the areas of curriculum and curriculum development.

During the course of our discussion, our membership has highlighted some very serious questions and concerns which we feel that you, because of the position of responsibility you hold, should consider very carefully as we feel you are in the best position to do something about them.

There follows a list of some of the major concerns expressed by our association which we feel need your careful attention (listed in order of priority by our group):

- 1.
- 2.
- 3.
- 4.
- 5.

Your immediate consideration of these matters would be very much appreciated.

Yours sincerely,

P.S. You may be interested to know that we have written a second letter to a group of _____, outlining a number of problems which we feel are their direct responsibility.

It was our intention to write to a third group. However, time constraints did not permit us to complete this task. The third group we will be contacting is _____.

APPENDIX II

HAMILTON-WENTWORTH ROMAN CATHOLIC SEPARATE SCHOOL BOARD

PROGRAM DEVELOPMENT CHART

<u>YEAR 1</u>	<u>YEAR 2</u>	<u>YEAR 3</u>
CORE COMMITTEE	SUB-COMMITTEES	USE IN SCHOOLS
Reading Research Visitations Philosophy Objectives	Writing preliminary draft that explains philosophy and objectives	Feedback, eg. pilot schools questionnaire
APPROVAL BY ACADEMIC COUNCIL	APPROVAL BY ACADEMIC COUNCIL	APPROVAL BY ACADEMIC COUNCIL
	PRESENTATION OF WORKING PAPERS TO PRINCIPALS	FINAL DRAFT
	PROFESSIONAL DEVELOPMENT ACTIVITIES WITH STAFFS OF PILOT SCHOOLS	
<u>YEAR 4</u>	<u>YEAR 5</u>	
IMPLEMENTATION	MAINTENANCE	
Winter Course	New teachers New schools New materials	
Expanded number of schools		
In-service sessions	PERIODIC REVIEW	
	Continuing re-assessment New published Ministry guidelines	
	Feedback from schools	

FRANK CLIFFORD, a teacher, principal, Superintendent of Instruction, has also taught a great many Summer Courses for the Ministry of Education and was recently appointed Director of Education for the Waterloo County Roman Catholic Separate School Board.

CAROL ROTH, co-author of the Ginn Reading Series and a woman with 16 years' experience in teaching, is currently Co-ordinator of Programs, Primary Division, with the Hamilton-Wentworth Roman Catholic Separate School Board.

KENNETH COUCHMAN, co-author of "Examining Your Environment" (Junior and Intermediate Science Books), a teacher for 14 years, during part of which he taught 7 Ministry of Education courses, is currently Co-ordinator of Programs, Junior Division, with the Hamilton-Wentworth Roman Catholic Separate School Board.

JOHN GROSSO has taught at the elementary, secondary, post-secondary levels as well as in a number of Principals' summer courses for the Ministry of Education. He is currently a Professional Development Officer with the Hamilton-Wentworth Catholic Separate School Board.

FRIDAY FORUM

ALTERNATE FORMS OF EDUCATION

MODERATOR: JACK HUTTON
COMMUNICATIONS DIRECTOR
O.S.S.T.F., TORONTO

PANELISTS: GWEN BEDVILLE (IN LIEU OF RON BULL)
ONTARIO REGIONAL
YOUTH CONSULTANT
DEPARTMENT OF MANPOWER
AND IMMIGRATION, TORONTO

GERALD J. MCCARTHY
SUPERINTENDENT
DARTMOUTH PUBLIC SCHOOLS
DARTMOUTH, N.S.

HENRY STRUB
INDUSTRIALIST
MONTREAL

Editor's note: The Friday Forum was taped and due to be transcribed for these Proceedings. Unfortunately, because of a faulty microphone, the quality of the tape was such that it would have taken an expert in sound to decipher what the tape contained. The following are transcriptions of texts, submitted to Cogito by the four speakers following their presentations, which represent outlines of their ideas put forward during the forum.

111.

JACK HUTTON - MODERATOR

While I marvel at the wide spectrum of opportunities that this generation of students enjoys, I can't avoid a gut reaction that somewhere along the way priorities were scrambled and most particularly in two areas -- language and basic mathematics. That reaction was strengthened by the experience of teaching community college students last fall.

GWEN BEDVILLE - PANELIST

Each year, over the next decade, nearly half a million people will leave our education system, most of them will seek permanent jobs.

On the other hand, the total number of job openings that occur in Canada each year is immense. But in order to effectively match people to jobs, accurate information about the jobs and the labour market is required.

The serious unemployment among youth suggests that special efforts are needed to help them make their career choice. Counselling is clearly not the sole prerogative nor responsibility of Canada Manpower Centres. The education systems must accept some responsibility for the fact that young people too often arrive in the labour market ill-prepared.

The accelerating pace of change in a modern society dictates a continuing need for the development of new skills and expertise. No longer is the concept of a period spent in formal education during one's early years, followed by a once and for all period of either post-secondary or skill training, a valid one. It is further recognized that for many people with special needs their full potential is not being realized in the mainstream of the educational and training system.

A major thrust of our Canadian training policy over the next several years ought surely to aim at developing and *expanding training programs* as a vehicle by which Canadians can have access throughout their working lives, to the kinds of educational and training experience that they need, to develop satisfying and productive careers, adapted to the opportunities of the labour market, while at the same time, providing the skills needed to sustain our economy and society.

Institutional and industrial training must become *complementary* rather than competitive. This raises a major issue, which is also receiving considerable attention in the discussions around the Immigration Green Paper. The issue is the employers' responsibility for training and re-training workers. The Federal Government has, over the years, played a major role in the provision of training and this, coupled with the availability of trained workers from overseas, may have led to neglect by employers. A question which must be raised is, "*How do you get employers to recognize their responsibilities.*"

There are also many thousands of other Canadians who, while employed, would like the opportunity to up-grade their training, but who cannot afford it. This raises the whole issue of just how do you provide financial aid to workers, to allow them to be re-trained. Some European countries are considering plans in which workers have the right to certain training assistance.

Another mission is to facilitate the transition from school to working life. The adjustment problems of young people entering the labour force for the first time are generally different from those encountered, perhaps by women re-entering the labour market after a spell outside.

It is apparent that dynamic change and the constant need for personal and institutional adjustment are here to stay in the labour market. *Few workers will enter a firm and stay for a life-time.* Those who do stay in the same occupation will frequently see it change so as

to be unrecognizable in a short time. *Many people can look forward to several occupations, even to several careers.*

Young people (between 14 and 24) account for approximately a quarter of the labour force and almost half of the unemployed. I understand in Ontario, it is closer to 40% of the labour force.

Many of these youths are looking for their first job and studies have shown that it is the exception for individuals to enter into a stable employment pattern when they leave school. Rather, they experience real difficulties finding satisfactory jobs and adjusting to the demands of the labour market.

With secondary-school drop-out rates rising, the consequence of these transition problems become even more marked and often are expressed in feelings of frustration and resentment.

Over the next decade, according to preliminary projections of government agencies, those entering the labour force will differ from the group they join. The new entrants will be young, they will include more women and generally, they will have higher educational levels.

While these are encouraging trends, they do lead to the possibility that a serious mismatch may develop between the kinds of jobs offered, and the kinds of jobs sought. Over two and a half million people can be expected to obtain at least some post-secondary education over the period 1970 to 1980. Even if only half enter the labour market, the number of new jobs calling for some post-secondary education in 1980 would, if occupational qualifications did not change, be less than half the number of people willing and able to fill such positions.

The questions must be seriously raised whether, on the average, economic returns to investment in formal education will continue to remain as high in the future as they have in the past. The question poses serious implications for education and career choice, youth counselling, and manpower planning.

Editor's note:

During the discussion which followed Ms. Bedville's presentation, she reported on the department's work with educators and industry to help prepare youth for the work force. Here is a list of some of Manpower's programs:

- . Job Exploration Programs
- . Canada Manpower Industrial Training Program (CMITP)
- . Guidance Counsellor Program
- . General Aptitude Test Battery (GATP)
- . Canadian Occupational Interest Inventory (COII)
- . Creating a Career
- . Creative Job Search Technique (CJST)
- . Youth Service Pilot Projects
- . Youth Employment Service (YES)

The discussion also covered such topics as:

- the artificial job barriers imposed by industry;
- the need for teachers to help youth develop more realistic expectations of the work world;
- the need for educators to examine the standards of proficiency of school-leavers in basic communication and arithmetic skills;
- and the dilemma of employers not knowing what a graduate has been educated to do (due to the multiplicity of options).

GERALD J. McCARTHY - PANELIST

There should certainly be alternatives to the normal public-school program available. Some should be made available to the public-school systems themselves and this practice is becoming increasingly common across the country.

There is, however, a definite limit to how much the public schools should undertake to do. There is little doubt in my mind that they have already undertaken too much. There is also little doubt in my mind that true alternatives - that is to say alternatives that are truly different in purpose, style and procedure - are not likely to flourish like green bay trees within the public system.

What is needed more than anything else, to encourage the development and use of alternatives (many of which exist and have existed for years and some of them longer than the public-school system itself), is that the public-school system's function as a licensing agency issuing omnibus certification providing access to almost every worthwhile form of training and employment, must be reduced or ended. At the same time, post-secondary educational and training institutions, government and business and industry, must abandon their lazy, mindless and frequently superstitious acceptance of school certification, and their refusal to consider skills, knowledge, understanding and attitudes gained outside formally constituted and recognized educational systems.

Until this great reform takes place, any true alternatives in education will continue to be, as they so frequently are now, part of programs that are more accurately described as health, welfare and social reclamation projects than as education; or will be, as again they frequently are, affectations by protesters of one kind or another against a variety of aspects of the existing political, social or economic systems.

For the great majority, so long as the school system stands like some secular Saint Peter at the Gates of material salvation, alternatives are unlikely to be either practical or terribly attractive.

Finally, as the Faure Commission, the Graham Commission and any number of other practical investigators have pointed out, the vast public-school systems of the West into which so much treasure and energy have been poured, are not likely to be scrapped or even greatly reduced in size and importance in the foreseeable future.

The best alternative in youth education continues to be improvement in the definition and fulfillment of the role of the public school. The most important alternative in general terms will be the development of a broad and entirely flexible program for continuing or life-long education.

What is needed most is not an alternative in youth education but an alternative to youth education, ending forever the long-standing notion that education is something that is stored up in youth and lived on for the rest of one's life.

HENRY STRUB - PANELIST

The future of education is now and is no more predictable than the birth rate; the future of education is the responsibility of the parents, the teachers and the children of today.

Some areas where change is needed are:

The Environment - School buildings may or may not disappear but whatever happens we already know of many ways in which the learning environment can be improved: Students learn well in

small groups, in pleasant surroundings and not so well in over-crowded, hostile classrooms. They learn better within walls of sound-absorbent material, and better by daylight than by artificial light. The changes required to bring about a good environment need not wait for the "future".

All humans, young and old, learn best if two elements to the process pertain: *relevance to real life and learning through doing.*

As far as the function of the educator is concerned, *his most important task is really to get to know the student*; it is from this that respect develops. The negative vibrations and the put-down stem from lack of this knowledge.

As for the overall thrust of instruction now and in the future, no teacher can do better than to follow *Robert Hutchins'* advice to all students, which is *Be ready for anything.*

The first new *anything* for which all must be ready, is *the educational use of the computer.* In his book, "Man and the Computer", *John G. Kemeny*, eminent mathematician and philosopher, and President of Dartmouth College, states that at his college there are 180 computer terminals of which 120 are in use 24 hours a day by students and professors of all faculties. The symbiotic relationship between man and the computer in education is still in its infancy but it is predictable that it will greatly increase in the coming years and that *it will change the role of the teacher to one of resource person and facilitator*, leaving him more time for the development of self and for befriending the student.

The future is now. Talking without doing is the habitual excuse for failing to do what needs to be done today. Society, via the teaching profession, must put its house in order now.

GWEN BEDVILLE is Regional Youth Consultant for the Ontario Region, Department of Manpower and Immigration. She is from Australia but has been in Canada long enough to know what problems young people face in making the transition from school to work. As the Regional Youth Consultant, it is her responsibility to coordinate the departmental programs for youth and be aware of what is happening outside the department, to help the under-25 age-group in or about to enter the work force.

GERALD J. MCCARTHY, a native of Nova Scotia, has been very active in that province's education system since 1947, as a teacher, vice-principal, principal and assistant superintendent. He is currently Superintendent of Dartmouth Public Schools, a post he has held since 1968. He has also been involved with various teachers' unions, educational associations and research projects, and was for several years a freelance commentator and writer for the CBC in Halifax.

HENRY STRUB, President of the Society for Emotionally Disturbed Children and co-founder of the Village for Retarded Adults near St. Jean, Quebec, is by profession a consultant-generalist. He also teaches a course in Humanities at Dawson College, Montreal and a course in Design, as Adjunct Professor, at Union Graduate School in Yellow Springs, Ohio.

JACK HUTTON, a reporter in the past for the Calgary Albertan and the Winnipeg Tribune, was education editor of the Toronto Telegram from 1958 to 1969. He is the author of a syndicated youth and education column that appeared in 31 dailies and weeklies across Canada between 1960 and 1967, as well as several education-oriented booklets ("A Parent's Guide to Modern Mathematics"). He is currently Communications Director for O.S.S.T.F.

GUEST SPEAKERS

GWEN BEDVILLE

YOUTH CONSULTANT
MANPOWER & IMMIGRATION
ONTARIO REGION
TORONTO, ONTARIO

BOB BILYK

PRINCIPAL
ST. CHARLES GARNIER SCHOOL
RICHMOND HILL, ONTARIO

KATHARINE BLADEN

COMMUNITY PLANNER
FORMER RESEARCH DIRECTOR
ONTARIO SELECT COMMITTEE
ON THE UTILIZATION OF
EDUCATIONAL FACILITIES
TORONTO, ONTARIO

GLAD BRYCE

LEADERSHIP DEVELOPMENT
AND GROUP COUNSELLING
ANGLICAN CHURCH OF CANADA

JOHN BUCHANAN

FORMER PRINCIPAL
AND TEACHER
ONTARIO

PAT CARROLL

FACILITY PLANNING
CARLETON BOARD OF EDUCATION
OTTAWA, ONTARIO

DON CAVE

BEHAVIOURAL CONSULTANT
WATERLOO COUNTY BOARD OF EDUCATION
KITCHENER, ONTARIO

FRANK CLIFFORD

DIRECTOR OF EDUCATION
WATERLOO COUNTY ROMAN CATHOLIC
SEPARATE SCHOOL BOARD
KITCHENER, ONTARIO

KEN COUCHMAN

COORDINATOR OF PROGRAMS-JUNIOR DIVISION
HAMILTON-WENTWORTH ROMAN CATHOLIC
SEPARATE SCHOOL BOARD
HAMILTON, ONTARIO

DAVID F. DINEEN

HUMAN RESOURCES CONSULTANT
KITCHENER, ONTARIO

JIM FOLEY

PORT COLBORNE HIGH SCHOOL
PORT COLBORNE, ONTARIO

JOHN GROSSO

PROFESSIONAL DEVELOPMENT OFFICER
HAMILTON-WENTWORTH ROMAN CATHOLIC
SEPARATE SCHOOL BOARD
HAMILTON, ONTARIO

JIM HEAD

COORDINATOR
"ROLE OF THE SECONDARY SCHOOL" STUDY
O.S.S.T.F.
TORONTO, ONTARIO

JACK HUTTON

COMMUNICATIONS DIRECTOR
O.S.S.T.F.
TORONTO, ONTARIO

JOE KRAR

EDUCATIONAL MANAGEMENT SERVICES
CANADA LIMITED
WELLAND, ONTARIO

JEAN-DENIS LAFRANCE

COGITO CORPORATION LIMITED
MONTREAL, QUEBEC

GERALD J. McCARTHY

SUPERINTENDENT
DARTMOUTH PUBLIC SCHOOLS
NOVA SCOTIA

ROBERT MORROW JR.

DIRECTOR, RESOURCE BOOKLETS
O.S.S.T.F.
TORONTO, ONTARIO

WALTER PITMAN

PRESIDENT
RYERSON POLYTECHNICAL INSTITUTE
TORONTO, ONTARIO

CAROL ROTH

COORDINATOR OF PROGRAMS-PRIMARY DIVISION
HAMILTON-WENTWORTH ROMAN CATHOLIC
SEPARATE SCHOOL BOARD
HAMILTON, ONTARIO

ERIC RUNACRES

DIRECTOR OF EDUCATION
HASTINGS COUNTY BOARD OF EDUCATION
BELLEVILLE, ONTARIO

DORIS RYAN

ASSOCIATE PROFESSOR
DEPARTMENT OF EDUCATIONAL ADMINISTRATION
O.I.S.E.
TORONTO, ONTARIO

STEPHEN SCHWAB

COGITO CORPORATION LIMITED
MONTREAL, QUEBEC

BRIAN SHARPLES

FACULTY OF EDUCATION
QUEEN'S UNIVERSITY
KINGSTON, ONTARIO

ERNIE SHIPTON

PRINCIPAL
MOIRA SECONDARY SCHOOL
BELLEVILLE, ONTARIO

MARY SHIPTON

RESEARCH TECHNICIAN
HASTINGS COUNTY BOARD OF EDUCATION
BELLEVILLE, ONTARIO

MARIE SMIBERT

PRINCIPAL
CENTRAL HIGH SCHOOL OF COMMERCE
TORONTO, ONTARIO

AIDAN SPILLER

FANSHAWE COLLEGE
LONDON, ONTARIO

W. JOHN STEVENSON

VICE-PRINCIPAL
PARKSIDE HIGH SCHOOL
DUNDAS, ONTARIO

B.C. STEWART

ASSISTANT PROFESSOR
FACULTY OF EDUCATION
UNIVERSITY OF TORONTO

HENRY STRUB

INDUSTRIALIST
MONTREAL, QUEBEC

KIM THETFORD

CONSULTANT
STAFF MEMBER
TRENT UNIVERSITY PRINCIPAL'S COURSE

MICHAEL VALITUTTI

STUDENT
TORONTO, ONTARIO

GERRY WILEY

STAFF DEVELOPMENT
MANULIFE
TORONTO, ONTARIO

DR. F. STEWART WILSON

TRAINING SERVICES OFFICER
TORONTO BOARD OF EDUCATION
TORONTO, ONTARIO