

EDGES

NEW PLANETARY PATTERNS

in collaboration
with the Ontario
Teachers'
Federation



Teachers Facing Change

VOLUME 6 NUMBER 2



SPRING 1995

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OTF Newsletter p. 44

Teachers in charge

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Teachers Facing Change

Are 141,000 teachers in Ontario ready for transformation? Plans are afoot to change the root culture of education in the province by empowering teachers to move beyond classroom isolation. Students are intended to be the big winners. If the "professional pot-stirrers" have their way, the education system will never be the same.

14 MICHAEL FULLAN

Masks of the Teacher

The self image of the profession in Ontario has shifted seven times. Why is this? And what is the new image of the profession in the future?

19 NINA BASCIA

Creating a Culture of Change

The who, what and why behind the professional "pot-stirrers" at the Federation.

23 PIERRE LALONDE

No Teacher is an Island

25 HEATHER DAVIDSON

Diary of a Teacher-Facilitator: Goosebumps and Doldrums

Candid observations and secret revelations of a teacher at the centre of a storm of change.

29 ERNEST BOYER

A Vision of Community Education

Ernest Boyer received a standing ovation for this keynote to 3,000 NCEA educators.

33 DEE DICKINSON

Raising Intelligence

Change in the classroom can create a ripple effect in the school and into the community.

37 JEAN HOUSTON

Are you Nebbish or Mensch?

39 THEODORE ROSZAK

The Information Trance

The man who named "the counterculture" takes aim at the video computer age.

41 Ontario Teachers Federation
NEWSLETTER

Teachers in Charge

LINKS, KINKS & LEAKY MARGINS

10 NEW ZEALAND'S RADICAL MOVE

Bill and Jacqui Ussher

13 THE THIEF OF CREATIVITY

Tanis Helliwell

11 TAILORING CHANGE TO THE SUBCULTURES

Michel Saint-Germain

ON THE EDGE

49 CENTENNIAL SCHOOL

Nancy Johnston and Carolyn Reist

49 THE PARTICIPATION PARADIGM

Jim Wiegel

51 FACILITATING GROUP DISCUSSIONS

Bill Staples

REGULARS

3 Editorial

8 What a World!

52 Essay
Memories of a Gifted Teacher

LEADERSHIP OPTIONS

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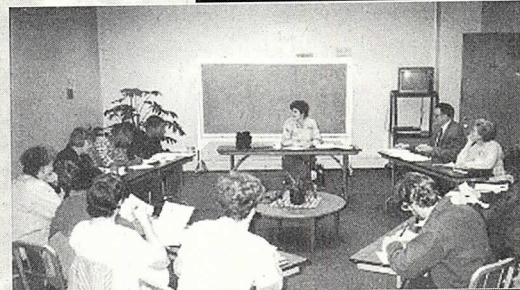
Increasing Personal Mastery

Exploration of Mental Models

Classroom Management

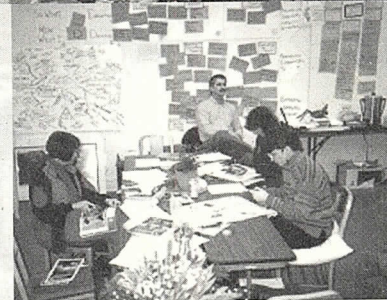
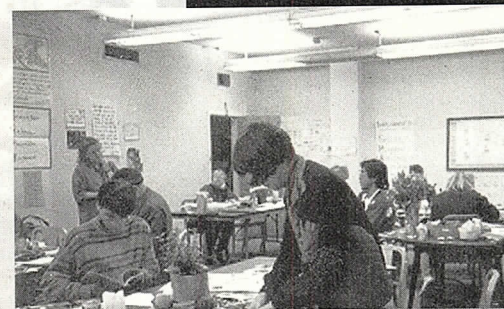
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EDGES

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Statement of Purpose A wave of change sweep-
ing through societies has shaken the foundations of
civilization. Every facet of existence is being chal-
lenged to evolve into new planetary patterns of
knowing, doing and being. The Institute of Cultural
Affairs weaves new relations between individuals,
organizations and communities. At the core of ICA's
work is spirit, sustained by the myths and tech-
niques of many cultures, helping to shape social
transformation. ICA's research, education, organi-
zational change and international linking programs
work together to elicit new planetary patterns.

The opinions in *Edges* articles do not necessarily
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Editorial

Schools and teachers are once more under the gun to change.

Business has its agenda for schools; educational consultants want teachers to shift from instruction to co-learning; the government wants schools to supply math-sci-tech graduates to the high-tech economy; as social and family care structures fall apart, schools and teachers are expected to deal with the gap; parents want teachers and schools to be more open to their ideas and agenda; others would be happy to convert schools into social agencies to care for dysfunctional kids, latch-key kids, teen pregnancies, kids on drugs; add your own examples.

Then, regularly, every five or ten years, the system goes through another grinding change: streaming or destreaming, phonics or whole language, teaching by subjects or learning through interdisciplinary projects, old or new curriculum, back to basics or integrated learning. In the meantime, every agency in creation wants teachers to deal with its issue "just for half an hour a week—not much to ask."

They all have a point. But, in the process, what happens to what many believe to be "the prime directive" of schools: learning?

When we first began to consider an issue of *Edges* on teachers and change, I began to think of what teachers are up against today. As an old "teach" myself who cut his pedagogical teeth in the big baby-boom classes of '50s and '60s Australia, I was curious about how teachers are dealing with this Babel of demands. I wanted to be a fly on the wall in school staffrooms and teachers' coffee klatches, so I could get a good sense of what teachers are talking about. It is clear what every one else is passionate about concerning teachers and schools. My question was; What are teachers passionate about?

Are they cooking up new learning projects for their kids? Are they sharing their latest ideas about classroom management? Are they quoting something from an educational journal? Sharing classroom approaches that are working? Planning a get-together to discuss a particular school problem? Chatting about the next field trip?

Not long after these ruminations, the *Edges* staff was treated to a real boon. We were invited to meet with the coordinating committee of "Creating a Culture of Change," a project of the Ontario Teachers' Federation. We listened to Pierre Lalonde, Ron Hurtubise, Paul Shaw, Mary Beam and others talk with great passion about the initiative. They told us some great stories about teachers across the province who were making improvements to the education system.

What really blew us over, however, was their list of issues making it necessary to change—some teachers acting as mere technicians to deliver programs and curricula created elsewhere; other teachers preferring to remain autonomous and isolated in their classrooms; some passively leaving creativity, initiative and decisions to the bureaucracy; others with great hesitation to risk anything new.

continued on next page

EDITORIAL

continued from page 3

My immediate response to this was, "Unbelievable!" My next reflection was, "It sounds to me like teachers are in pain." My final response was to do my own digging. I interviewed a retired principal, a teacher, and a parent and got a jugful of analysis. I did some background reading, and understood a little more. Afterwards I said, "No wonder teachers have clammed up! No wonder their classrooms are a refuge from the chaos!"

Then I remembered a quotation from Richard Critchfield, author of *Villages*:

"The great divide in the world today is not so much between the rich and the poor...as between those who think that humans can shape their own destiny and those who still believe that one's fate is decided by outside forces."

Many forces are shaping the form of education. Teachers themselves know the issues, the territory, the kids. If

*How can we download
each other's creativity caches
and create proposals, policies,
new experiments,
new ways of teaching?*

they are to shape their own destiny as teachers, they cannot afford to let entropy and outside forces preempt the shaping of the educational agenda.

Once teachers get over the fear of opening up to each other I would expect teacher staffrooms and coffee klatches to be a veritable hotbed of enquiry: How did schools and ourselves get this way? What are the issues? And the issues behind the issues? What can we in this school do to begin to address them? When can we meet to talk about what needs changing? How can we download each other's creativity caches and create proposals, policies, new experiments, new ways of teaching? How

can we collaborate among each other to risk new things? What skills do we need to do this.

This issue of *Edges* magazine is dedicated to the teachers of Ontario as they struggle to catalyse a culture of change among teaching staffs throughout the province. We are most grateful to the Ontario Teachers' Federation for their collaboration in this issue and to the coordinators of the project in making this issue possible, and for the considerable guidance that Mary, Pierre, Paul, and Ron have given us along the way.

Since all 141,000 teachers are receiving this issue, we expect numerous requests to photocopy the articles. We give permission to members of the Ontario Teachers' Federation to photocopy articles from this issue of *Edges*, provided that author, book and publishers' information is included.

We welcome comments from all our readers as we reach the midpoint in our three year editorial theme Adventures in Learning. ♦ —Brian Stanfield



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The Sisters, Faithful Companions of Jesus

Les Soeurs de la Congrégation de Notre-Dame

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and the many individual Canadians who have given generously to ensure the project's success

For further information on the project, contact:

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Limited to 12 participants

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Vocational Rejuvenation

Lifelong learning became a priority for the Institute of Cultural Affairs (ICA) in the 1960s. We devised an innovative teaching philosophy and method known as Imaginal Education. Since then, we have run training schools and community development programs in over 50 nations, continually incorporating new insights and approaches. Imaginal Education is now used in preschools, elementary and high schools, business schools and universities. Central to the approach is the use of images and self-image to influence changes in behaviour. Imaginal Education is, at heart, a process of human development. Contemporary imaginal educators ask the question: How can we revitalize images of who we are and what we are capable of? The individual, experiential question is: What self-image should I reinforce to help me live my life most fully?

ICA has developed three new programs of vocational rejuvenation in the 90s for professional people to reenergize their lives and harmonize with the new realities and trends in the fast-changing work world. The courses rejuvenate your life and creativity by:

- helping you understand how current changes in the world affect your vocation and avocations
- increasing your awareness of your needs, interests, and talents
- developing your efficiency in learning and adapting
- attaining an optimum healthy balance of lifelong learning, working, and playing.

Three new workshops in our Vocational Rejuvenation Series are designed to reenergize you and your work. Learning circles, and individual and group consultations complement the workshops.

THE NEW WORLD AND LIFELONG LEARNING

You will discern:

- pivotal events and trends that are changing the way the world, society and the workplace operate
- the implications of "learning a living" and the new requirements of versatility and flexibility in the workplace
- your optimum ways of learning most effectively
- ways to reenergize your own vocation.

DEVELOPING VOCATIONAL STRATEGIES

This course shows you how to move from ideas and intuitions to actions which forge your vocational directions for the future.

You will:

- actively create a new personal vision for the future
- release the obstacles blocking your vision from becoming a reality
- create new strategic directions for your vocation, new learning balanced life-planning and an implementation timeline
- establish personal growth and support tactics that will sustain perseverance in the process.

LIFE ALIGNMENT

This course will assist you in aligning the many aspects of your life with your vocation:

Using personal inventories, needs and talent assessments you will:

- discover the systems that are integral to you such as: relationships, time, space, budget, family, friends, health, cultural life, civic responsibilities
- evaluate the relative health of each system
- create symbols, a time design and budget for keeping them healthy and aligned with your vocational directions.

ICA Canada Educational Services

IMAGINAL EDUCATION

Teaching through images

This two-day course is for professional educators and adult learners who want active and life-long learning environments for their students and themselves. The course puts the process of image change at the heart of education. You will learn processes for changing images in relation to the world, yourself and your students. You will learn how to use the relationship between messages, images and behaviour in your teaching and learning.

You will learn:

- the relationship between image change and learning.
- how to shift the self-image from being a passive learner to a self-affirming active learner.
- how to create image-changing curriculum events.
- how to incorporate multiple pathways of knowing into learning events.
- the connections between rationality and intuition, between body and mind.
- teaching styles which create an active, intentional learning environment.

This course is for:

- Preschool through High School teachers, University/College professors and lecturers
- Teachers aids and school counsellors
- Adult learners

IMAGINAL LEARNING

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You will explore:

- how learning is a constant, minute by minute, cradle to grave process.
- how to search for new pathways for creative learning.
- how to focus on both internal and external learning processes.
- how to design the next steps in your learning projects.
- how to recognize and overcome the conscious and unconscious internal blocks that frustrate learning.

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During our time together we will:

- Explore strategies for awakening the full spectrum of knowing.
- Discover techniques for nurturing these strategies.
- Enhance your own learning through movement, music and inner work.
- Apply these expanded ways of knowing to developing curriculum for the classroom.

As you explore and deepen your own sense of connectedness you will learn how to foster this sense within your students.

See page 46 for course dates and registration information

ICA Educational Services Faculty

JEANETTE STANFIELD M.A. Education is a learning design specialist. She draws on 25 years of practical research into empowering self-image and human growth. She has taught 2500 people of all ages and cultures and studied innovations in educational theory and practice. She is Director of Educational Services for ICA Canada.

ELIZABETH WRIGHT M.Ed. Adult Education is an experienced teacher, adult educator and trainer. Her specialization is in adult learning, learning styles and integrative small group processes. Elizabeth has trained hundreds of teachers in North America and Europe. She is the President of Cooperative Learning Associates.

BILL STAPLES is the publisher of Edges magazine, and as a practitioner of Imaginal Education since 1971 has developed applications in community development, organizational transformation, and business and administration.

JAN SANDERS BA has 25 years of experience in classroom teaching, education consulting, and community development in multicultural settings. She is certified in Dr. Jean Houston and Dr. Robert Master's Human Capacity Work. She is President of PEOPLEnergy.

PAT SCOTT MED is an adult educator with experience in health care and classroom teaching. She served as Curriculum and Instruction Director for the Singapore American School and collaborated in Education 2000 for the North York Board of Education. She is President of The Leadership Institute.

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Canada

High-Tech Hong Kong

Hong Kong outranks Tokyo as the city of high-tech addicted people with the latest equipment to suit their fast-paced lifestyle. It is the world's highest per-capita user of cellular phones and radio pagers. Even large restaurants use mobile phones and walkie talkies so waiters can keep in touch with hostesses trying to find a free table for their hungry diners. Citybus, owner of one of Hong Kong's main bus transport franchises, has inaugurated the first of more than 300 new "space-age" bus shelters with telephones, bank-teller machines, clocks and four television monitors showing financial and weather information, as well as satellite television channels. The company plans to link its buses to satellites that will relay information about the vehicles to bus-stop screens that will tell commuters exactly when the bus is due—presumably so they can finish a transaction in time. But a recent correspondent from Hong Kong provides a counterpoint to this image of high-tech heaven: "The economic indicators are very high, the political indicators are very low, and the sale of ocean-going small craft is increasing."

IPS, PERSONAL LETTER

The Abominable Cavity

For a science class, one middle-school student wrote this description of the human body: "The body is composed of three parts: the brainium, the borax, and the abominable cavity. The brainium contains the brain; the borax contains the lungs, the liver and the other living things; the abominable cavity contains the bowels of which there are five—A, E, I, O, and U."

PHI, DELTA, KAPPAN

Let Me Count the Ways

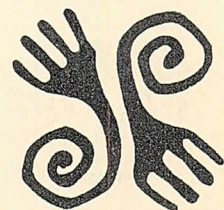
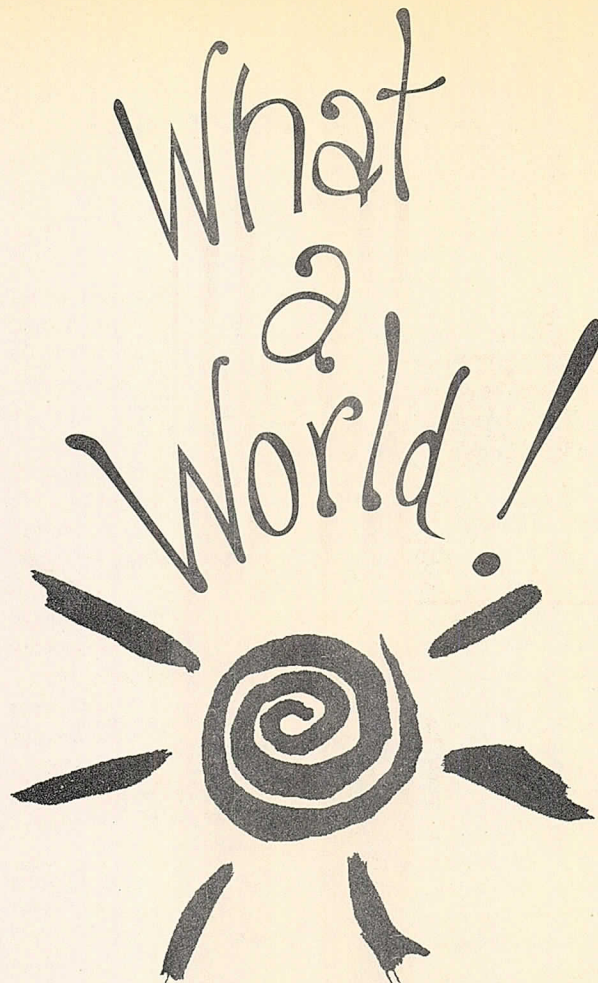
These are the combinations of people who were fighting each other in different parts of Bosnia and Hercegovina in 1993: In the southeast, Serbs were fighting Croats; in the west, Serbs and Croats were fighting Muslims; in the northeast, Croats and Muslims were fighting Serbs; in the northwest, Muslims were fighting Muslims; in the centre, Croats and Muslims were fighting Serbs, and Muslims were fighting Croats; while in the south, Muslims and Serbs were fighting Croats.

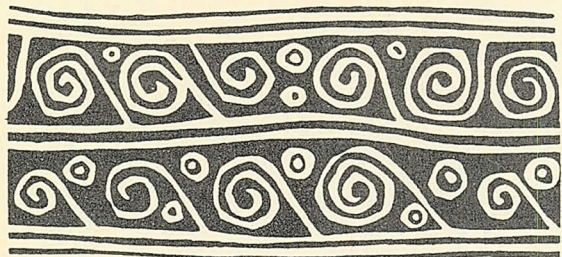
THE ECONOMIST

The Information Highway

Al Gore invented the term, but now the "highway" metaphor has acquired a life of its own, and is running wild, as these quotes show: "Consumers are apt to be blinded in the glare of oncoming technologies." "Towns will need a new 'on' ramp to the information highway." "The information superhighway has swerved into the fast lane of popular culture." (Wonky metaphor). "Regulators are about to raise the speed limit and install check points on the highway." "Computer-disadvantaged people are likely to be to be stranded on the shoulder." "The speed limit will be the speed of light." "But nobody knows how many people will want to go with the flow of traffic." Meanwhile, the American Dialect Society has voted the phrase its Word of the Year for 1993.

THE GLOBE AND MAIL





Medical Bloopers

Anally: Occurring every year
Artery: Study of paintings
Caesarian Section: District in Rome
Colic: A sheep dog
Congenital: Friendly
Diarrhoea: Journal of daily events
Fibula: Small lie
Morbid: Higher offer
Outpatient: Person who has fainted
Terminal Illness: Sickness at the airport
Tibia: Country in North Africa

DICTIONARY OF MEDICAL ILLITERACY

Warship Recycling

Some homeless folk in Scotland will be getting novel housing in the form of a 40-year-old Russian battleship that a Scottish charity is buying and bringing home. The vessel is fully equipped with showers, toilets, kitchens and laundry facilities. It can house 1,500 people.

THE GLOBE AND MAIL

Beautiful Sarajevo

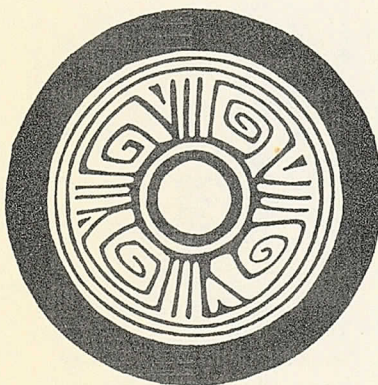
This from a 1993 report from the besieged city: No one eats animal fat anymore, or meat, or cheese, or milk, or eggs. Every resident of Sarajevo is very close to the ideal macrobiotic; ours is a city of slender people, a real model for the troubled West. The secret to a perfect body is living in a city under siege. When combined with rice and well seasoned, everything becomes edible. In spring, summer and fall, leaves found in parks, gardens, fields and hills are used as ingredients. We ate a precious mix of wild imagination.

MIROSLAV PRSTOJEVIC, HARPER'S MAGAZINE

Walk-In Food Forest

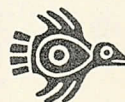
A group of workers on the outskirts of Brisbane, Australia, can now step out of their factory door and into a food forest intended to provide all they need for lunch. A manager at the Neumann Steel Warehouse in Marsden decided against a conventional landscaper for their new site. Instead he employed a permaculture designer, Steve Cran, who has transformed half a hectare of land into a productive food forest. More than forty varieties of food plants, including custard apple, lillypilly, lychee, mango and peanut, have been planted. The workers aim to be able to come to work with a loaf of bread and walk into the food forest to get the rest of their lunch.

PERMACULTURE INTERNATIONAL JOURNAL



Kangaroo: What To Do?

Australia's debate goes on apace about what to do with one of its national symbols, the kangaroos who have been on a breeding spree. What to do? Vasectomize 'em? Eat 'em? Or shoot 'em? Opponents of the eating approach dislike kanga steaks. Those against the vasectomy strategy say the money would be better given to the poor. The Governor-General of Australia, Mr Hayden, said he had tried kangaroo meat and thoroughly enjoyed it. But, said he, if he had his way, the culling would be done with bullets. Mr Hayden said he had even thought about hosting a kangaroo meatfest and inviting some of the media over after a shootout down in the bottom paddock. Devotees of TV's *Skippy the Kangaroo* runs are appalled.



New Zealand's Radical Move

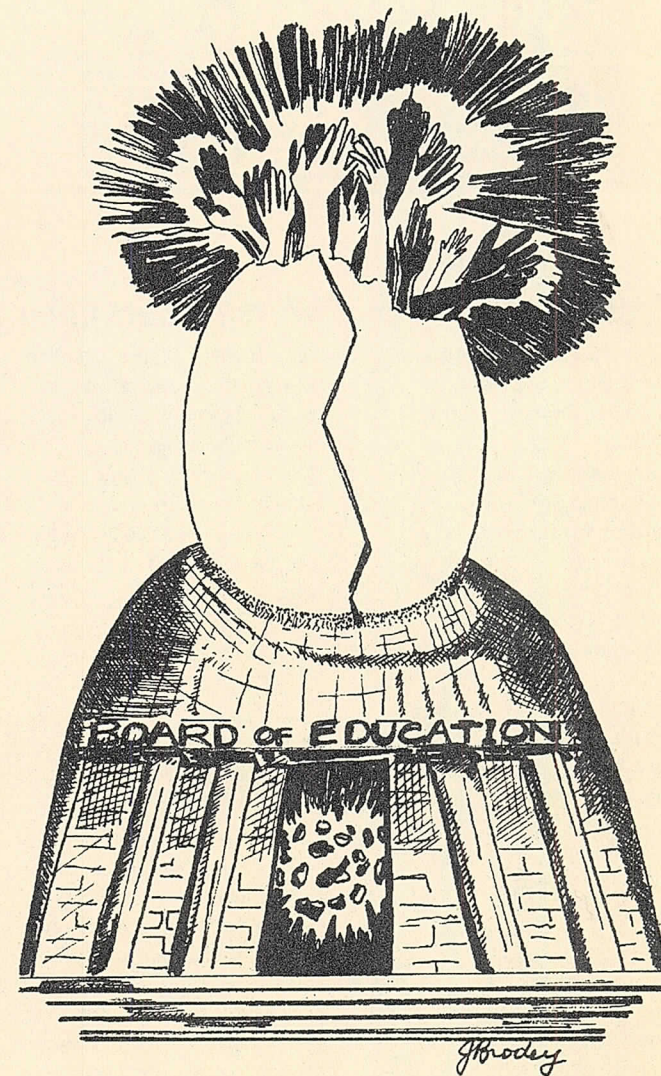
Four years ago, in October 1989, New Zealand did some radical surgery on its education system, abandoned its former system of school boards and set up an education structure that gave responsibility for education back to local communities.

BILL & JACQUI USSHER

A bunch of social issues, different in different places, were pressing heavily on schools and, in particular, on the New Zealand government. On top of that was the revelation of just how much cash was being spent on things other than kids learning. Something had to be done. The tack the government took was to put both the social issues and the money back where they belonged—in the local community, and to give local

communities real autonomy their own schools. In the same stroke of the pen, New Zealand eliminated a large swathe of mid-level bureaucrats, while keeping the (federal) ministry of education.

Newly formed and elected School Boards, made up of people with a vested interest in kids' learning—local parents, local teachers and local people from business and industry—took charge. Today, a school board is made up of five parents, the principal and one teacher. In this partnership between the school and local citizens, the main out-



comes are determined by the local principal, the school staff and the Board of Trustees. Not only that, but each school in New Zealand boasts its own charter stating, within the guidelines set by the government, what the school is about and what its mission is.

Responsibilities in the new structure are carefully al-

located. The school is responsible for the hiring and firing of staff through a subcommittee of staff members and trustees. Principals are hired by the school trustees, who can look anywhere in New Zealand, though in most cases, they choose a principal from the local area. For their part, parents are responsible for getting the kids to and

Tailoring Change to the Sub-Cultures

from school. Most schools have open-door policies for parents who can often be seen in numbers chatting in and around the school before and after class hours.

In the new system, parents can choose the school for their child. The onus on the school is to market a good program to new parental clients. If the school in question is not producing the goods, parents are free to take their kids elsewhere, where alternatives exist.

Accountability is, first of all, to the Board of Trustees, then to the parents, and then to the Ministry of Education who sets the curriculum and sends review groups to schools to see how both local policies and curriculum are being implemented.

So, after four years, how is the new approach working?

The new system works best where there is a keen principal who ensures open communication channels, especially to the parents, and who actively supports change. Where the trustees carry out their function of setting policy, and the principal and teachers deal with the day-to-day running of the school and the teaching, things go very well.

It works worst where either the principal or the parents try to dominate school operations, or where each of the parties tries to usurp the functions of the other. Not ev-

eryone has been instantly won over to the new way of doing things. Some principals, inured to the old system, find the change too much and cannot cope.

The new approach does mean more work for teachers. In addition to preparing, teaching and assessing, teachers are taking on additional work loads: they write policy proposals, set budgets and purchase equipment. After school, there are phone calls to make and running around, or participation in special committees dealing with music, sports, or other activities.

Overall, teachers are clearer about their role, and more focussed on their work. In addition to the national curriculum requirements, each school works through its own policy for each curriculum area, which means more committee meetings for teachers, and lots of sharing and planning together among teachers.

On the whole, the new arrangement works remarkably well—the curriculum is set nationally and applied locally; the local Board of Trustees is concerned with school policy; the principal and teachers are in charge of the learning and the nuts and bolts of school administration. ♦

Bill Ussher is a Vice-Principal from Hamilton, NZ and Jacqui is a teacher in the same city. They taught in Ontario in 1993 as part of a teacher exchange program.

We may behave collectively

but it is as individuals

that we appropriate change.

MICHEL SAINT-GERMAIN

If change within an organization is to be freely chosen and not forced down people's throats, certain conditions must be met. In particular, those charged with implementing change need to be aware of some general principles.

The classical model of change contains three phases: first, people become aware of the changes needed and why they are necessary. In the second phase the change actually happens; while in the third phase, the change is consolidated and integrated with the life of the organization.

I want to suggest two guiding principles to anyone involved in the change process:

1. People have to be made aware of the need for change.
2. If we want to adopt a culture of change, we have to work in the ballpark of values.

Cognitive mapping reveals two more useful principles:

1. Each individual interprets change differently. We have to get the horse before the cart. We have to say what the projected change means, before getting into strategies and tactics.

KINKS & LINKS

LEAKY MARGINS

2. If the change is to be more than a one-day wonder, each person needs to grasp individually why the change is important; and the change coordinators have to let people choose their own ways to put the change into action.

In this connection, sub-cultures play a highly significant role. A person always shows up as part of an informal group which reacts collectively in a certain way to the behaviour, norms and values of the dominant culture. Different sub-cultures react in different ways. It's a common mistake to think everyone shares one mainline culture, when, in fact, people's behaviour stems more from the sub-culture to which they belong.

Most of the time, the dominant organizational culture is bracketed in people's imagination: it is recognized in words, but not in deed. When it comes to everyday action, communication, exchanges, and feedback, the sub-culture is the arbiter of norms and values.

Figure 1 shows seven possible sub-cultures according to the way they adhere to and operate out of values.

1. Promotion sub-cultures comply fully in their behaviour with the demands of the dominant culture of the organization. These people are fanatically loyal to the organization. They are true believers in its goals and philosophy. Their attach-

ment to the dominant culture is so great that they will brook no argument that would question its existence.

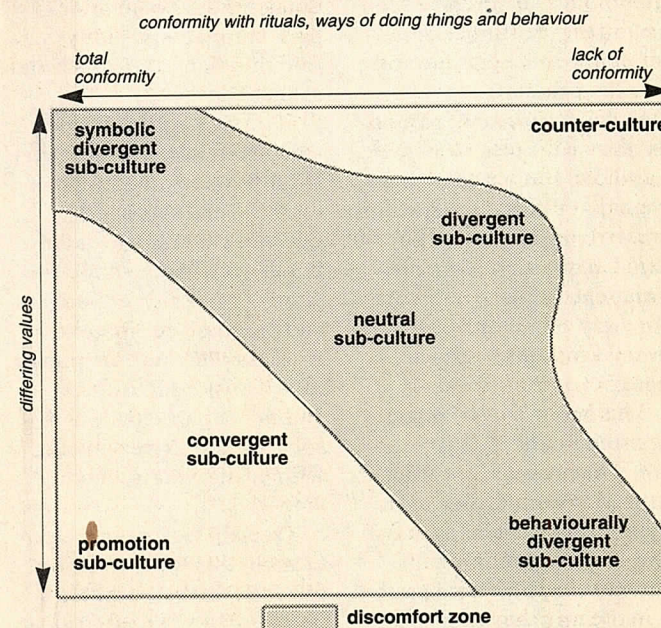
2. Convergent sub-cultures, while conforming in principle to the dominant culture, at the same time develop a culture of their own acceptable to the dominant culture. While following the broad directives of the organization, they find ways to manoeuvre to develop a somewhat divergent value system, which is not incongruent with the dominant culture.

3. Neutral sub-cultures sometimes conform to the dominant culture, and at other times to their own sub-culture. They may pay lip service to the organization's values and beliefs, or they may adopt a neutral stance. They tend to opt for the minimum possible—just enough to be tolerated by the dominant culture, to avoid jeopardizing their own existence in the organization.

4. Symbolically divergent sub-cultures conform to required behaviour as long as it is professionally or ethically acceptable. They are tolerated as long as they don't flaunt their position, or go public with it. These groups, in fact, do what they are supposed to do, but don't believe in it.

5. Behaviourally divergent sub-cultures go along with the vision of the organization, but not the required behaviour. They have developed their own norms and

Figure 1: ANALYTICAL MODEL OF SUB-CULTURES



ways of doing things. They are accepted by the organization as long as they show a positive balance: that is, the sum of their contributions must exceed the sum of the trouble created by their non-conformity.

6. Divergent sub-cultures conform less to prescribed behaviour and tend to withdraw from any association with the dominant culture. They have their own vision and their own system of values and beliefs. They adjust their practices and ways of doing things accordingly. Although they deviate from the dominant culture, they

present no formal opposition since they tend to stay in the background.

7. Last is the counter-culture which runs contrary to the dominant culture. Its members do not stick to the dominant values and behaviours; instead, they develop their own.

Counter-cultures actively assert themselves through a confrontational style. They not only do not believe in the organization's values—they even suggest other courses of action.

When we speak of change strategies for schools

The Thief of Creativity

TANIS HELLIWELL

and teachers, we need to be aware that every school contains cliques and clans representing these informal sub-cultures. The problem is that change strategies are often generalized. We assume that they will apply to schools as a whole. But we need to be aware that different sub-cultures will not necessarily be stirred by the same message or approach change in the same way. So we must use several kinds of messages and strategies at the same time.

This leads to three operating principles:

1. The message must be adapted to each sub-culture. If the sub-cultures cannot be united in a common vision, they can create a basic harmony in the way they appropriate the change.

2. When change takes place, it is important to emphasize the anticipated benefits for each sub-culture.

3. Individual members of a sub-culture have to experience the message of change personally.

The '90s will see many changes in structure, content, working conditions and staff turnover. To be effective, change promoters will need to tune their message to the panoply of subcultures. ♦

Michel Saint-Germain is on the Faculty of Education at the University of Ottawa. He conducts research into training and administration, and coordinates teacher training.

It is an unfortunate fact that many decisions made in organizations are being driven by fear. The strange thing about fear is that even irrational fears appear rational. When we are fearful, our emotions are imbalanced, and our perspective has gone out the window. We look at the things not going right and extend them into visions of doom.

Fear also colours perception. It has a clinging quality which colours everything we look at a murky grey. When we are fearful, we see the glass half empty, instead of half full, and look for supporting evidence for why we can't get what we want.

Fear can make us angry at others whom we view as the reason for our lack of movement toward a goal. Fearful people tend to see leaders as tyrants, so they seek revenge in the coffee room by defaming the feared one's character. If we have a tendency to passivity, then fear makes us sink even further into ourselves and become self-pitying and de-

pressed. In that state, we are all too willing to accept the label of victim, and wall in thoughts of deprivation. The end result is lethargy, which comes from holding back from taking action to achieve a goal. We hold ourselves back from doing something we really want to do; but we fear that someone won't like us, or that we'll be fired, or that we'll fail. In so responding, we deny ourselves what we could become.

The negative effects of these fears in organizations are self-evident. Fearful people do not do their best work. If you are spending your time and energy watching your back, covering your ass, playing it safe, and falling in step with someone else's idea of what is important, then you are not fulfilling your creative potential. Not only are you miserable as an individual, but the school is getting only a fraction of what you could give if you weren't controlled by your fear.

Hertzberg found two reasons why people work: intrinsic motivators and extrinsic factors. Intrinsic motivators are things that make us grow, feel productive, and learn—like challenging work, personal learning and growth, and pushing our boundaries. The extrinsic ones, on the other hand, make our life comfortable and safe. They give us job security, a comfortable routine, society's approval and, maybe, a good income—items increasingly difficult these days for organizations to promise. Hertzberg discovered that no number of

extrinsic factors would give us happiness or purpose in our life and work. Only intrinsic motivators can do that. However, without extrinsic factors, we may experience severe discomfort.

I believe there is an evolutionary tendency for people to move towards intrinsic motivators. If organizations give people an opportunity to do challenging work that they personally value, they will have an incredibly dedicated and creative workforce. People today are not asking for a million dollars (except some CEOs), or to be a top gun at age 21. Their goals are, on the whole, reasonable and in keeping with their innate talents and interests. It is not that people are asking to be different from what they are, but to be more fully who they are.

Recently, I heard Tom Peters say, "If you haven't been fired by age 30, you're not pushing your boundaries." This is a time for individuals to push their boundaries and seek to move beyond their fears to ask for what they need. It's also time for organizations to encourage this and not fire these people as they might have done in the past, when they would have labelled such behaviour as "undisciplined, rebellious, not following rules." Organizations must ask themselves whether they want robots who fall into line, or creative thinkers. ♦

Tanis Helliwell is a Vancouver-based consultant.

Moral Change Agent

Jaded Solitary

M *of* **Masks**

Schoolmarm

Teachers must emerge from the isolation of the classroom.

Innovator

This will require changes in teachers' self-images and in society's expectations.

MICHAEL FULLAN

*Michael Fullan was born in Toronto, and graduated with a Ph.D. in Sociology from the University of Toronto. After 19 years at the Ontario Institute for Studies in Education, he became Dean of Education at University of Toronto in 1988, with a mandate to reform teacher education, which he and his colleagues are now in the midst of doing. In 1990, he received the Award of Excellence from the Canadian Association of Teacher Educators, and in 1993 he won the Colonel Watson Award for Outstanding Curriculum Leadership in Ontario. He has published widely. His most recent book is *Changes Forces: Probing the Depths of Educational Reform*, Toronto: Gage, 1993.*

In the last half of the 19th century and into the 20th, when schooling was not universally available, the main image of the teacher was the schoolmarm. Most teachers were women, and their conduct was restricted by the many rules of a strong community morality—they couldn't be seen in taverns, for instance. Teaching, which had not yet become a profession, was focussed on order, discipline, character, and the transmission of the values of the day. Teachers had a carefully defined, conservative role, looking after children, teaching them some basic skills and values. The one-room

school covered a whole range of needs of students even though few resources were available.

From the 1930s onward, universal schooling gradually established defined requirements for who had to go to school and for how long. In the pre-war period there was an emerging emphasis on a progressive curriculum, along with corresponding qualifications for teachers, including college and training. The driving force behind the requirement that all children receive a basic education was a democratic attention to the rights of individuals through "child-centred learning."

the

Martyr

Teacher

Guardian of Democracy

Lifelong Learner

Good citizens needed an education. The school system was, somewhat naively, considered the forum for developing a democratic citizenry while allowing individual needs to flourish. Teachers were seen as the **guardians of democracy** although the truth was that the “hidden curriculum” often maintained a stranglehold on the values of obedience and uniformity. Citizenship and social development goals were articulated and formulated through the progressive agenda by Dewey and his followers. From this increasing consciousness about their societal role, and from training in how to deal with curriculum, teaching emerged as a profession.

The progressive movement was amplified in the late '50s and throughout the '60s, driven by post-war production and modernization. Symbolically

launched by the flight of Russia's Sputnik in 1957, people began to say, “Innovation, science and technology are all coming on a large scale, and North America is lagging behind.” Therefore, all through the '60s, **innovation** was the name of the game. If you wanted to be on the leadership side of your craft, at the elementary level, you had to have team teaching, open plan schools, individualized instruction and a non-graded classroom. At the secondary level you had to have strong curriculum development efforts in new math, new approaches to science and biology, and so on. The implied dream of education, with the backing of innovation and modernization, was of a non-graded system where everyone would be equal. We all more or less thought an educational utopia would save the day, if we just stayed at it.

Unfortunately, there was no careful development work on the ground. There was little clarity and limited teacher training. It was a progressive movement run wild. And even though many teachers considered themselves innovators most of the ideas came from outside, generated by academics, backed by government policies, and driven by the powerful image of modernization. The Hall-Dennis report in 1968 was a good example. Even though the report was intended as a watershed or a symbol, people read a lot into it. A great number of schools were built with architectural specifications of openness—a vague philosophy with no details on how to operationalize it. Teachers were driven by an image of innovation, while academics supplied a general rationale and some framework ideas. When you really tried to use the ideas, there was no detail. There were missing links and a lack of rigour to test whether they would really work. We had run with the philosophy too quickly, without skilled implementation. It was bound to fail. And when it did, the teachers were left holding the bag.

From the early '70s to the mid '80s we entered a period of cynicism and discouragement. The wind had been taken out of the optimistic sails of a half generation of teachers for whom innovation hadn't worked, and the '70s felt somewhat **jaded**. Teachers who had been burned too often said, “We're going to be a lot more careful in the future,” and toiled away on their own. In 1970, John Goodlad wrote his prophetic book, *Behind the Classroom Door*. Teachers began to withdraw even from exposure to wider ideas of innovation. They retreated partly into themselves and partly into their foxhole-like classrooms. To make matters worse, there was a surplus of teachers and enrolment declined.

By the 1980s parents, the media, policy makers, employers and many teachers had developed a strong feeling that the educational system was failing. The general public was increasingly dissatisfied not only with its performance, but also with its lack of accountability. With these very public demands for accountability, teachers

ESCAPE FROM DIALOGUE I

The Escape from Dialogue series accompanying these articles provides perspective on ourselves and the people we work with. The text is taken from *Enneagram Transformations: Releases and Affirmations for Healing your Personality Type*, by Don Richard Riso. Published by Houghton Mifflin Company, Boston, 1993.



Motivators are adaptable and ambitious. They try to escape from their fear of being rejected by seeking the affirmation of others through personal excellence. They see themselves as competent and worthwhile, although to others, they may seem attention-seeking and arrogant. To project an image they believe will be more desirable, they disown their true self, losing touch with their feelings and any sense of who they really are. **Helpers** are caring and generous. They try to escape from their fear of being unloved by constantly doing things for others. They see themselves as thoughtful, well-meaning, and generous, although others may sometimes see them as intrusive and self-deceptive. If others do not give them the love they want, helpers become caught between feeling love and repressed rage.



Peacemakers are receptive and optimistic. They try to escape their fear of separation by creating an “environment” that will nurture them. They see themselves as undemanding, uncomplicated people, although others may feel that they are complacent and neglectful. They refuse to look at anything that contradicts their idealized world view, ignoring difficulties until others are forced to solve them. *Reformers* are rational and principled. They try to escape from their fear of being condemned by striving to be perfect. They see themselves as fair, reasonable, and objective, although others may see them as rigid, dogmatic, and overly critical. If they see others do not share their idealism, they increasingly become unable to control their anger about having to do everything themselves.

easily saw themselves as **martyrs** appreciated by nobody, bombarded all the time, inheriting society’s problems without the resources to address them, and then being blamed for failing. After 20 years of accumulating social problems, the door to the classroom was being beaten down, and teachers could no longer retreat behind it. Demographic trends were driving family problems, youth violence, crime and drugs. Growing multicultural diversity and a declining economy added to the challenge. Teachers were overwhelmed with the size of the problems and with the criticism for not being able to solve them. To add insult to injury, they felt their work under such difficult situations wasn’t appreciated.

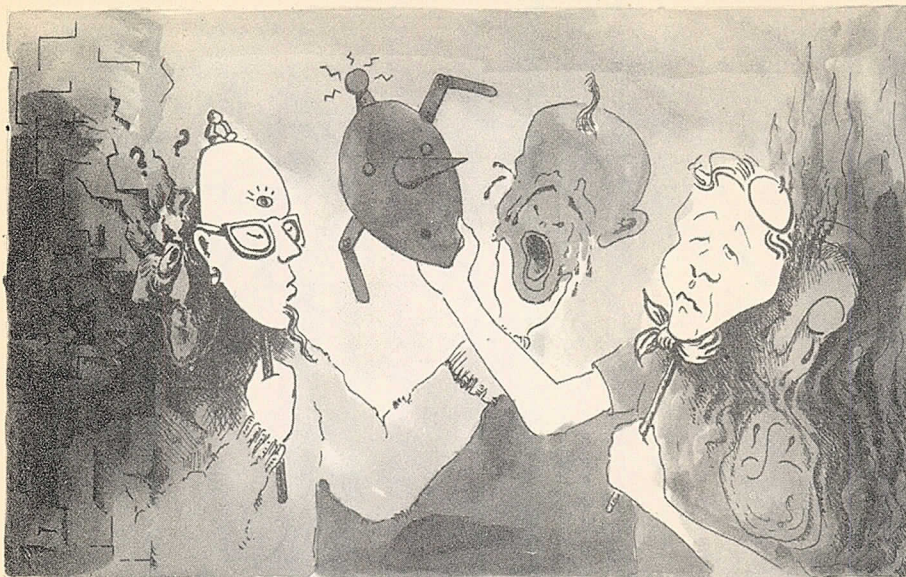
On the flip side of this negative self-image was the increasing professional-

ism of teachers. More people who wanted to teach had higher academic qualifications and experience. Training and qualifications had increased, and salaries had risen considerably. In the past, when the pay was low, you had to sacrifice to be in the profession. But with better financial compensation and a sense of moral purpose among many entrants, there was no shortage of mature teachers, in spite of the increased stresses due to the nature of the job.

Today, the knowledge base required of teachers has increased enormously. With Howard Gardner’s work on multiple intelligences, for instance, teachers realize that knowledge must be constructed and connected with a variety of learner needs. In the ’60s we developed a curriculum and delivered it. Today, we get the learner to look out-

ward to a massive knowledge base. Knowledge is backed by instant access technology, CD-ROMs, interactive media and telecommunications. In the ’60s, academic knowledge was seen as something to be mastered (although only a minority did so). Today, cognitive science has brought us deeper into “teaching for understanding.” Higher order thinking, reasoning and problem-solving skills, ability to work in teams and manage conflict, and habits of continuous learning are seen as essential for the student of the ’90s.

It is now vital that teachers have ways to assess and monitor the performance of students in a radically different way. We have had to develop portfolio assessments, authentic assessments, benchmarks and other ways to monitor whether students can



Thinkers are perceptive and original. They try to escape from their fear of being overwhelmed and powerless by focusing on specific areas of life which they feel they can master. They see themselves as intelligent and profound, although others may see them as too intense and strangely detached. As they become convinced that they cannot cope with people or with practical life, they retreat into private mental worlds. *Artists* are intuitive and individualistic. They try to escape from their fear of being flawed and defective by throwing themselves into their feelings. They see themselves as sensitive and intuitive, while others may see them as overly touchy and too ruled by their feelings. Artists believe that they will find a solution to their emotional turmoil by endlessly replaying their problems in their imaginations.

demonstrate and use their knowledge. This ability to monitor and assess performance is very different from just setting an exam or preparing report cards. A more current image of the teacher is the **lifelong learner**, or the **continuous learner** or **reflective practitioner**, because the information is so demanding and keeps growing year by year. The lifelong learner continually thinks, processes new knowledge and monitors students as active learners. It is no longer sufficient for a teacher to acquire a very strong body of knowledge and then try to teach it while keeping up with new developments on the side. Teachers who aren't active learners themselves can't help their students become active learners.

The new image of the teacher, just around the corner, is the **moral change agent**, who has the ability to acquire new knowledge and work with change continually, all the while committed to making a difference in the lives of students. Teachers are expected to create a climate conducive to that kind of

work and to plug into wider learning networks, some of them electronic. Teachers are expected to help shape as well as work in collaborative organizations and specific partnerships.

There is an important distinction between the lifelong learner and the change agent. Lifelong learning often refers only to keeping up with new knowledge. The change agent is a lifelong learner, but sees the teacher's role in broader terms. The change agent teacher interacts with society, working with parents and agencies in different ways. The interaction may be on a small scale with parents or within the community, or on a large scale with global trends in new kinds of information and new developments in science. In this new context accountability means working with other agencies to solve problems, and being able to explain what you are doing. The teacher now has a much less confined professional role.

Breaking down teachers' isolation from behind the classroom door and

out into society is a major trend in education today. In this new collaborative work culture, teachers must work with each other more than ever. Schools and society together must address the social factors of language, instability and violence that make it difficult to both work and learn. Social and community problems are not just the responsibility of any one agency, so teachers and schools are becoming more related to communities and community agencies. Parents and communities have to be reorganized for learning while schools are redesigned.

The future of teaching as a profession is at a crossroads. Despite innovative periods in the past, there has always been a strong undercurrent of top-down reform—teachers on the receiving end of policies and program established elsewhere. Teachers will be required to work out solutions at the grass-roots level in the context of a much wider, deeper and constantly changing knowledge base, and in partnership with colleagues and other constituencies. Mixtures of bottom-up and top-down forces and strategies will be essential.

This new way of interacting will cause changes in the working conditions of teachers. Since there will be no significant new money, new designs will be necessary that "create time." We may have to trade off larger groupings of students for certain activities in exchange for more time for teachers to prepare and assess what they are doing. New advances in technology and teaching methodology like cooperative learning will enable us to achieve economies of scale. Working individually and together in real time over the course of a day will become the norm.

Teaching is not yet a full profession. Changes in the self and societal image of teachers will be required before teachers are in a position to act as "moral change agents" with authority and expertise. Change in image must be part and parcel of change in the substance of work. Bearing in mind the good of all students, and recognizing the essential causal link to a quality teaching force, our school system can become a model for the future. ❖

Creating a Culture of Change

A new initiative by the Ontario Teachers' Federation is empowering teachers at the local level.

NINA BASCIA

In Ontario, as elsewhere in North America, teachers typically spend their work lives isolated in classrooms. They have little opportunity to learn from other teachers, discuss their concerns, understand how their schools work, develop a response to a common problem, or participate in administrative decisions affecting their work with students.

In 1992, the Ontario Teachers' Federation developed the project "Creating a Culture of Change (3C's)" to turn this situation around. Through the 3C's initiative, teachers can invite a trained facilitator to help them begin

The Electronic Village

The Electronic Village is an electronic bulletin board moderated by the Creating a Culture of Change initiative of the Ontario Teachers Federation. It allows teachers across Ontario to send messages to each other and participate in discussions on a wide variety of topics. Here is a small sampling of the thousands of messages logged on the Electronic Village. They are selected from a conference dealing with school and community relations—one of several conferences in “the Village.” Edges expresses its thanks to coordinator Mary Beam for making the conference log available.

the process of collaborative work with other school staff. Through a computer network, the Electronic Village, teachers can share learning strategies. The 3C's initiative promotes innovative program ideas across the province through print and other media.

The 3C's initiative is one example of a broad trend in North American schools to increase teachers' capacity to make informed decisions about what goes on in their classrooms and schools. Teachers' federations have taken the lead in many of these efforts to “professionalize” teaching. What's unique about the 3C's initiative is that teachers, not 3C's staff, decide what school issues are important and what to do about them. Teachers, not academics or other “outside experts,” coordinate the initiative and serve as trained facilitators and electronic network moderators. Facilitators and the electronic network are widely available to teachers across the province, from Kenora to Cornwall, from Windsor to Moosonee—not just to a single school

TOPIC: TEACHERS AND PARENTS

Mississauga

21 February 1993

We have just finished our grade 8 Parents' Night. In previous years an invitation has been sent home with grade 8 students inviting them to the parents' night at our high school which happens to be adjacent to the senior elementary school attended by the grade 8s. Normally few parents attend; many times the staff has outnumbered the parents. This year we tried something different. The grade 9 teachers phoned every grade 8 parent and invited them individually. It was “standing room only” that evening. Maybe it was because of their interest in Transition Years, but I suspect it was the personal invitation that did it. But I must say that I was disappointed with the format of the evening—it seemed we spent most of the time talking at the grade 8 parents. I'm looking for an alternative format for the evening. Any suggestions? What's done in your community?

board or region, or to a select few.

It's important for teachers at a school to work together to develop programs and curriculum that work best for their students. Through the 3C's initiative, school staffs have worked on interdisciplinary curriculum development; they have got parents and community involved in student learning; they have catalysed shared decision making and cross-school collaboration on curriculum. In schools where collaborative work is new, outside facilitators can ini-

Prescott

Sunday, 28 February 1993

My colleague and I ran two evening sessions for parents of grade 9, advanced-math students. We used co-operative learning strategies to teach the parents about kids' learning styles, math content and teaching, and then used homework as a theme to bring this together.

Thunder Bay

Sunday, 6 June 1993

I was reading a most interesting article about a school in Alaska that used voice mail to connect to parents. Each day, each teacher made a one to three minute message on an answering machine. The message said what the class had done that day, and told of visitors and special events planned for the week. It also said what the homework was. The parent could simply listen to the message, or respond to the teacher afterwards. The upshot was a sixfold increase in calls. As a teacher, I think we're always looking for big events to share with parents. It's the little things that we should be concentrating on, for that's what parents are interested in. I love this voice mail idea. But is it attainable? Maybe I'm dreaming to think this is realistic.

Toronto

8 June 1993

Would your school consider investing in a cellular phone? Teachers could share its use. They could have students call their parents after achieving a breakthrough or doing something special. The student feels good, the parent feels wonderful and gets some real knowledge about what is going on in class. Perhaps the school could justify the phone for field-trip safety since not everyone would approve of the "luxury" of a phone for teacher use.

Burlington

23 June 1993

It's good to talk to parents, but we can also involve students in talking to parents with us. Another thing we can do is to find ways to have parents talk to each other at the school. There is little opportunity to hang over the "back fence" and learn about the community standards and practices. Maybe schools need to sponsor back-fence chats so that we all get to know each other.

tiating discussion and suggest some organizational strategies. When teachers work with a facilitator to select a project and implement it, they learn in the process to conduct research, set priorities, share responsibility, and form new lines of communication within their schools.

Although facilitators help link teachers with resources outside their schools, their main task is to foster leadership among the teachers themselves, to remind teachers of their own competence, and to help them develop their

Mississauga

9 August 1993

I really love the idea of getting parents together so they can compare notes about how to help their students perform their responsibilities well. I wonder if we'd just get the folks out who want help and not those parents who are achieving success. I think I might suggest the idea at grade 9 parents night.

Thunder Bay

10 August 1993

Hi Bonnie,

I don't think any parent (or few anyway) would admit to wanting help. But the idea of giving them time to network as part of a classroom meeting to discuss programming, whole language, family math, etc., would be cause to get them together. So the networking between parents would only be part of the agenda. Besides, (smile) who are we to suggest they all need help?

own leadership skills. And because school principals are interested in working differently with teachers, facilitators also need to help them learn new skills and behaviours.

A facilitator needs training in how to find out what makes a school really tick—its history, staff dynamics, important issues—and in how to develop a trusting relationship with school teachers and administrators. It's exciting when a school staff begins to work together on the issues they know are most important, because tremendous energy is released and the potential for further change and growth can seem unlimited. But while facilitators get a great deal of satisfaction out of their work, they really want to work themselves out of a job.

Teachers also benefit when they can talk to the staff in other schools.

Hagersville

2 December 1993

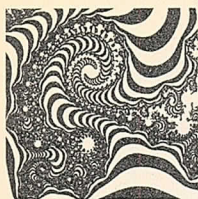
We have two unique and separate communities sending us their kids. Six Nations Reserve is right next door and we have the biggest native population in the country (300 native students). We have had parent-teacher nights on the "rez." Perhaps this is an option for some communities in which parents may not be comfortable coming to the school. They may feel more at ease in neutral or friendly territory? I have also talked to some teachers who make Home Visits. Certainly lets you know what may be happening to your pupils when they're not in your classroom.

(more on page 30)

Reading and contributing to focused English, French and bilingual "conferences" on the Electronic Village allows teachers to form professional communities around the topics important to them. There are conferences on such far-ranging topics as student assessment and evaluation, developing interdisciplinary curriculum, linking school and community, school leadership, teachers as researchers—and many more, including a "lounge" where participants can chat, tell jokes, and just hang out.

Over sixty-five hundred teachers, school and board administrators, and other educators from all over Ontario have signed up. The volume of messages increases every month. Participants can ask for help in finding resources or materials, request feedback on situations they describe, discuss the consequences of their new activities, debate the merits of what they are reading, and develop new levels of understanding.

On the Outcomes conference, for example, one teacher shares how portfolios are used in her school: "You raise a shared concern about the use of port-



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capacities
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& program design

Expand your curriculum to include the full development of human capacities

Infuse your regular planning with the spirit of creativity

Weave creativity into the visioning process

Jan Sanders is certified in Dr. Jean Houston's Human Capacity Training Program and Dr Robert Master's Psychophysical Programs. She is a 20-year practitioner of ICA ToP (Technology of Participation) methods.

Call for a schedule of public workshops or for private consultations.

PEOPLEnergy

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The Labyrinth of Consciousness

Drawings, paintings, constructions and a video by Ilona Staples (graphic designer for *Edges* magazine and ICA Canada) explore the journey of the psyche through the metaphoric labyrinth.

Art Exhibit April 1-27

First Unitarian Congregation
175 St. Clair Ave. W. (near Avenue Rd.)
Toronto
Hours: Mon-Fri, 9-4, and Sun, 9-1

Opening /video presentation

Thurs, March 31, 7:30-9:30 pm
at First Unitarian Congregation

Video presentation

Saturday, April 23, 7:30-9:30 pm.
Call for location.

For further information, call Ilona
at (416) 693-5091.

folios in student assessment. Some secondary people are already into this. One math teacher has his students place some piece of work in their 'folder' each week. Science lab reports can also fit into this process as they form a regular pattern of student skills, behaviours, knowledge, and attitudes. One of our program consultants made an excellent suggestion to include parents' feedback in the student's portfolio. The co-co people already include the employers' comments in the student assessment process. I wonder how portfolios fit into the program of provincial testing?"

On the Community conference, a teacher asks how he can broaden his role: "I'm a new grade eight teacher at a senior school for the first time. In my former career I had the opportunity to sit on a community network as a representative from an independent social service organization. I was always pleased to see representatives from the local schools attending our monthly meeting to discuss community issues and inform us of the initiatives they were making on behalf of their students. Now that I'm in teaching I would like to explore what role I may play in similar groups where I am working. I would hope this conference might inspire me to make contacts in the community and remind me of the important role schools could play in such associations. I look forward to future discussions here!"

With increasingly sophisticated software, the Electronic Village will soon let educators even in remote areas send and access large documents and even graphics across the phone lines. But even in Ontario's big cities, teachers who rarely get the chance to talk with other educators can check in with their colleagues at their leisure.

By working to help establish "professional communities" focussed on real kids in particular school settings and formed around teachers' particular interests, the 3C's initiative provides some of the infrastructure necessary to change teaching from an isolated activity to one that is enriched by opportunities to talk, plan, and learn with other teachers. Increasing teachers' profes-

TWO HEADS

You know the expression "Two heads are better than one"? Well it's true when it comes to teaching.

It began when split grades brought me in close contact with another staff member. We both had to talk about how the grades would overlap and before we knew it, our talking had developed from perhaps getting together for a subject to deciding to take a day to work on it. With the support of our principal, we occupied adjoining rooms and removed the closet between us. This allowed free access between the two rooms without having to move down the hallway in order to get to each other.

We are now in our fifth year. The profession is undergoing many changes and this team-teaching approach has been a wonderful haven for us. Stress and uncertainty have been minimized due to our sharing the day. We no longer enter a classroom all alone. Teaching has remained fun and we both truly believe that the children placed under our care are getting, by far, a much better education with both of us than they would ever get with just one of us. We highly recommend that everyone give it a try because it is true—two heads *are* better than one! ♦

—Patty Pluss, Kiwedon P.S.,
Sault Ste. Marie

sional expertise and delegated authority in schools takes time and sustained support. But the Creating a Culture of Change initiative works step by step, teacher by teacher and school by school, to let teachers develop the skills and the experience to collaborate on school programs and processes. ♦

Nina Bascia teaches in the Faculty of Education at the University of Toronto and works with teachers' organizations who sponsor professional development initiatives in Canada and the US. She serves as consultant and evaluator for the Ontario Teachers' Federation's "Creating a Culture of Change" initiative.

No Teacher is an Island

PIERRE LALONDE

We will know that the new culture has emerged when teachers consider it unprofessional to work in isolation.

When I began teaching 30 years ago, we would hear the "experts" say, "We know what's good for the kids and we'll tell you how to do it."

When you hear that message over and over again, you begin to get a certain diminished perception of yourself as a teacher. You start to say, "Aw, don't bother me anymore. Just tell me what to do and I'll do it." In this atmosphere, it is not surprising that we all began to feel like mere technicians.

We were given a teaching guide that told us day by day what we were supposed to be teaching, and we were expected to stick to it. If the inspector came on a particular day, we were supposed to be at page 94 in the history book. This top-down approach served to breed dependence on someone else, and on the textbook. If you broke away from the passive technician role to develop your own little classroom initiative, it was something you wouldn't dare tell anybody else. I remember once being told by my principal, "If you decide to try any of those things, make sure you close the door." So, if you wanted to risk a creative new experiment, you just closed your classroom door and did what you had to do.

This kind of culture told us: "This is the way you're supposed to behave; other people will tell you what to do and provide the resources, the recipes and textbooks; you're the technicians, so just do it." And teaching is supposed to be a noble profession! But,

alas, too many teachers over the years have been absorbed by that debilitating culture, just as too many schools have got stuck in following recipes not of their creation. They have not dealt at all with the need for creative change.

But teachers are much, much more than technicians. If "technician" is the old image, the new image must be that of "collaborating professionals." Teachers are excellent in the classroom, but they have to come out of the classroom and learn to work together. This will mean a significant change in the culture of teachers and schools.

If we could just start talking to each other about this issue, we could share elements of what may be some of the answers. But here we run into another block, and another image that has to change, the insularity of teachers. This is the image of the teacher as autonomous and isolated within the four walls of the classroom. Now is the time for these walls to come down. The new culture of change we are working to develop will not happen unless teachers come out of the classroom and start talking to each other, start struggling with issues and working together to solve them.

The facilitators of the Creating a Culture of Change initiative are trying to get teachers to talk together, to dialogue about and develop some of the needed skills and attitudes. If we told each other about the great autonomous

things we were doing in the classroom, we would be much better off. We will know that the new culture has emerged when teachers consider it unprofessional to work in isolation.

Now, change is not something that happens to you every ten years because someone at the top decides the education system should change. We want change to become a part of the culture of teachers so that it gets into their bloodstream, so that teachers are always preoccupied with the questions, "What are we doing? Why are we doing it? Can we do it better?" We want the questions to become part of our life on a daily basis, so that we foster a daily spirit of inquiry among teachers, instead of going into crisis management mode where we are consumed with reacting to whatever crisis is current, rather than beginning to ask the hard futuristic questions.

We want to become a learning community in which we learn from each other, not in

some haphazard sort of way, but in a focused way, with whatever help the facilitators and moderators can give. But the school system very much supports the hierarchical relationship between teachers and students, and between teachers and administration. A facilitator cannot just walk into a school and say, "Well, you are liberated now." It takes humour and a lot of patience. It doesn't happen easily—it has to be worked at.

There is a hard edge to developing this new culture. When we were dependent on the educational structure and the book curriculum we could transfer the blame for failure—if the child didn't learn to read, it was probably the book's fault. But when we decide to take on more responsibility, we find we are accountable for both the failures and the victories. ♦

Pierre Lalonde is the Executive Assistant of the Ontario Teachers' Federation. He made these remarks in a series of informal meetings with Edges staff.



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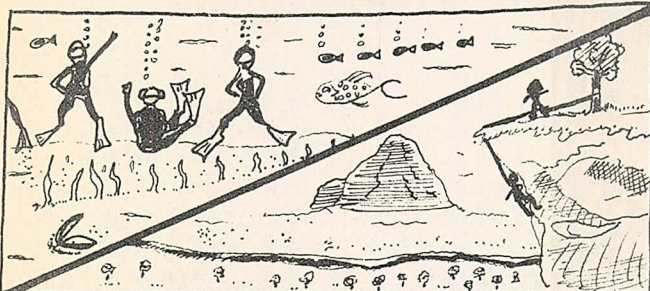
French English
English French

FROM the DIARY of VISION TEACHER

by Jerry Brodey



EACH DAY NEW POSSIBILITIES
FALL INTO MY MAIL BOX.



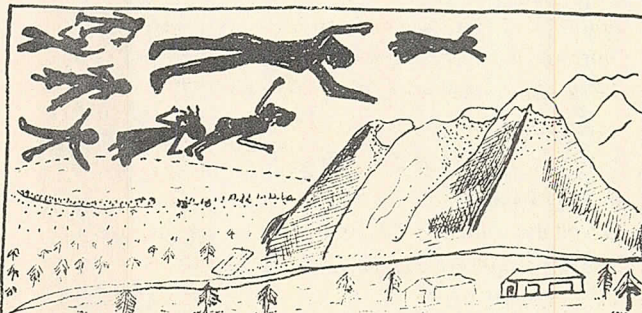
YOGA UNDER THE SEA,
COOPERATIVE CLIFF CLIMBING,
SURVIVING CHANGE.



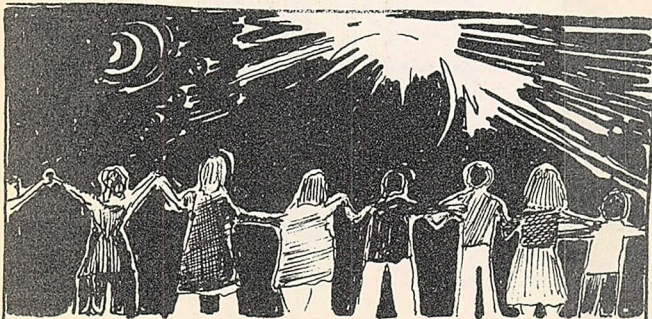
IN A DAYDREAM I RECEIVED
YET ANOTHER SIGN.



AS WE KNOCK DOWN THE
BARRIERS THAT ISOLATE US,
OUR CLASSROOMS BECOME
MULTI-DIMENSIONAL GARDENS.



OUR JOURNEY WILL TAKE US
UNDERGROUND, TO THE TOPS
OF TREES, INTO PEOPLE'S
KITCHENS... OUR SENSES OPEN...



... COLLABORATION
IN
EVERY CORNER.



REALITY CREEPS UP
ON US WHEN WE LEAST
EXPECT IT TO!

Goosebumps & Doldrums

HEATHER DAVIDSON

Among other things, Ontario's Creating a Culture of Change project involves a team of 40 facilitators, handpicked from among Ontario teachers, to visit schools and facilitate meetings and structured interaction among teachers and parents. Heather Davidson, a member of that team, shares journal reflections she wrote while on the road facilitating meetings in urban and rural schools in southwestern Ontario. Heather is a high school teacher in Flesherton and has taught in Australia, England, Quebec and Ontario.

September 1992

This morning reminded me of an image from Lewis Thomas' *Lives of a Cell*, or perhaps *The Medusa and the Snail*. The workshop group resembled a colony of ants exchanging information by reaching out to touch antennae. The interchange of ideas created a quivering, energizing, connecting, risking, sharing, learning, remembering mass of living creatures. Their common purpose was to define a common purpose.

School culture is so complex, yet it is so important to understand. Wouldn't it be wonderful if a facilitator could be given the keys to the culture before entering the school doors?

I was able to identify with each of our attempts to represent graphically the culture we work in. The images were diverse—from castles to egg crates, from triangles to circles. I finished by drawing a fish pond leading to a turbulent river complete with white water, rocks and eddies, flowing somewhere beyond the comfortable boundaries of the pond. Within the pond were some

cave-dwelling fish, and a cluster that always swam within the area defined by an old pier. In addition, kissing gouramis were involved in face to face encounters, a free spirit—a flying fish—was soaring, and a small school lay at the entrance to the river. A few fish were on their way downstream, sometimes caught up in the current, at other times resting in the eddies created by large rocks. I feel that the water level is dropping, putting pressure on fish to consider entering the river.

G expressed concern about the fragile self-esteem of teachers. For most of our lives as students or teachers, our perception of the educator implies having the answers. Not to have the answers can be threatening; we may be exposed as faulty. To create a shift we must emphasize it's fine to try something and make a mistake; not knowing all the answers is part of the reality of the information age. Our creed should be to feel comfortable about sharing our expertise and resources. If we can set up opportunities for our teachers to share, it will do

wonders for our self-esteem as professionals.

At a Professional Day Carousel in Grey County last year, teachers facilitated and presented, teachers put their expertise and creativity out for scrutiny by their peers, teachers dialogued and reaffirmed. No outside experts! Evaluation: A++.

Creating a culture of change means the empowerment of teachers. We who were brought up in a climate of hierarchical edicts and decision-making have to realize that nobody knows kids or strategies or curriculum better than we teachers do. The ministry doesn't have most of the answers, boards aren't much more help, many of the consultants and co-ordinators are back in the classroom. What an exciting concept—finally taking legitimate ownership of education.

Yesterday was fabulous! The separate high school—"portable city"—in Mississauga was something else again! John Eissen, what a dynamic person—an inspirational wild wind of en-

ergy. The Communication and Design Centre, built on the Merlan Foundation Plus curriculum is fabulous! The six teachers began with the notion of breaking down as many walls as possible. Students complete 12 modules for a double credit. There are five compulsories—the others are free choice. Each module is geared for 16 hours of class time, for which kids track their own results. If students are short a module, they pick it up next semester and keep going. If they take an extra module, they're one up for next semester. Teachers also worry about labeling students according to the three streams.

A six-module credit may be mixed, with some media, some design, some manufacturing and some communications technology. Kids may modify a module, or even create one. Students get involved in real projects out in the community such as designing, making graphics, producing videos, taking photographs. The computer network has Acorns, Amigas, Macs and PCs, all linked to one file server in a network. Kids don't need floppy disks; teachers mark right on the computer. And this is the most exciting part. Before the program began, female registration in technical courses was seven percent of the total. This year it's 32 percent. In one year!

October 1992

An interesting day—this school is off to a good start—some dynamic staff leaders, a mission statement—a mentor program and other good things. As my co-facilitator and I walked about, it was evident from classroom doors—some open, some shut—how staff felt about visits from outsiders. The message we tried to give at lunch was, we are not experts—just facilitators grappling with change at our own schools. Several staff members relaxed visibly at that disclosure, and then the session in the library was excellent. Their team includes with teachers, office staff and custodians. People seemed to speak freely given a wish list—responses ranged from the physical plant to respecting each other as professionals.

ESCAPE FROM DIALOGUE IV



Loyalists are engaging and responsible. They try to escape from their fear of being abandoned by allying themselves with others. They see themselves as trustworthy and reliable, although others may see them as defensive and insecure. They are caught between needing the security of an authority and wanting to prove their independence. *Generalists* are enthusiastic and accomplished. They try to escape from their fear of being deprived by immersing themselves in constant activity. They see themselves as practical and fun-loving, although others may see them as superficial and infantile. They spread themselves too thin, however, using up their resources, and end up exhausted and in panic.

Developing a Culture of Leadership and Participation

Facilitation Skills Training Catalogue

LEADERSHIP

FEBRUARY
to
DECEMBER
1994

ICA
Canada

a valuable guide to
short
practical
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hands-on

TRAINING in

Team
Building

Harmonizing
Group
Diversity

Strategy
Planning

Participatory
Leadership

Community
Development
Planning

PARTICIPATION

Group Facilitation

In this course you will learn an effective, step-by-step process to help clarify discussions and achieve consensus within your group. You will learn how to organize ideas and keep the discussion moving. The methods will enable you to:

- facilitate groups more effectively and confidently
- develop group decision making skills
- help groups focus around a topic
- make meetings more productive
- help create a sense of teamwork
- focus a diverse group's energy around a common goal

Participants regularly include

- Staff supervisors
- Executive directors
- Volunteer co-ordinators
- Community workers
- Educators
- Board members
- Private consultants
- Managers

In two intense eight-hour days, you will learn

The Discussion Method which

- provides a structure for clear, ordered dialogue and reflection
- moves discussion from the surface to the depth of a topic
- encourages a diversity of perspectives.

The Workshop Method which

- engages the participation of each group member
- focusses the group's consensus towards effecting change
- builds an effective team partnership to act on the change
- encourages group rapport and interaction

Skills Applications include

- improving employee and staff-management relations
- resolving conflicts effectively and equitably
- assessing reports, presentations, meetings, conferences
- leading dialogue around a touchy issue
- utilizing fully the groups' creativity to maximize productivity.

Prerequisite: None

Cost:

\$250 + \$17.50 GST Members

\$275 + \$19.25 GST Non-members

Dates:

March 22-23	July 14-15	November 15-16
April 19-20	August 23-24	December 6-7
May 17-18	September 13-14	
June 14-15	October 11-12	

Dates for Regina:

April 11-13 / October 24-26. Special 3-day Group Facilitation and Planning courses offered through University of Regina Extension Department. Call (306) 779-4815 for information.

Please call 416-691-2316 for dates in

Hamilton • Kenora • Kitchener-Waterloo • London • Niagara Region • Ottawa • Sudbury • Thunder Bay • Windsor

Facilitated Planning

This course offers a structured participatory planning process for use within an organization or community. The methods you learn will allow you to help a diverse group define its long-term vision and work through to practical immediate actions.

Our process is designed to

- create a shared group vision
- identify issues blocking vision accomplishment
- focus ideas for new directions
- organize a specific, practical plan of action.

Participants regularly include

- Board members
- Civil servants
- School principals
- Planning committee members
- Managers
- Private consultants
- Senior administrators
- Management students

The course aims to give you the skills you need as a leader to facilitate participation in planning strategies.

The process maximizes creative and innovative thinking resulting in effective actions that make a lasting impact.

The process is unique in that it allows you to work with and achieve consensus among participants of diverse cultural, economic and political backgrounds.

Prerequisite: Group Facilitation

Cost:

\$250 + \$17.50 GST Members

\$275 + \$19.25 GST Non-members

Dates:

April 21-22
June 16-17
August 25-26
October 13-14
December 8-9

For dates in other cities please call 416-691-2316

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Team Building

This is a course for Team Leaders...leaders who are concerned about team performance and want to improve it... leaders who want to create an environment that fosters creativity and exploration...leaders who want to motivate and energize teams and sustain positive team momentum.

In this Team Building course leaders learn practical methods and techniques for improving teamwork and making it more effective.

You will learn how to

- plan and facilitate team meetings
- orchestrate a team event or project
- build and sustain team motivation
- create special team celebrations
- handle difficulties between people in teams

Applications include

- enhancing teamwork on the job
- developing effective taskforces & committees
- motivating and sustaining coalitions and partnerships

If you are searching for skills to build strong, effective, cohesive teams, then this is the course for you.

Prerequisite: Group Facilitation

Cost:

\$250 + \$17.50 GST Members
\$275 + \$19.25 GST Non-members

Dates:

April 25-26
December 12-13

***Register for four
2-day courses
in 12 months
and save \$200***

Particularly intriguing about the Group Facilitation Course is that such a conceptually sensible method can have a profound impact on improving group processes.

Zdzislaw John Gladki, Director of Policy and Strategic Planning
City of Toronto – Planning & Development Department

Participation Paradigm

The skills a good facilitator brings to the table are not simply mechanical. True facilitation cannot be reduced to merely a number of sequential steps.

The successful facilitator combines an effective methodology with personal style, years of experience and a deep understanding of the reasons behind participation...the *how's* and *why's* of participation.

This is especially true of ICA facilitators, rooted as they are in a unique philosophy...a unique understanding of how society operates and the role of participation in society.

If you've taken an ICA course you've probably caught a glimpse of this philosophy. Perhaps you were intrigued by such seemingly simple and yet surprisingly powerful methods. Perhaps you were curious about their sources.

This course will explore your questions about the roots of ICA methods.

The course will

- acquaint you with the thinking behind the methods
- focus on the dynamics of group participation
- contrast participation with hierarchy
- teach you to respond to group issues as they arise
- help you understand the style of a successful facilitator

As a result, you will find your effectiveness as a facilitator improve. Your ability to apply ICA methods in different situations while maintaining their integrity and power will grow. And, you will find yourself transforming mechanical skills into artistic expression.

Prerequisite: Group Facilitation

Cost:

\$250 + \$17.50 GST Members
\$275 + \$19.25 GST Non-members

Dates:

March 24-25
November 17-18

ICA
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Community Development

The key to community development lies in people working together to meet the changing social and economic needs of the community. As a result, residents feel a sense of ownership and responsibility for their community. In this course, you will learn skills to enable communities to plan for and implement their own long-term comprehensive development.

Participants regularly include

- Community development project representatives
- Community development planners and consultants
- Project impact assessment consultants
- Urban/rural planning students and teachers
- City council members

The Process

- ensures inclusive grassroots participation in the design of projects
- results in comprehensive development—social, economic and cultural
- creates a culture of empowerment instead of one of helplessness
- motivates groups to action.

No money, no jobs, no community pride, no citizen involvement—these are some of the blocks to development that communities are able to successfully overcome after our strategic planning process.

For thirty-five years ICA has been implementing this process in communities around the world, resulting in long-term, locally motivated change.

ICA Canada training is recognized by Employment & Immigration Canada—Community Futures Training Project.

Prerequisite: Group Facilitation

Cost:

\$250 + \$17.50 GST Members

\$275 + \$19.25 GST Non-members

Dates:

May 19-20

September 15-16

I now have an effective framework for reaching consensus, achieving clarity of purpose, and planning.

Mary McMillan

Co-ordinator

Durham Behaviour Management Services

The Art & Science of Participatory Planning

A Summer Experience

This is an intensive six day program designed for people who are serious about working in a participatory manner. It will dramatically improve your ability to facilitate groups effectively in your organization and community.

You will develop a familiarity and mastery of the ICA's ToP methods, allowing you to apply and adapt them in a wide variety of real-life applications.

Participants may include

- Community leaders and planners
- Chairpersons and board members
- Educators
- Executive Directors
- Private consultants
- In-house facilitators
- Managers
- Supervisors

Elements of the course include

- an exploration of the philosophy behind ICA facilitation methods. Effective implementation of ICA facilitation methods requires a depth understanding of the reasons behind the methods and the emphasis on participation.
- extensive practice in designing consultations and meetings. You will have the opportunity to discuss real-life situations and work with other participants in designing consultation processes.
- an opportunity for you to facilitate a group planning process, followed by discussion with other participants as well as ICA trainers on your style, effectiveness, areas of strength and areas for improvement.
- one-on-one tutoring by highly skilled ICA facilitators. The ICA trainer will be available to discuss with you how you can improve your facilitation skills and any other difficulties you may be having.
- experience of classic applications of the basic ToP methods
- choice of evening outings and events, integrated into the curriculum
- experience of a learning team.

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You will benefit by

- acquiring a deep understanding of the principles of facilitation
- learning how to design ways to use participation to solve problems
- being skilled in applying ToP methods
- learning how to create effective meetings
- experiencing a learning team
- using case studies brought by participants in practice sessions
- designing solutions for your own situations
- interacting and networking with people working in a similar style
- having access to individual tutoring through a low student-teacher ratio

Bring your own case studies for practice and feedback — i.e. client situations or work situations for which you would like to try participatory methods to create solutions.

Prerequisite: Group Facilitation.
Facilitated Planning would be an asset.

Cost (Toronto):

\$995 ICA Members, paid in full before June 1, 1994
\$1095 after June 1

\$1095 Non-Members, paid in full before June 1, 1994
\$1195 after June 1.

Course fee includes materials, one copy of *Winning Through Participation*

Dates in Toronto:

July 18-23

Dates in Regina:

August 16-20
Call University of Regina Extension Department for information on cost and location. Phone (306) 779-4815

*The ToP Process far exceeds any facilitation tools
I have learned to date.*

Dan White
General Manager
Otonabee Region Conservation Authority

O.F.E.

Objective: Facilitator Excellence. That is what ICA is all about. We are committed to your growth and development as a facilitator. As part of our commitment we have established the following programs:

The Advanced Facilitator Training Program

This is a 24 month program designed to develop accomplished facilitators — people with solid skills in facilitating discussion within diverse groups and assisting organizations & communities plan for long-term growth and development.

Application for admission to the program can be made after completion of the Group Facilitation Skills course. Admission is subject to approval by an ICA "mentor". Applicants accepted into the Program will work with their "mentor" to design a program to meet their individual needs.

Although each case is unique, generally, the program consists of 24 months of course work and documented field experience, with on-going "mentor" support, coaching and assessment.

People interested in this program are asked to contact Mr. Duncan Holmes at 416-691-2316.

Facilitator Support Services

To ensure the effective application of the ToP methods, ICA Canada offers a variety of support services to our graduates.

These services are designed to meet your individual needs or the needs of the facilitators in your workplace or community.

Support services include

- one-on-one mentoring by an experienced facilitator
- on-site facilitator guilds
- telephone help in designing workshops and discussions
- trained facilitators to team facilitate a workshop with you
- Learning Circles focused on participatory group facilitation

Please call us to discuss any of these options or other services you may require.

ICA
Canada

Universes of Change

Trends Analysis Seminar

Ambivalence and confusion. They are the sources of many of our anxieties. With so many conflicting claims on our time and resources, we find ourselves uncertain about what is worth our support.

With society changing so rapidly, the possibility of making intelligent decisions about our lives, our careers, and about the nature of our participation in society becomes ever more difficult.

We can help you clear away some of that confusion.

At the forefront of social transformation for the last 30 years, the ICA has developed methods for mapping society and analyzing social trends...methods for observing the changes around you and understanding their interrelationships.

Using some of the most sophisticated and comprehensive analytic screens available, the Universes of Change trends analysis seminar will teach you to spot trends in society and distinguish the passing fads from the truly relevant emerging societal patterns.

You will learn

- how to spot trends
- how to interpret trends
- how to use trends

This two day seminar will give you the skills to

- reframe your understanding of society
- analyze the roots of social problems
- determine positive and negative trends
- prioritize those trends worth your support

With the insights of this course, you will be able to make intelligent life decisions based on a depth understanding of this fast-changing society.

Prerequisite: None

Cost:

\$250 + \$17.50 GST Members

\$275 + \$19.25 GST Non-members

Dates:

February 24-25

May 12-13

August 18-19

November 8-9

Books and Tapes

Winning Through Participation

By Laura J. Spencer

Winning Through Participation is the textbook for Technology of Participation (ToP) methods. *Winning Through Participation* summarizes the methods ICA teaches in workshops. Through case studies and theory, it discusses step-by-step procedures for designing and facilitating effective workshops. The book is valuable both as an introduction to ToP methods and as a means to reinforce workshop skills. *Winning Through Participation* teaches skills in:

Planning • Decision Making • Problem Solving • Team Building

Cost: \$29.95 plus \$2.10 GST (\$32.05) + \$3.50 Shipping & Handling

Technology of Participation Video

By Bill Staples, ICA Canada

This video shows you how to clarify discussions and achieve consensus within a team setting. You will learn how to facilitate groups more effectively and confidently, help a team focus on a topic, and make meetings and workshops more productive. It shows the theory and step-by-step procedures for designing and facilitating effective workshops. The video is valuable as an introduction to ToP methods and as a refresher for Group Facilitation participants. Animated VHS video, 24 minutes.

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Business Cases from Around the World

Edited by James P. Troxel

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By Terry D. Bergdall

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By R. Bruce Williams

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DUNCAN HOLMES is the Executive Director of ICA Canada. For over 20 years Duncan has helped organizations and communities plan and manage change. His current emphasis is on developing and delivering workshops that enable quality participation in community development planning and implementation.

JO NELSON is a skilled facilitator and trainer specializing in enabling people with diverse perspectives to communicate effectively. Jo has focused on enabling consensus formation, enhancing group motivation and training in facilitation skills.

WAYNE NELSON has worked with organizations and communities in six nations to plan and implement projects. Wayne specializes in designing and facilitating group processes that enable people to form their own practical and innovative action plans.

BILL STAPLES has implemented development projects all across Canada and specializes in team building, documentation, fund-raising and strategic thinking.

BRIAN STANFIELD is a curriculum design consultant and teacher. He was the Dean of ICA's Global Academy for many years. He has taught thousands of people the theory and practice of participatory skills and human development.

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What Participants Say

Thank you again for contributing effectively to our training curriculum aimed at developing the interpersonal skills of both staff and management.

Mary-Jane Jarvis Haig, Director
Development Support Information Services
Hudson's Bay Company

ICA methods are refreshingly effective and honest, dealing as they do with people's real feelings about real problems as a means to build real solutions.

Jean-Marc Daigle and Donna Havinga, Partners
Ecological Outlook Consulting

I've learned a new way of relating to issues that could be beneficial in groups of any size or in personal decision making.

Nancy Gellela
Substance Abuse Counsellor
Kenora Youth Addictions Healing Centre

Understanding the common sense approach of the ToP methods and their application in virtually all communication can only lead to improved facilitator confidence.

Pierre Belanger
Ministry of Labour
Office of the Worker Advisor

I am leaving with an overall structure for action and a number of practical strategies to assist in the work of my organization.

Jim Martin
Director
Dogrib Divisional Board of Education

ICA
Canada

November 1992

People need to hang in long enough to become involved, commit themselves and feel valued. A culture of change means preparing fertile ground for meaningful as opposed to cosmetic change. I have a real concern about finding the time for teachers to meet and work together to set common goals and curriculum.

December, 1992

I have just reached another "aha" moment—the goosebump variety. The program team had wrestled with many aspects of open-space technology—particularly freedom and responsibility. We had tenaciously clung to the principle of teacher ownership—of scrapping a workshop plan if the flow took off on a good tangent or revising a plan "on the fly" if it fell short of teacher expectations. I can still hear S saying, "We just have to hang in there long enough." Today, I know what that really meant. The open-space technology embodied all those principles and fledgling ideas, and worked incredibly well.

January 1993

The more I reflect on the best way for the communications technology project to go, the more I am convinced that we will be much further ahead to go with Merlan's proposal for technology-supported-by-curriculum. Without the curriculum we will be much slower off the mark. Teachers are floundering in the computer quagmire already; they need a base curriculum platform. For some it will be all they need to deliver program; for others it will be a springboard from which to aim for the stars!

✍

Co-operative learning—a complex system of classroom management. I have been so fortunate this semester to be able to experiment in my very own teaching laboratory. Five classes of grade nines took my Challenge + Process pilot course. Most of the activities during the 19-day unit were structured as co-operative learning and problem solving in triads. Each of the five classes had a distinct character

What Motivated Teachers Can Accomplish

Collaborative culture does exist in Ontario. A team of teachers in one high school have come together to design a grade 9 transition year program and implement it effectively.

In the spring the teachers interested in working on the program met several times after school. Two of them were already piloting a course which integrated English and Canadian history. The group discussed the how-to's of the program timetable, the program evaluation, and reporting to parents. An important aspect of the group's deliberations was the decision to teach and assess work habits and social skills. Specific criteria for assessing those skills were decided. Instruments for collecting data on how students were doing were designed.

This group was self-directing with leadership arising from among its members. For example, one member arranged the agenda, another took and circulated notes of each meeting, and still another arranged for input on the common curriculum, evaluation and assessment.

In September, the grade 9 teachers decided to hold biweekly meetings after school to keep discussing the program implementation. Although not all of the grade 9 teachers attend these meetings, there is a regular core of 15 to 20 people including the principal, vice-principal, Special Education personnel and student services counsellors.

This group, chaired by one of the teachers, discusses ongoing issues such as attendance, problems with destreaming, individual students. As well, they make plans for reporting, for parents' nights and examinations. The meetings are genial, the collaborative atmosphere evident.

The professional development day this November was school-based. One of the teachers offered her cottage for the Thursday night and Friday sessions. Twelve teachers chose to attend this retreat. At their own cost, they drove 30 kilometers to the cottage, and, in three groups of four, prepared and served three meals, dinner, breakfast and lunch. The program included the Myers-Briggs personality inventory. What we learned about each other as a result of this common experience and from the sharing of personality traits will serve to build further strength in the core of this team. We rounded off the day with a discussion of multiple intelligences.

This retreat is a good example of what motivated teachers can accomplish on their own without outside funding or other support. It shows their commitment to personal growth and to the creation and maintenance of a collaborative culture in a school. A team of teachers like this in a school will influence not only the programs they teach but the atmosphere in the school as a whole. ♦

—Clare Henderson

Clare Henderson is a teacher in Oakville, and is one of the moderators of the Electronic Village.

that had me scrambling to modify what I had tried with the previous group.

February 1993

It's my perception that the school meeting was deliberately sabotaged. Now that I've vented my feelings, I must put the team building norms up

on the overhead for the next meeting as a reminder to myself as well as others. Obviously, some people have been harbouring some very strong notions about the whole issue of transition years. Talk about "coming to a head"; the feelings boiled over into an emotional outburst which was OK—just storming.

March 1993

Transition meeting. Tried to deal with team building and was open about my own failure as a facilitator. When emotions become involved, common sense leaves the scene. Felt good about being frank; not sure the whole group is on board. It is a supportive feeling having B on board: she is going to be a wonderful co-facilitator. We have tentatively divided up the sub-committees and will now be soliciting outside membership. I think a blitz would be a good strategy.

✍

Had a good Ontario Teachers' Federation meeting today. The weather was the absolute pits but the energy level and exchange of ideas in Room D was amazing. After introducing Jaye as my "buddy" facilitator, E led the group in redefining the parameter of the project. We played by two of Ruth Cohns' rules—be the chairperson and then say what you want to say rather than what you think you ought to say. The group is extremely open and honest. B arrived late but opened up to a far greater extent than he had done before. J shared an observation made by her sister who is a psychology major—teachers are victims of both emotional and verbal abuse and they exhibit the classic symptoms of abused people: they keep saying, "What am I doing wrong?" And, "Maybe if I try just a bit harder, they'll like me." I think she is right on the mark. We should refuse to be a landfill site any longer, and ask folk to take their garbage somewhere else. At this point, D, who has been feeling under the gun personally for getting her elementary kids to keep math journals, began to lift out of the quagmire of self-incrimination, self-doubt, and self-blame where she has been for several weeks. A strong abstract-random person [from Kathleen Butler's learning styles], she has been divested by angry parents and children who are caught in the middle between a caring teacher practising 21st century pedagogy and loving parents who want a return to the basics of the '50s and '60s. Through the sharing and support of the group, D was visibly strengthened.

Writing down the "presently doing WHATS" was an excellent exercise—we filled two and a half pages before trying to define what we want to do as an outcome of the project. There is a dichotomy to the "what": the educator aspect and the public dimension.

✍

It's strange that we are unable to be "human" at work and in professional settings. It's peculiar; when I can facilitate for someone else's change process, I am on such a high. But I also sometimes feel singled out, alienated from my peers and very lonely! Oh well, if I didn't like the heat, I wouldn't be working in the kitchen!



*We should refuse to be
a landfill site any longer,
and ask folk to take
their garbage somewhere else.*

May 1993

People I've been thinking of: Pierre Lalonde: what a driving force behind the whole culture of change. There's a man who feels passion about this project. The feeling is contagious and I wanted to shout "Right on!" or "Amen" or "Tell it brother!"

Ann Lieberman of Columbia University Teachers College: a facilitator since 1967! Author of many articles and books on change and creating a positive, nurturing school culture.

Michael Fullan: change expert "par excellence." He gave me an "aha" moment when he explained the Ready, Fire, Aim sequence. The second "aha" came when he referred to the notion that vision should be an antecedent to action. No wonder all this strategic planning made me so frustrated—we weren't doing anything with it. I guess

that is the concrete-random in me.

F, with his uncanny way of isolating the important issues, recognized that we hadn't heard very much about conflict and if there is no conflict there is probably no change. The conflict must be managed positively—assertion not destruction. I must buy Fullan's book, *Change Forces*. According to Fullan, the core capacities of change agents are

1. inner personal vision building
2. inquiry
3. mastery (caring needs competency to be effective)
4. collaboration.

I have some real concerns about facilitation, momentum and dilution. The project can succeed only if the notion of facilitation is "bought" at every level. Two years ago, as a special assignment teacher, I remember being a bit overwhelmed by the task of preparing a two-day program for a principals' retreat. The topic? Facilitative Leadership! I guess our board was ahead in many areas. There is a large gap between being immersed in a notion for two days and in using it to frame your leadership style, but at least the traditional hierarchy heard some "radical ideas." I noticed this year that four of the five whose body language indicated complete rejection of the facilitation idea have retired. All things come to those who wait! Senior and board office administrators could be so much more effective if they learned how to actively involve others in whatever knowledge, skills or attitudes need to be disseminated. The ultimate irony is for educators to have to sit and listen to senior administrators spout on about active learning!

✍

What a hubbub! What sharing and celebrating! I have been grilled by several not yet tried facilitators. I felt very positive about being an "old" facilitator and remembered how it felt to be a neophyte just a few months ago. The new facilitators and moderators seemed to hold us in a certain degree of awe—the sages, grizzled and battle-worn. Maybe, like a Canada goose, I'll be able to move back from the front of the "V" formation and let someone else take over. ♦

ERNEST BOYER

A Vision of Community Education

Dr Ernest Boyer, one of North America's most distinguished educators, has amassed over 100 honorary degrees and some of the education field's most prestigious offices, including his current post as President of The Carnegie Foundation for the Advancement of Teaching. His books include High School: A Report on Secondary Education in America, College: The Undergraduate Experience in America, Campus Life: Scholarship Reconsidered; and most recently, Ready to Learn: A Mandate for the Nation. His works have left an indelible stamp on American education. This excerpt is adapted with permission from Dr Boyer's keynote address to the US National Community Education Association in 1993 in Nashville.

In recent years, some of the most influential voices have called public education a failed system. But never have our schools been expected to do so much. With the breakdown of the family and the erosion of neighbourhoods, the nation's schools are being asked to step into the breach and do what homes and parents and churches have not been able to accomplish. Then, when the schools fail, we condemn them for not meeting our high expectations.

To visit an inner-city school recently, I had to walk through broken glass, past burned-out buildings and smashed

windows—everyday little six-year-olds walk that pathway. The branch library had been boarded up. The churches had moved to the suburbs and there was no health clinic within five miles. And yet good old Public School 103 opened its doors every morning—the only institution still offering children an island of comfort and support in a war zone of destruction. In fairness, it must be said that, in an increasingly fragmented society, the public school is giving both education and caring to our children, and in many cities it's the only institution that holds the community together.

It takes an entire village to raise a child. AFRICAN PROVERB

The Electronic Village

TOPIC: SCHOOL AND COMMUNITY

Prescott

28 February 1993

We have an adopt-a-school programme operating here with some local industries. A number of us will be spending work sessions of two to four weeks in length this year at the factory site. Some factory employees act as tutors for our students. The factory is also heavily involved in using a team approach to accomplish tasks. I am trying to have their guru come to our school to conduct workshops on team building.

So let's celebrate community education at its core, and understand that, in a democratic nation, it is absolutely impossible to hold together the social fabric of a democracy without the school as the nucleus of it, girded by families in local communities.

The harsh truth in America today is that nearly one-fourth of all children under the age of six are poor. One out of every five pregnant women in this country has belated or no prenatal care. About 40,000 babies are damaged in pregnancy by mothers' alcohol abuse, more than twenty percent are born to mothers addicted to cocaine or marijuana or crack or heroin. We wonder why millions are not well prepared to learn. My wife, a certified midwife, has delivered many babies, including seven grandchildren of her own, and she has worked with teenage girls. She would come home at night and talk about children having children. She'd describe how these girls fed their unborn infants on coke and potato chips. She would tell of youngsters who didn't know what was happening to their bodies until they were given the facts of life during labour pains.

Mississauga

28 February 1993

Thanks for the input. It sounds like there is a lot happening at your school regarding the community. I'm interested in a few more details. Where is your school and what type of business are you partnered with? How was the "adopt-a-school" program started at your school? What do you mean by a work session at the factory? How does this work? Who handles your classes while you're gone for several weeks?

Is there anyone else involved with school-business partnerships or grade 9 parent workshops?

Prescott

7 March 1993

I am a secondary school mathematics teacher in Prescott, Ontario. We are partnered with Dupont of Canada, Maitland Site, involved in making intermediary products for the manufacture of nylon. One of our teachers is a former Dupont employee and he was instrumental in starting the program.

I am just dazzled at the responsibility of those who work with little children. To me it's the most demanding task on earth. I believe if this country would give as much status to first-grade teachers as they give to full professors, that one act alone would renew the nation's schools.

It is time to support the school as a community of learning. We must stop dealing with fragmented reform ef-

Sioux Lookout

28 October 1993

I work for a private school called Wahsa Distance Education. We use radio and an electronic blackboard to teach our Native students situated in the whole of northwestern Ontario! Occasionally, I get to travel to the communities and check out the situation. I am learning a great deal from the Natives in this land and the experience is invaluable. We are allocating an hour or two of radio time per week as a Student Club and Community Hour. Once we get underway, we will be reaching out to the various communities' members by playing the songs they request and the games they want, organizing the hour around them. This is the key to successful community involvement. The community members must feel their input is needed. Then you build the events around them and for them.

forts, put the whole together and begin to focus on all dimensions of the child. Parents must be active partners with preschool parent-teacher associations, parent education workshops and a home contact office maintaining continuous connections with the family. It's time to convert our school boards into children's boards to focus not just on buildings and on budgets but on children and their families. Little children need the nurturing of their families, extended families and surrounding support services. They deserve safe neighbourhoods. Families and communities who burst with love for their children are key to the future.

Durham

26 November 1993

We have changed the focus of our Parent groups. The groups referred to as School Advisory Councils are composed of parents, staff, and business, police, service clubs and other reps. The idea is to start to build a sense of trust and partnership. There is an African proverb that says, "It takes a village to raise a child." The proverb is the essence of what we are trying to accomplish. So far the project is in its infancy and we are all getting used to the new thrust. Already there have been payoffs. Business people are beginning to see the value of some of the team-building aspects of the curriculum and are also beginning to realize that we have not abandoned the basics. Having the police as regular participants has given us both new insights into the problems of violence and how we deal with conflict resolution.

Surely this must be the central creed of community education.

For a quarter of a century or more the US National Community Education Association has been a leader and a crusader for excellence in education. Long before it became conventional wisdom, we understood that education is a partnership; that schools cannot do the job alone. We've known, as the now familiar African proverb put it, "It takes a whole village to bring up a child." It's simply impossible to have an island of excellence in a sea of community indifference.

Rebuilding community as a vision for the future must not only broaden

Jordan

16 January 1994

Hi, everyone. I teach grades 7 and 8, so career awareness and planning has to be a big part of what we do with that age group these days. I am interested in the comments about relationships with the business community. I have been running an integrated program as much as possible. The thrust of my Self & Society program is the local community and how it is changing; how various land uses change, and how we can control what happens around us, more often than we believe. My students have all written letters to the government about the threatened Jordan Wetlands and environmental pollution around them. Later this year, I hope to have the class visiting and spending a day in local businesses, large and small, to see what goes on there and gain a little insight into their role in the growth of the community, and why some grow bigger, and others get smaller. I want their visits to coincide with end-of-the-year summations and thinking about high school. ♦

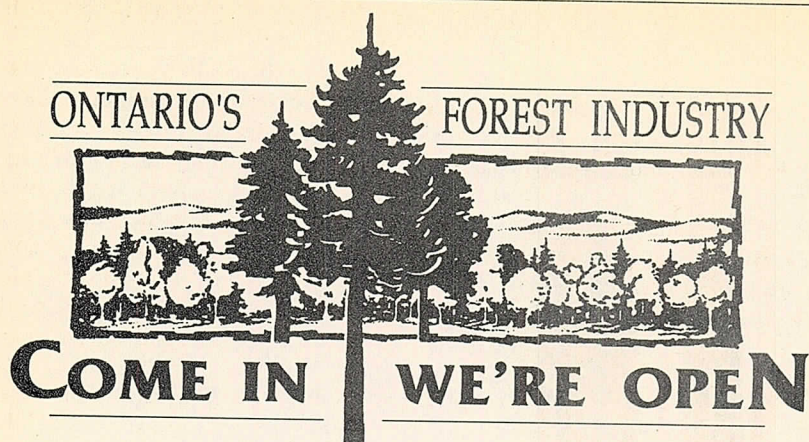
the concentric circles horizontally but bring in other influences that shape the lives of children. The care net for young children must be stretched to include older people and relatives. Children need the guidance of not just parents, but grandparents too. Anthropologist Margaret Mead reminded us that the health of any culture is sustained as three generations vitally interact in a kind of vertical connection, across the age bands. In North America we are building a horizontal

culture, where each age group is segregated from the other. We even institutionalize this generational separation by placing infants in nurseries, toddlers in daycare and children in schools. We keep layering them by age so that six-year-olds don't see eight-year-olds and twelve-year-olds don't see nine-year-olds. We send college students off to isolated campuses in a climate of low-grade decadence for several years (or a climate of high grade effectiveness—depending on the college that you choose).

Public schools are taking the lead in re-establishing intergenerational connections. Many schools are organizing grandteacher programs and reaching out to retirees, or asking older students to teach the young since the best way to learn is to try to teach. The community must vertically stretch across the generations so that age relationships are reaffirmed as well.

The building of community needs to include teenagers. Far too many teenagers feel unwanted, unneeded and unconnected to the larger world. At an age when they are trying to define who they are and where they fit, they are overwhelmed by peer pressure, by relentless advertising that pushes instant gratification and careless sex, alcohol and drugs. Instead of being connected to the larger community, teenagers try to get nurturing from their peers. Today's larger urban schools breed a climate of anonymity in which your name is known only if you are a merit scholar or a persistent trouble-maker. Anonymous students drift aimlessly from class to class. There is a great middle band of greyness where disconnected children seek out little pockets of family that they themselves create. Many students drop out because no one ever noticed that they had dropped in.

We may be confused about what to teach and how to test, but we do know how to organize. Let's break up these large impersonal schools that increasingly act as minimum security prisons with guards at the door. Let's convert them into units of no more than 400 or 500 students each, into communities that are smaller and more intimate, in

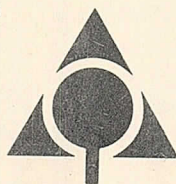


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which people are known and understood by many. Assign every student to a family unit of less than twenty to meet with a mentor at the beginning of each day to make sure that every student is known by their name and to know that someone truly cares. Schools must be communities in which youth are supported so that not only the intellectual but the social, the aesthetic and the evocative give them a sense of place.

The last two years of high school could become a transition time to encourage all students to see a connection between what they learn and how they live, through community service and apprenticeship programs. After all, school is not intended to be an isolated island in the stream of life, but a staging ground for action—in the end, learning is to be used. These programs could extend the spirit of community beyond the school into the local neighbourhood.

Vachel Lindsay wrote, "It's the world's one crime. Its babes grow dull.... Not that they sow but they seldom reap. Not that they serve, but they have no God to serve. Not that they die, but that they die like sheep." Our children must understand the tragedy is not death; the tragedy is to die with commitments undefined; with convictions undeclared and with service unfulfilled. Without that bonding in the larger social sense, I'm not interested in the scores on achievement tests; because we may have won the intellectual war and lost the moral war at home.

The search for community is the most urgent task confronting our generation. Martin Luther King said, "Everyone can be great because everyone can serve." Our young people are ready to be inspired by a larger vision. But, more important, they're ready and urgently hungry for a community that loves them.

John Gardner said, "A nation is never finished. You can't build it and leave it standing as the pharaohs did the pyramids. It has to be rebuilt with each new generation." This obligation to rebuild applies to education; to rebuild the partnership in education and above all to create a love for children. ♦

Higher order learning can be achieved from ever-widening interaction using multi-sensory strategies.

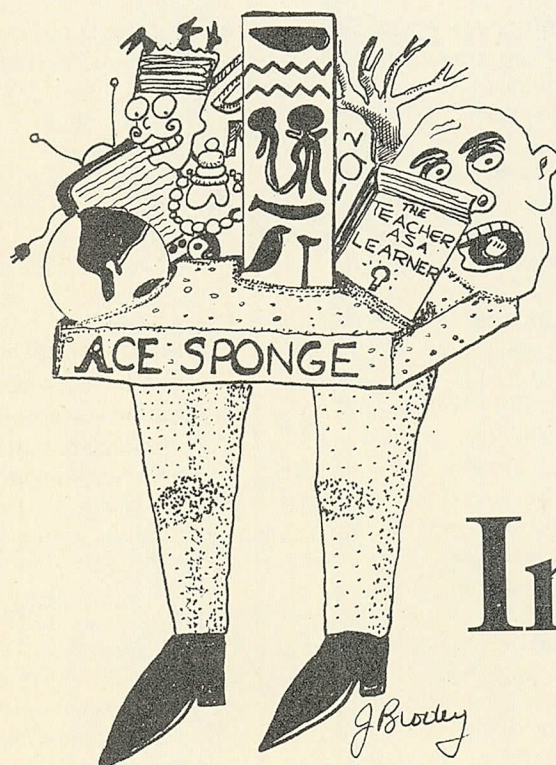
DEE DICKINSON

Some years ago in an urban public school, a small class of Special Education students who had been labelled "learning disabled" struggled. That fall, a new principal was assigned to the school and brought in some interesting ideas to help students learn better. She had previously worked with a program that taught the skills of thinking and intelligence, multi-sensory strategies that helped students learn with their whole body-mind systems, and taught reading and math to use the entire range of human intelligences.

The Special Education teacher became interested in trying her approach and they collaborated in creating new ways of working with these children. Within weeks, the principal, teacher and parents began to notice major changes in the students' behaviour, greater interest in their school work, and marked improvement in basic skills.

By the end of the year, the teacher and principal recognized that substantive change had occurred in these children. They called in a school psychologist to compare the students' cognitive levels to previous scores. The psychologist was astounded to find a 10- to 15-point increase in the I.Q. scores of each child. He had never seen such improvement in any similar student population, and returned with great anticipation to report his findings to his colleagues in the Special Education Department. Their response was, "But we know it's not possible to change I.Q.!"

The class continued, and after three years the psychologist found an average increase of 24 points over the children's original I.Q. scores. The school was closed, however, because it did not meet the criteria of having a certain number of students. The program was discontinued, and apparently there was no further investigation of what had happened. The teacher retired, and the principal was transferred to another school whose staff had not been prepared for the change.



Intelligence

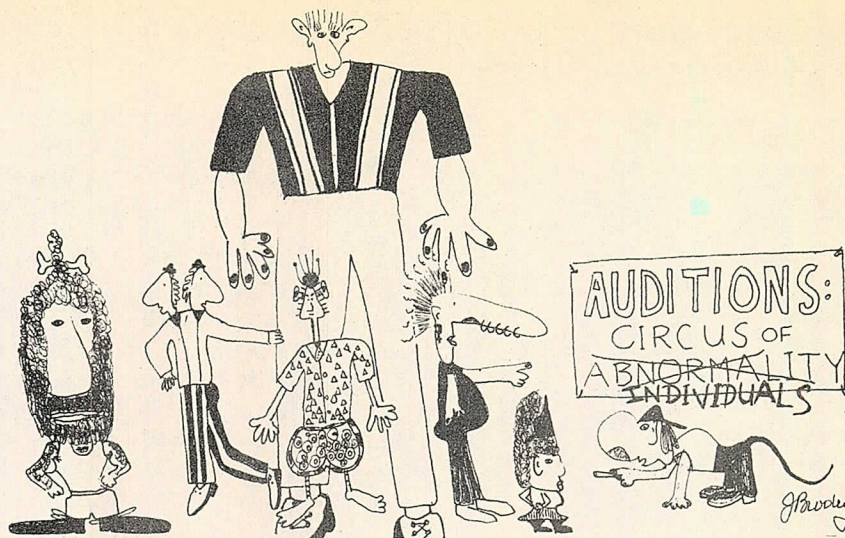
RAISING

At the new school, the principal was met by teachers who greeted her with the warning, "You are not going to like it much at this school. The kids here can't learn!" The principal invited the teachers to give her some of their "worst" students to work with. She called in the retired special education teacher from her former school, and together they worked with the group of twenty children for six weeks, one hour twice a week. At the end of that time the children were more positive about learning, their behaviour improved, and their test scores showed significant improvement. Once again, not much notice was taken and the teachers were not interested in learning about these new approaches. The principal took sick-leave and finally an early retirement.

Three years later, the psychologist who had measured the success of the students in the first program did a follow-up study on those children. It turned out that most students had maintained their improvement and were no longer eligible for Special Education. By contrast, in a comparison study of randomly selected Special Education students, he found that over a five-year period those students lost an average of three I.Q. points. The psychologist notes that this is a more typical outcome for such students.

Meanwhile, in Anacortes, a small coastal community in the northern part of Washington state, the principal of the Fidalgo Elementary School heard about the remarkable success of the program in the urban school. He described what had happened to his faculty and they were enthusiastic about trying some of these promising new methods not just with the

Dee Dickinson is Founder and CEO of New Horizons for Learning and has taught on all levels from elementary through university. She has produced several series for educational television and eight international conferences on education. Her publications include Positive Trends in Learning, commissioned by IBM, Creating the Future, and, with Linda and Bruce Campbell, Teaching and Learning Through Multiple Intelligences, to be published this year by Allyn and Bacon. She is working on a new book entitled Electronic Technology and Human Intelligence. New Horizons for Learning's offices and newsletter have moved to Belnet on the Internet electronic network, at e-mail address nh10001@belnet.bellevue.K12.wa.us, or by "snail mail" at PO Box 15329, Seattle, WA 98115-0329, and by phone at (206)547-7936.



"learning disabled" but with all the students. The teachers were all part of the decision-making process to restructure their school, and all participated in planning what might be in the new program and how it would be implemented.

They invited the former principal and special education teacher to do some in-service training at Fidalgo. That was the starting point of a revolutionary program called "The Brain as Curriculum" that led to the school's becoming one of Washington State's Schools for the 21st Century. The staff has continued to add new ways of helping all Fidalgo students to become successful learners.

An Integrated Learning System program (based on SOI—Guilford's Structure of Intellect model) was implemented, in which students' strengths and learning styles are identified. (Fidalgo was recently chosen to be a test site for Key Technologies' new computerized version of SOI.) Recognizing that all students, even the "learning disabled," have unique strengths, the focus is on helping them to learn through these strengths as they work to improve their weaker areas.

Principal Chris Borgen notes that "the teachers realize that a curriculum does not teach a child. A book does not teach a child. Here teachers have long been willing to look at themselves—and look at the learner—and say, 'Is there something I can be doing differently? Something I can be doing better? Something I can find to better meet the needs of the child?'"

Fidalgo began to offer other classes to the community as well and soon developed into a community learning centre. The school now opens early in the morning with a day-care and latch-key program, and extends into the evening with

programs taught by members of the community and faculty of the local community college and university. Classes have included a master-gardening class taught through the Washington State Extension Centre, music and the arts taught by community members, "Math, the Language of Science" taught by an engineer from Texaco, other advanced math and science classes, and the use of computers taught by local Educational Service District staff. The community program now also includes the teaching of four foreign languages. Parents and children often attend these evening classes together.

Fidalgo has come a long way in three years and has received numerous regional and national awards. One teacher notes that the usual bell curve in her class has given way to most of her students performing in the 80th and 90th percentile. Last year the average MAT score of the students, including Special Education Students, was at the 85th percentile. There has been an overall gain of 26.5% in MAT scores since 1989, as well as an average gain of 16.8% I.Q. points per child.

Because standardized tests do not reveal the whole range of student achievement, alternative forms of assessment are also used. Discipline problems have decreased markedly and the quality of the learning environment has dramatically changed. Students, faculty, parents and other members of the community have become committed to this rich new educational resource.

Other schools are learning from the Fidalgo experience and making their own adaptations of the model. For example, the Abiqua School in Oregon has been training faculty and parents in the methods used by Fidalgo staff, but is also learn-

The Ripple Effect

For the past two years, I have had the pleasure of working with a group of educators who took on the role of teacher-researchers to bring about changes in their classroom programs.

Our process began with a conversation among three staff members. All three of us had a language program that was highly satisfying to both teachers and students. But we were very discontented with our math programs. We decided that the focus question for our research would be: How can we adapt what works in the language arts program to the math program? That question led us down an exciting road of discovery and self-renewal.

We agreed to explore this topic through a series of regular meetings in which we would share resources, questions and strategies. We talked openly of our feelings toward math and recalled our personal experiences as math learners and teachers. Then we designed a survey to use with students and colleagues in order to get a sense of the attitudes and understandings we were starting from.

We then moved into an active information-gathering stage. We sought out printed material that examined the questions we had raised. We talked with colleagues in our board and from other areas. We arranged to visit schools that had adopted a holistic math program featuring math learning through exploring construction materials. We took time to visit distributors of math materials and we experimented with new teaching techniques. We regularly observed our students and asked probing questions as they worked with new materials and we video-taped classroom activities to monitor student and teacher interactions.

Through the process of gathering information, we took care to continue to meet regularly. We shared our frustrations, our questions, our successes and our insights. We found that our written journals allowed us to reflect on the process we were involved in and helped focus what we were about. Our enthusiasm as learners was contagious. We gradually found our colleagues asking questions about what we were doing and why.

Through our questions, discussion and sharing of resources, interest in improving math instruction was stimulated throughout the school. As school drew to a close in June, we made plans for a wider audience to use the resources. Space in the school building was set up to serve as the Design and Technology Learning Centre. This year, classes began booking this area to develop math and science concepts through the exploration of the construction materials.

We discovered that people within an organization are in the best position to affect change within that organization. Ongoing support and collaboration amongst our colleagues, facilitated the successful implementation of an innovative program. Our teacher-researcher initiative created meaningful change that, in the end, was supported throughout the school. ♦

—Vicky Hopton

Vicky, who has taught for 17 years, is the Vice-Principal at Edenwood Senior School in Mississauga.

ing from them how to raise and allocate funding, offer effective staff development, involve parents, and create a learning community. In addition, the Fidalgo staff has been training other school faculties throughout the Northwest. Over 400 visitors have come to observe this project.

This story involves many of the critical elements that affect today's schools for better or worse. If we are to continue improving our educational systems, we can learn from such examples. Following are some principles to consider:

1. Identifying what works. Without a strong research and development base, school systems are doomed to perpetuate inadequate programs and capriciously

terminate successful ones. Can electronic technology facilitate this process?

2. Ownership on the part of those responsible for carrying out a program. It is clear that when ideas are imposed externally, they may not be accepted or they may fail in implementation. It is a real challenge for visionary school leaders to rally the support of their team and find ways to help them learn new skills.

3. Collaboration of all stakeholders. Efforts at site-based management involving the community are most successful when communication systems are clearly established and everyone feels included.

4. Feedback loops. Positive change has the best chance of continuing when there

is ongoing evaluation and when the resulting information is fed back into the system.

5. Student-centred schools. In many successful schools the focus is on identifying the unique strengths of individual students and helping them to utilize those strengths to learn and apply what they have learned.

6. There is growing understanding that intelligence is not a static structure but an open dynamic system that can continue to develop throughout life—especially when individuals are in settings that are nurturing, supportive, stimulating and interactive. We need to find cost- and time-effective ways to apply programs that teach intelligence, including Guilford/Meeker/Key Technologies' "Structure of Intellect," Reuven Feuerstein's "Instrumental Enrichment," "Mediated Learning" and "Learning Potential Assessment," and Japan's Intelligence Education Program, called "Intelligy" in the U.S.

7. Effective teaching strategies. In attempting to reach the diversity of students in every classroom, successful teachers recognize individual differences and use an array of strategies including effective classroom management, mediated learning, cooperative learning, integrated-thematic curriculum in a multicultural context, accelerated learning techniques, multiple-age groupings, and service projects in the community.

8. Use of Multimedia Technology. As computers and other multimedia technology become available to more teachers and students, it is essential that adequate funding and time be allocated to learn how to use them effectively. Students need to learn to access information and communicate with peers and experts.

9. Arts in Education. As technology becomes more ubiquitous, the arts in education take on even greater importance in humanizing the learning environment. The arts are important not only in their own right as marks of civilization, but are also languages that all people speak and that cut through individual differences.

10. New Kinds of Assessments. New kinds of assessments not only indicate whether students have learned, but whether they can apply what they have learned in the "real world." Note that growing numbers of successful schools are already using many of these kinds of authentic assessment; however, parents and schools boards still want "those numbers." Some kind of balance is needed. ♦

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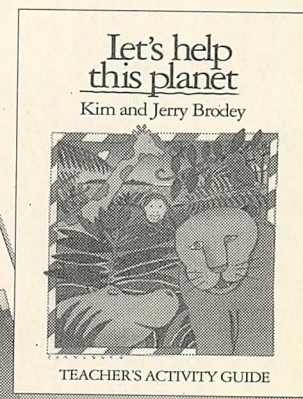
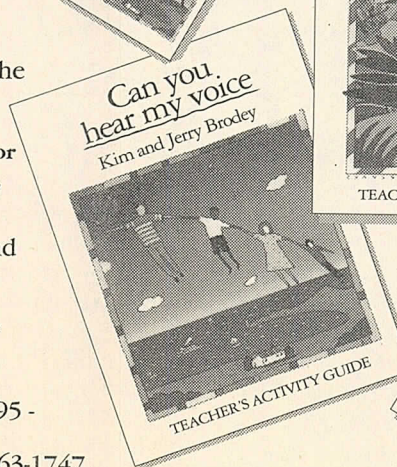


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Are you a Nebbish or a Mensch?

JEAN HOUSTON

*When a Nebbish enters
the room, it feels as if
someone just left.*

*When a Mensch walks
down the street, even
the sidewalk feels good.*

There are two Yiddish archetypes that merit a great deal of consideration. The first, and all too familiar, is known as the Nebbish, the exemplar extraordinaire in the encyclopedia of archetypes of the Artist of Low Practice. This universal character type rambles through the byways of our lives like a cow in the middle of the road, stopping the traffic and diverting all the possibilities. There is not even a detour sign.

Although the Nebbish absorbs more psychological energy than any complex or neurosis, never do you find reference to it in psychology textbooks. But then that's typical of the Nebbish. To define its character would be a singular feat, for there is really nothing, or no one, to grab onto. Hapless and ineffectual, the Nebbish falls on its back and breaks its nose.

Many people stay in Nebbish for great chunks of their day-to-day lives, feeding it like a drug habit, coddling this addic-

Dr. Jean Houston, Director of the Institute for Mind Research, is an internationally known psychologist, scholar, philosopher and teacher, who has worked in human and cultural development in over 35 countries. Her books include Life Force, The Possible Human, Godseed, The Search for the Beloved, and most recently, The Hero and the Goddess.

tion to their own inertia. This involves a willed passivity and a dedication to be in synch with nothing.

An old Yiddish proverb says, "Better ten enemies than one Nebbish." This is unfortunately true, for staying in Nebbish erodes our potential, deranges our human ecology, and saps our hopes. Enemies at least challenge us to hone our survival skills. They provoke our pluck and resourcefulness.

To research the nature of the Nebbish, I have been known to ask large gatherings in a Yiddish accent: "So tell me already, what is it like when you're stuck in Nebbish? Tell me some of the *mishegoss* statements you make in Nebbish." Here is some scientifically gleaned essence of Nebbish:

"If I tried it wouldn't happen, and if it happened it would cost too much."

"Why go to the movies? If it's any good you can't get in; if they let you in, it's a flop."

"I had all those babies and for what? They just grew up and left."

"Nobody really wants me. It's just that I'm the only one around."

"If I could do what I wanted, I probably wouldn't anyway."

"Don't look back on your life. It's too sad. Don't look forward. It's too horrible. You could die at any minute. Just stay in the now where nothing ever happens anyway."

"I love music, but so what? I can't sing."

"So don't learn too much. The less you know about what you're missing, the better off you'll be, but probably not. You'll be wondering anyway."

"I think I'll go home and eat cookies."

"They always told me to act as nice as I looked. Now I don't look so good."

"So why are you phoning me? Are you trying to avoid the ironing?"

The Nebbish is not tragic and does not have enough energy for real despair. Rarely does he rise to the pathos and the wisdom that comes of suffering. Swilling in bathos, his hurts have sensuous edges, the ready comfort of complacent hopelessness.

Jolts and crises, the gifting by another, or unexpected grace can sometimes dislodge the habit of Nebbish, but it is persistent. After months of being free of this character, you can awaken one morning to find the Nebbish alive and well, waiting on your doorstep, spaniel eyes drooping, jaws beating on gum, and whining, "I know you don't love me. Nobody does,

but I have no other place to go. So would you mind if I rested for a few days in a corner somewhere? I'm such a nothingness you'll never notice I'm there."

In one million AD, when all present human characterological types have gone the way of evolution and transmutation, the Nebbish will probably remain, along with the cockroach and the termite, mankind's representative of the second law of thermodynamics, the entropy principle incarnate. And of all the cathexes and catharses, the abreactions, auditings, and primals, the entire armament of kosher and hokey therapies, not one will uproot the perennial Nebbish. There is, however, one thing that will—the laugh.

Laughing changes the posture, lightens the mood, makes colours brighter and banishes the Nebbish. All this from "the coordinated contraction of fifteen facial muscles in a stereotyped pattern and accompanied by altered breathing." And more, for, when we laugh, we dramatically alter our existence on the grid of space and time. At the height of laughter, the universe is flung into a kaleidoscope of new possibilities. High comedy, and the laughter that ensues, is an evolutionary event. Together they evoke a biological response that drives the organism to higher levels of organization and integration. Laughter is the loaded latency given us by nature as part of our native equipment to break up the stalemates of our lives and urge us on to deeper and more complex forms of knowing.

In humour we move away from the world of stale and habitual associations. We part company with the Nebbish and its world of withdrawal and dissociation. The pattern underlying all varieties of humour is bi-sociative, perceiving a situation or event in two habitually incompatible or unlikely associative contexts. The resulting paradoxical synthesis fools our expectations, unlatches our reason, and we start to notice new connections that surprise, alert, and make reality juicier than it was.

That is why humour and laughter are the kissing cousins of creativity. As Arthur Koestler, a scholar of the creative process, has observed, "The history of science abounds with examples of discoveries greeted with howls of laughter because they seemed to be a marriage of incompatibles...until the marriage bore fruit and the alleged incompatibility of the partners turns out to derive from prejudice." The Aha! of discovery is next of kin to the Ha ha! of paradoxical synthesis.



In both, I would suggest, an evolutionary physiology comes quite literally into play. At the height of both laughter and creativity you enjoy a cortical emancipation from the blind urges and ancient dreads of your archaic and conditioned mind. You are again as a little child, withholding judgment and, convulsed with laughter, understanding without formal instruction the topsy turvy glory of things.

One hundred and eighty degrees removed from the Nebbish on the Yiddish characterological scale is the second great archetype we are going to consider, the Mensch. And what is a Mensch? Here are a few of the responses I have received to that question:

"A Mensch is a full person."

"Golda Meir was a Mensch."

"A Mensch is not a hero. A hero is a one-shot deal while a Mensch is forever."

"A Mensch lives on all levels."

From an eighty-five-year-old Jewish woman: "Mein Mama was a Mensch. Such power, such pizzazz she had you wouldn't believe. But how did she use it? Like an angel already."

"A Mensch loves to take his children to the zoo and doesn't mind doing the income tax."

"A Mensch can give with grace and receive with the same. When a Mensch scrubs the toilet bowl, he's cleaning up the world."

"When a Mensch walks down the street even the sidewalk feels good."

"When you are with a Mensch, you grow a little."

"A Mensch celebrates life."

"A Mensch has leaky margins."

"A Mensch loves to learn, loves to laugh, loves to listen."

"A Mensch knows how to cry."

"A Mensch sees the Mensch in you."

"A Mensch, when the Nebbish comes to the door, tells him a joke."

The Mensch is the human possibility in all of us. Along with laughter, the Mensch is the antidote to Nebbish and deserves at least as much practice. Indeed, the Mensch is the ultimate musician, the Artist of the High Practice. The Mensch is ourselves whenever we go into High Self. And having experienced ourselves as High Self, we are enchanted by the beauty and the wonder of this memory, by this glimpse of the possibility within. While the Nebbish may have enormous survival power, the Mensch, once invited in, is here to stay.

As I have mentioned, the Nebbish can be banished by the gifting of another, by a deep recognition of the dynamic potential hidden beneath posturings and masks. And so we, as the Mensch, have the power to restore to one another the glory which we are. While learning this lesson was profoundly painful for me at the time, the empowerment and understanding I received at a crucial moment in my life has shaped my teaching and provided the grounding for my work. ♦

Excerpted with Dr Houston's permission from The Possible Human. Los Angeles: Jeremy P. Tarcher, 1982.

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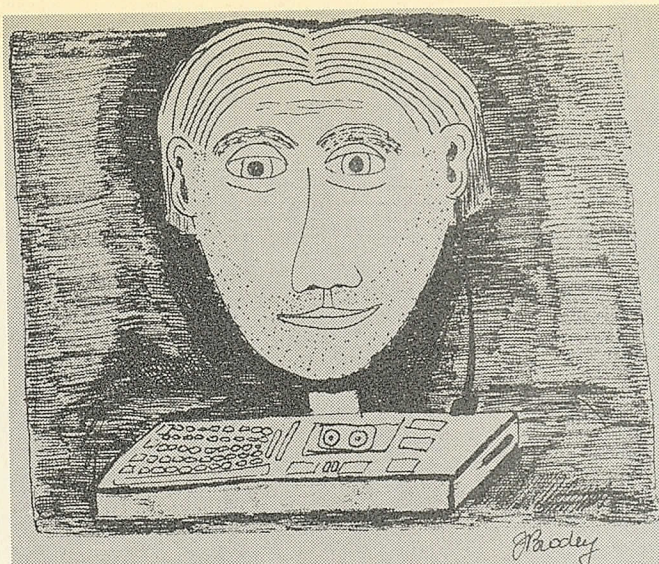
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Let there be any misunderstanding, let me preface this article with a clear statement of my admiration for the remarkable computer. Like all the works of *Homo faber*, high tech, this latest chapter in humanity's ongoing industrial saga, deserves to be honoured as a manifestation of the astonishingly inventive genius of our species. I use a computer to earn my way as a writer; I might even qualify as a highly proficient user. I marvel each time I boot the machine at the cunning that has found a way to translate so much of human culture—numbers, words, graphics, music, three-dimensional design, animation, fractals—into simple digital symbols that can be read as electrical signals. I am astonished at the speed and compaction that has been achieved by computational devices in little more than a generation. I can even understand how some might (though mistakenly, I think) identify an accomplishment of this magnitude as an incipient form of superior intelligence.

If there were not thousands already applauding the skill of those who have fashioned this technology, I might be the one to do it. But there are more than enough who stand ready to praise; indeed, one of the things that worries me most is the great number who are handsomely rewarded for doing so. The "data merchants," as I call them, find their careers or their investments tied to the extravagant promises that attach to computers; they have every reason to believe that there is nothing computers cannot do and should not be doing. The result has been the creation of a mystique of information that makes basic intellectual discriminations between data, knowledge, judgment, imagination, insight and wisdom impossible.

There is a great issue at stake in the confrontation be-



The Information Trance

Though heroes like Star Fox may confront every kind of cosmic entity, they are not apt to meet a single English sentence longer than "insert coin."

THEODORE ROSZAK

tween our schools and the new information technology: the deep meaning of "literacy" as an indispensable but now endangered faculty of the mind. I would suggest there is a quality of attention and intellectual plasticity that derives from the habit of reading—the ability to track a text from start to finish, to connect, compare, and contrast—that is essential to a significant range of issues. What we understand our culture to be and what we take democracy to be depend on defending and enhancing that quality.

Along with librarians, teachers are the guardians of literacy; literacy is to education what due process is to the practice of law and hygiene to the practice of medicine. Whatever spectacular changes

our media of communication may undergo, if we diminish the importance of literacy, we lose more than we gain. Quite simply, we cheapen the art of thinking—perhaps to the point that we finally believe that what data-processing machines do is indeed "thinking." If such a consensus ever comes to dominate our culture, it will not be because the machines have become our equals, but because we have become theirs.

There is something about all computerized activities that is worrisome in this respect, something built into the physical posture, emotional affect, and perceptual action of sitting at a video terminal, entering data, scrolling through, reading snippets of this and that. Of course, good

things can come of computer literacy; it is another useful human skill—provided it does not displace real literacy to become the dominant form of intellectual exercise.

So much that comes to us out of the culture of computers, especially as the technology moves toward "edutainment" for the young, grinds away at the already diminished attention span and power of concentration. The essence, after all, of hypertextual surfing is pushing buttons and jumping around. One begins reading about Beethoven, scrolling through lots of flashy graphics; click! and one is checking a chronological timeline; click! and one gets four bars of the *Eroica* as performed by a histrionic Leonard Bernstein; click! and one is watching an excerpted movie about Napoleon; click! and one is viewing an animated map of Vienna; click! and one is keystroking notes, or click! pasting text in the clipboard, or click! accessing numerical data, or click! checking E-mail from other students around the room (and someday around the world!) and then click! back to... Beethoven? Napoleon? Leonard Bernstein?

Dazzling? Indeed it is, in the sense of endlessly distracting. What I have been most aware of in dealing with software like this is... *the software*, which is the work of technicians eager to showcase their skills. But these skills look suspiciously like the skills that go into the one-cut-per-second soft-drink commercials aimed at youthful viewers, all medium with no message deeper than the reflex association of the product with a hundred flashy images. It may finally be necessary to get this technology out of the hands of those technicians before we know how intellectually beneficial it can be within the realistic budgetary constraints of public school systems.

Theodore Roszak is Professor of History at California State University, Hayward. His many books include The Voice of the Earth (1992), Flicker and The Making of a Counter Culture. This excerpt is reprinted with his permission from his revision of The Cult of Information, University of California Press, first published in 1986.

Whatever advantages our schools may reap from well-conceived and well-used computerized instruction, the technology reaches beyond the classroom; in its most mind-boggling applications it becomes the computer games that sell so abundantly for home or arcade use. Can there be any doubt that these obsessive amusements are radically transforming the mental life of children? They are teaching the kids—mainly the boys, it seems—how to indulge in savage martial arts without exercising anything more than two thumbs; how to zap whole galaxies; how to eviscerate dinosaurs; how to race spaceships around the universe; how to deal with goblins in the dungeon (kill them), trolls in the forest (kill them), and evil wizards in the haunted castle (kill them).

The garish, animated "art" that fills the video-screens is no worse than the

*The mystique of information
makes basic intellectual discriminations
between data, knowledge, judgment, imagination,
insight and wisdom impossible.*

comic book "art" upon which I regrettably lavished my childish time, but I suspect it is more hypnotically fixating. It moves! It beeps! It bursts into eye-popping psychedelic explosions! The "stories" that surround the beeps and the bursts have even less coherence than comic book tales and so require no expansion of the attention span. The script usually features a single figure hulking across the screen, stopping to kick, stomp, punch, shoot,

stab. (The characters usually hulk from left to right, perhaps out of some minimally surviving folk memory of the activity once called "reading.") Over the course of hours, days, weeks, though heroes like Star Fox may confront every kind of cosmic entity, they are not apt to meet a single English sentence longer than "Insert coin." (The most complex concept I have seen displayed in any of the games is "Run to avoid getting

killed!") Industry experts and their consultants claim the games teach children all sorts of employable skills: hand-eye coordination, spatial relations, strategic planning. Reportedly they also cultivate self-esteem, logic skills, and "empowerment." As, for example: kids indulging in vicarious mayhem with Samus Aran of *Metroid II* must learn to master fourteen different futuristic weapons.

Teachers may not be able to do all they might wish to do about the worst assaults the new media make upon the minds of the young. But simply by being there, by surviving, and by having as much contact with inquiring minds as possible, they can help uphold the value of literacy. Our schools can become one of the places that surround information technology with a greater culture that disciplines its excesses. ♦

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Teachers in charge

Volume 2 No. 3 April 1994

WE'VE COME A LONG WAY

Creating a Culture of Change has come a long way in just under two years. Last winter, when the project first began to get rolling, the computer network was a bunch of telephone hookups and a near-idle IBM 486 in Toronto, the school initiatives sector was a blank map of Ontario and the sharing ideas program was an empty file cabinet.

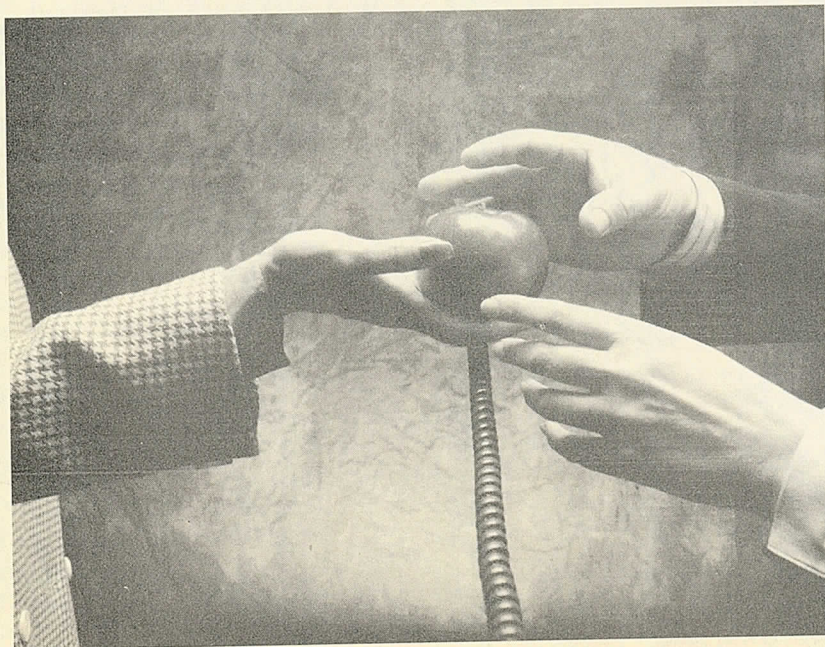
Just look at 3C's now. The **computer network** has taken off beyond anyone's wildest dreams. Teacher membership on the network has climbed from zero to three thousand by the end of 1993 to over six thousand as we go to press. Last year, nobody knew if the idea of a computer "lounge" for teachers to talk about

weather, life, and the universe would be of any interest. Now if you want to climb into the computer hot tub, you'll be message number 3800.

The **school initiatives** map has grown into a coloured mass of dots: facilitators and projects stretching across the province. Seventy facilitations got under way in 1993, many of them still continuing; another 20 are in the planning stages now; more are expected to begin next fall. With the current group of facilitators helping teachers build change from within their schools, the school initiatives sector will reach capacity near the end of 1994.

The **sharing information** sector has finally outgrown its file cabinet and become a real entity in itself: The Curriculum Clearinghouse. Thanks to the Ministry of Education & Training, OTF and a group of other education stakeholders, the Clearinghouse is hiring its first employees and may be able to open its doors sometime in the Fall. Creating a Culture of Change is still pumping teacher ideas into *Teachers in charge*, to TVOntario through "Inside Education" and other programs, and into our own filing cabinet while the Clearinghouse gets ready to run.

So Creating a Culture of Change has grown, but the mission has stayed the same: to empower change in the schools by teachers, à faciliter le changement dans les écoles par les enseignantes et les enseignants. Because those are the changes that last.



For changes that last, the best ideas come from a small group of teachers thinking out loud...

How Teachers Have Changed Their Schools

If you ask what change means to Andrew Livermore, a Grade 3 student at Eamer's Corners School in downtown Cornwall, he'll tell you: "I like it—meeting new people and making new friends." Or, if you ask third grader Jamie Lucas what it means to have school families instead of homerooms, he'll say, "They're neat because they give people a chance to get to know everyone in school."

The changes that have won such rave student reviews at Eamer's Corners didn't come from on high; they developed when Florence Dunn, John Irvine and a number of other teachers wondered what could be done to make school safe and inviting for students.

The whole staff began thinking and came up with an array of plans that revolved around "school families," groups of kids from different grade levels who chose their own group name ("Eagles," for instance) and then joined in non-competitive activities like friendship week, or interest clubs, or making gifts for kids from another class. "We wanted to teach the kids respect for others," says Florence Dunn, a Grade 3/4 teacher, "but that has to start with respect for one's self. That's really where the whole self-esteem project began."

Right across Ontario, great projects for kids are starting out with a handful of teachers deciding to make change happen in their schools—often without the assistance of Creating a Culture of Change. At West Hill Secondary School in Owen Sound, business teacher Donna Brown and English teacher Norah Phillips got excited about an idea at the Spring 1990 Ontario Busi-

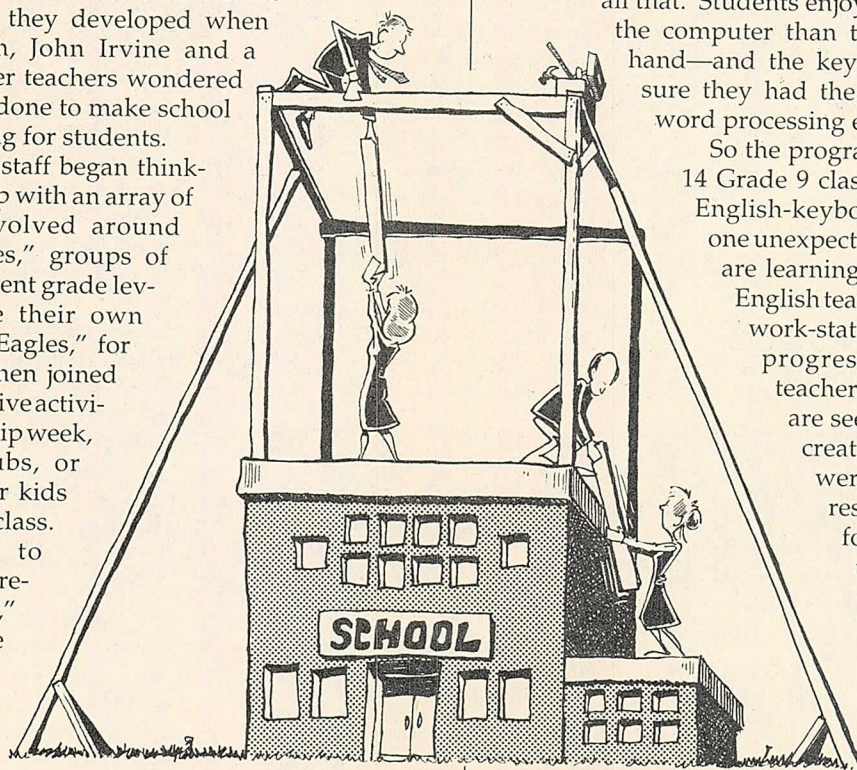
ness Educator's Association Conference in Kingston. They thought there might be a way to combine English and keyboarding to create a program that would give kids both important components of a writing program.

The next year, they started a pilot program: two classes, 50 Grade 9 kids. There were problems, of course. Only half the students could be on keyboards at any one time, and the content aspects of both English and keyboarding had to be cut back. But the bonuses made up for all that. Students enjoyed writing far more on the computer than they ever had in long-hand—and the keyboarding course made sure they had the skills to do computer word processing effectively.

So the program grew. This year, all 14 Grade 9 classes have an integrated English-keyboarding program with one unexpected spin-off: the teachers are learning from each other. The English teachers are learning about work-stations and individualized progress from the business teachers; the business teachers are seeing the students make creative use of lessons that were once only drill. The result is excitement, both for the kids and the nine teachers now working together.

At E. C. Drury School in Milton, Creating a Culture of Change was inadvertently part of starting up a teacher-re-

search project. It was a 3C's brochure on the staff room bulletin board that got Paul Lingen, Doug Mohun and Ron Dodds saying "maybe we can do something." Their idea turned into a question of research: how do deaf students interact with print differently from hearing students? Paul Lingen explained, "We were all busy teaching deaf students how to read, but none of us really knew what approach worked best for them. We wanted to find out."



It was a little research project that grew. This year, 12 teachers and other professionals are doing intensive interviews and testing with 15 students to find out how they read and how they can best be taught to read. Some of the interviewing will be done by interpreters using sign language. "We don't know yet what answers we're going to find," Lingen says. "Maybe what we're doing as teachers is fine, or maybe we should be doing it differently. But at least we're asking that kind of question."

Asking questions, looking at problems and listening hard are important at the start of the change process.

Asking questions, looking at problems and listening hard are important at the beginning of the change process. At Caledon East Public School, teacher Alf Sands listened to a bunch of complaints about the standard junior report card and decided to develop with a new one. He got together with Judy Temple and Doug Findley to come up with a report card which would tell what the kids actually did—the themes really covered in the class—as well as the standard categories. Now all five junior/intermediate teachers are working on the new format, with plans to get all their record-keeping on a Filemaker Pro database next year. "Then we can just fax a report card to the parents," says Sands.

The brave new world of teaching isn't going to come by Ministry document or administrative memorandum; it will come from handfuls of teachers right across Ontario changing their schools from within. That process has already begun. ✓

Sorry, we're slow...

Mary Beam, Creating a Culture of Change's resident computer maven offers advice to the networker.

Dear Mary

Q: Why does the Network slow down some nights? Sometimes it works like quicksilver, sometimes like molasses. What gives?

A: Could be any of a number of reasons. Sometimes Noel, Wayne and Robert are doing work on the fileserver way in the background. When what they're doing flips into the foreground, the whole system slows down. If that happens, the worst thing you can do is repeat a command. The Network stores all those repeated commands and will execute them one after another when it comes back to speed. That will really drive you crazy.

The other problem is that the Network is choking on our own success. Until we distribute file servers to some of the heavy traffic areas, we'll keep on slowing down between eight and ten o'clock, when most teachers have finished dishes and marking and are ready to get on the network.

Q: I got a wonderful romantic message for Valentine's Day from a friend on the Network. How can I print it out?

A: I have a hunch you don't really want to print the whole screen with all the option letters at the top (if you did, just use the "Print Screen" function on your computer). What you want is the "heart" of the message, as it were. So do this: once



you've finished reading the message on the screen, hit the equal sign. This will prompt the screen to ask you what you want to call the particular message when it becomes a file on your disk. Once you enter a name

such as **b:heartthrob.big** the text will be sent to your disk. Then you can print it or even improve the content should your friend's text not fully express his ardor.

Q: I think the hot tub is wonderful, but I'd like to see some pictures of the other people who are in it all the time. Please don't call my interest prurient; let's just say I'm curious, electronically.

A: My own picture is at the top of the column, suitable for framing, but my guess is you're really wondering how to spot Dave from the Goose at the next Outcomes conference. Sorry, you'll have to wait. Once we get more file servers (that's called a distributed system for you techno-junkies), we'll have full Internet access and be able to send graphics files. Then you can have pictures on your screen of everything from downtown Warsaw to downtown Wawa, if that's what you have in mind.

Confidential to Josie in Metro:

A: We're trying, Josie. Why not join the Software Conference and tell us what we can do to make the system better?

A Quiz...

How Open is Your School to Change?



Schools vary widely in their willingness to take on change. Here's a test to see where your school stands. Scoring. If the item is "generally true for you and your staff," score 5 marks; if you feel it is "true some of the time", score 3 marks; if your response is "never in a million years", score zero. You can adjust for marks in between. Add the totals and look below for results.

- | | |
|--|--|
| ① My colleagues and I are given time to talk about changes in the school (3 point bonus if the principal provides donuts). | ⑥ Our school has a real mission or vision which is a lot more meaningful to me than the official "mission statement" framed on the wall outside the office. |
| ② My principal invites the staff to share decision making on items much more important than who's assigned to clean the coffee machine on Tuesdays. | ⑦ Teachers frequently visit each other's classrooms, not just to borrow crayons. They like to see what is going on and borrow ideas. |
| ③ My staff enjoys working together on new ideas almost as much as it enjoys pot-luck suppers. | ⑧ When I've had a lousy day in the classroom, I don't feel awkward telling other teachers and administrators about it, and sometimes I even get sympathy. (3 point bonus if somebody will offer to buy you a liquid refreshment) |
| ④ We've been involved in transition years, writing folders, mission definitions, safe schools and recently sold advertising rights on our soccer team jerseys to a major beverage company. | ⑨ Experienced teachers help out new teachers, both in informal ways and in official "mentoring" positions. |
| ⑤ My staff takes time to talk at the end of the year, not just about promoting or holding back students, but about how well our program works for students. | ⑩ Risk-taking at my school is encouraged at least as much as contributions to the United Way. |



Teachers in charge

A special series of newsletters by the

Ontario Teachers' Federation

for
Creating a Culture of Change,
an OTF/MET initiative

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FAX 416-966-5450

For more information on *Creating a Culture of Change*, call us at (416) 966-3424 or 1-800-268-7061 (in Ontario):

- Computer Network:
Mary Beam
- School Initiatives:
Paul Shaw,
Ron Hurtubise or
Céline Lalancette
- Other Information:
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marybeam@vef.north.net
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ronahurt@vef.north.net

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Marking your school:

- | | |
|----------|---|
| 45-56 | Bandwagon Boomers. Your staff is so open to change that you may not even take time to think about what's needed, or analyze the problems that your students really face. Maybe your principal is bucking for a promotion or half your staff (not your half, of course) is a bit wingy, but in either event it's time to do some deep thinking before the next bandwagon comes along. |
| 32-45 | Change Creators. Your school and staff enjoy change, understand why it has to keep happening in our schools and are ready to look for new ideas. Congratulations. Call us at 1-800-268-7061 if you want some help. |
| 20-32 | Willing Wallflowers. Your staff has a hunch that change is important, has a vague sense that your school could be doing something different and better, but is a bit fearful of giving change a try. Creating a Culture of Change has people and ideas to help you. |
| under 20 | Granite Grinds. Your staff has been so burned by the press, curriculum initiatives and frequent policy turnarounds that it's lost the capacity to change. Your school, procedures and courses are carved in stone. Your poor students will still be learning radio repair and Palmer penmanship in the year 2020. Accept our sympathy. ✓ |

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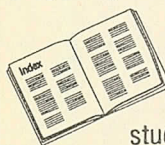
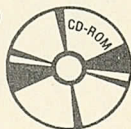
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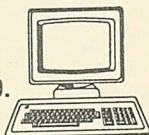
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Unfortunately, for most of us, there is no such thing as easy money. There is, however, an easy way to save money. Teachers Fraternal, your non-profit life and disability insurer, has developed two new plans that give you even more for your insurance dollar.

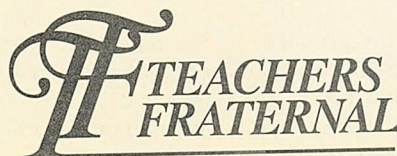
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Course Dates and Registration

(see course descriptions on pages 6 and 7)

The New World & Lifelong Learning

Toronto, 1994

May 14, August 17, August 22, Nov. 7

Members: \$125 + \$8.75 GST

Non-members: \$140 + \$9.80 GST

Developing Vocational Strategies

Toronto, 1994

June 23-24, August 29-30, Nov. 4-5

Members: \$250 + \$17.50 GST

Non-members: \$275 + \$19.25 GST

Life Alignment

Toronto, 1994

Sept. 23-24, December 2-3

Members: \$250 + \$17.50 GST

Non-members: \$275 + \$19.25 GST

Imaginal Education

Toronto, 1994

August 15-16, Sept 30-Oct 1, Nov. 11-12

Members: \$250 + \$17.50 GST

Non-members: \$275 + \$19.25 GST

Imaginal Learning

Toronto, 1994

October 7

Members: \$125 + \$8.75 GST

Non-members: \$150 + \$10.50 GST

Retreat for Educators

Heartsong Hill, near Penetanguishene

August 2-5, 1994

Members: \$275 + \$19.25 GST (includes room)

Non-members: \$300 + \$21.00 GST (includes room)

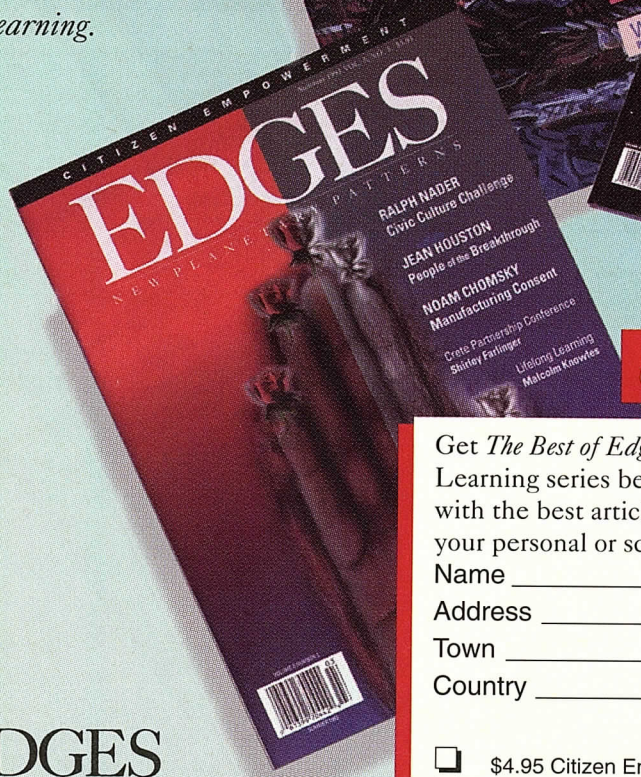
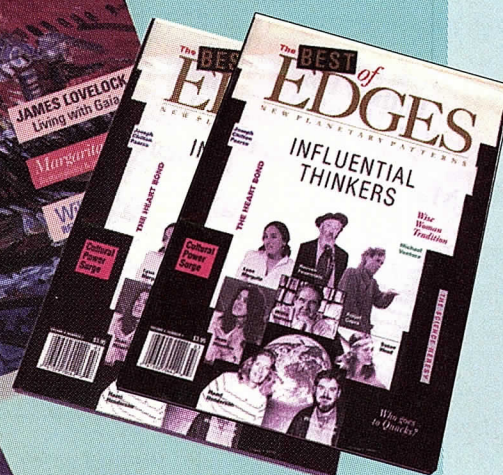
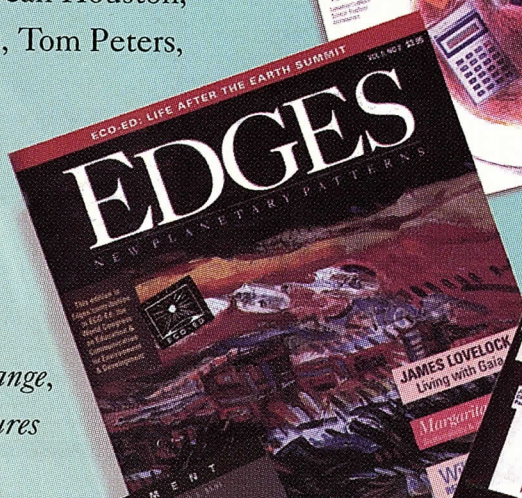
Other Services

On-site courses tailored to your specific needs

For Facilitation Skills courses and other resources of ICA
Canada, see brochure after page 26.

ADVENTURES IN LEARNING

EDGES magazine brings you a special series, *Adventures in Learning*, from leading edge thinkers around the world. Explore the learning revolution with Ralph Nader, Noam Chomsky, Jean Houston, Malcolm Knowles, Tom Peters, Dee Dickinson, James Lovelock, Margarita Arias, Joseph Chilton Pearce and many more. If you liked *Teachers Facing Change*, you'll love *Adventures in Learning*.



SPECIAL OFFER

Edges is a truly international magazine. I always look forward to *Edges* because it contains articles by some of the most significant and stimulating thinkers in the world today.

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Edges does the best job of any magazine I know in dealing with all the dimensions of the whole-system change that is upon us. It is unique in its singleness of purpose, its breadth of coverage and its literary quality.

Dr. Willis Harman, author of *Global Mind Change*

Citizen Empowerment

Noam Chomsky - Manufacturing Consent
Jean Houston - People of the Breakthrough
Ralph Nader - Civic Culture Challenge
Malcolm Knowles - Lifelong Learning: a Vision
Ilona Staples - Art with a Social Passion: a mini gallery of art masterpieces from 1338 to 1987.

Eco-Ed: Life after the Earth Summit

James Lovelock - Living with Gaia
Willis Harman - Rethinking Economics
Vandana Shiva - Two Worldviews
Margarita Arias - Sustainability
Jeff Phillips - Infotoxins
Wolfgang Sachs - Discovering Poverty

Learning a Living

Tom Peters - Selling Imagination
Howard Gardner - Multiple Intelligences
Dee Dickinson - New Research in Learning
Conference Board - Skills Profile
Dale Shuttlesworth - Enterprise Learning
Brande Gentry - Trauma of Job Loss

The Best of Edges

Reuven Feuerstein - The Story of Rabital
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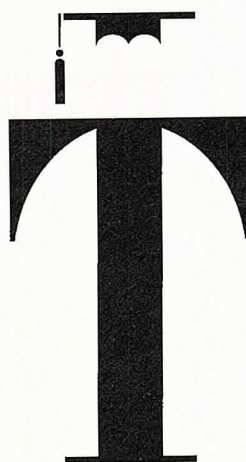
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Deadline for entry has been extended to:
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TVONTARIO

1994 TVONTARIO TEACHERS' AWARDS



PRIX D'ENSEIGNEMENT TVONTARIO 1994

TVOntario et la Fédération des enseignantes et enseignants de l'Ontario souhaite remettre son Prix d'enseignement à l'enseignant ou à l'enseignante (ou à l'équipe d'enseignants) qui aura incorporer ces éléments dans son programme d'enseignement.

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Soumettez la candidature d'un ou une collègue dès aujourd'hui. Composez le (416) 484-2600, poste 2322, ou le 1-800-463-6886, poste 2322, sans frais. Les gagnants seront annoncés au mois de mai : ouvrez l'œil.

La date limite pour réception des candidatures a été reportée au vendredi 15 avril 1994.

TVONTARIO

Centennial School

Nancy Johnston is the vice principal and Carolyn Reist a teacher at Centennial Middle School in Georgetown, Ontario.

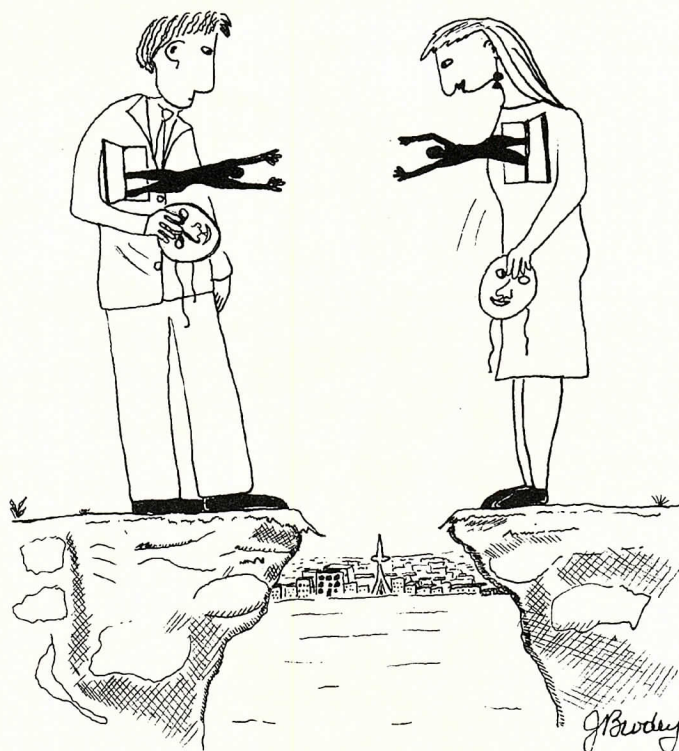
Carolyn and Nancy were part of a special program shown on TV Ontario on February 26th. The program, entitled *Getting It All Together*, dealt with the what, why and how questions around the topic of integrated curriculum. What follows is adapted from a conversation between Carolyn and Nancy for TVO's John Leblaw on team teaching and integrated learning.

Carolyn: In the past I never had the time to try the team approach to teaching because I could never get my schedule to match the other teachers'.

Nancy: We focussed on this when establishing the timetable at Centennial, so now the schedule has become more flexible to accommodate the team planning process. Planning time is blocked in for team meetings, and a school budget set aside for curriculum design. Planning time is a key component to a successful team.

Carolyn: The team approach is significant. It helps me solve problems because it clarifies a problem to talk about it with a partner. With the two of us working together, we think of new and different perspectives and each brings strengths to the situation, so we know we are servicing kids in the most productive way.

Nancy: A team approach provides built-in support for its



members. There is a feeling of security when you are part of a group venture.

Carolyn: When you have a partner you talk about things because you know the problem will not go away. You try out new things because you do not want to let your partner down, and the kids see that. The kids benefit because they see us working as a team, modelling what we are asking them to do. In order to function later on in school or in business they need to know how to listen to each other and work cooperatively together. My partner and I do not always agree on an

approach but the kids see that we are working something out.

Before we begin a new unit or broad based theme we encourage input from our students. We take their ideas to a planning session in order to build the unit around their interests and their academic needs. With this approach the curriculum has more relevance for them.

Nancy: At the school level, the implementation of new ideas has had a strong influence on our beliefs and values. We aren't stifled by the old idea that we must be experts at all we do. Instead we

draw on the expertise of others in the group.

It takes a tremendous amount of time up front to encourage all teachers to talk about their beliefs and values, but we have to come together as a school to establish a shared vision. It is a risky thing for people to be completely honest and to express their ideals. Conflict usually arises from these discussions, but this conflict can be viewed as a positive influence because the resolution enables people to look deeply at our collective goals.

The community has been involved in our change process. Discussions have centered around the future needs of our children. We want their continued input into our planning.

The Participation Paradigm

ICA's facilitation and imaginal education methods have been in use for over 30 years in many North American schools. Here are a few vignettes drawn from answers to a questionnaire I distributed recently. The examples illustrate the many applications of ICA's methods.

Problem Solving

"A special meeting had been called to deal with discontent over a proposed change in room assignments for the coming year. Several teachers who had not been at the previous meeting felt that the new assignments had short-changed them and their classes. The teacher who really had the complaint had to

leave early, so they made sure he spoke first to clarify his concerns and to make his suggestions before he had to leave. The principal acted as facilitator, rehearsing the importance of coming up with the best possible solution. She also had a large wall chart of the building with the proposed room changes on Post-its, so that everyone could visualize what was being suggested. As a result, the whole group 'owned' the problem, and in a very few minutes came up with alterations which resulted in a better solution. This meant that the teachers, tired after a day in class, left on a high, knowing that they had successfully and 'care'fully dealt with a problem."

Principal's Evaluation

"Seventy school staff and four administrators were gathered in a large meeting room to receive the 'touchy' results of a school principal's evaluation. Using the carefully ordered questions of ICA's discussion method meant that people were honoured and protected. No one was offended, no one left the room. The discussion method proved to be the very best way through an emotionally fragile situation. In its most simplified form, this method gets out the objective facts, then the underlying feelings, pushes for the learnings, then moves to the next steps. One teacher noted, "the discussion method is the most flexible teaching tool I've ever used. It can be effective in one minute (as a conflict resolution device) or in a long reflective conversation."

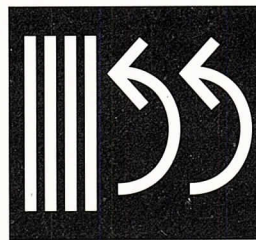
Basic Discussion Method



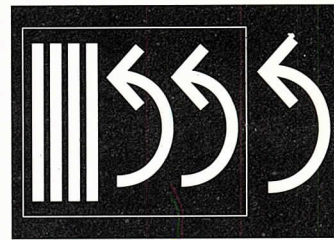
**OBJECTIVE
LEVEL**



**REFLECTIVE
LEVEL**



**INTERPRETIVE
LEVEL**



**DECISIONAL
LEVEL**

Staff Planning

"We used the workshop method at our staff planning sessions the first two days of school. We looked at our mission and values statements to come up with the year's focus areas and formed task forces to work on these goals. Now, on a monthly basis, we have breakfasts and planned activities. Our totally integrated teaching team has planned its own schedule and prep hours and they have the most students on the honour roll. Staff now readily and easily break into discussion groups and focus on problem-solving and solutions rather than complaining and blocking. We also use ICA's action planning for school-wide, in-depth analysis of instruction and a formulation of a five-year plan for instructional improvement (not just cosmetic, peripheral change). The staff no longer says, 'it can't be done'—they are impatient now if it isn't done immediately."

Professional Development

"Monthly, after-school, teacher-development series introduced imaginal education

methods, multiple intelligences, critical thinking skills, the workshop method and curriculum writing. The staff chose three common days to build their curriculum together by grade levels: History Day, Earth Day and Ethnic Heritage Day. This resulted in teachers exchanging classes and innovative curriculum ideas."

Budget Cutting

"When cuts in funds demanded cuts in costs, we used ICA's methods to brainstorm possible cuts and then prioritized the order in which cuts would be made. The bargaining teams together solved problems that no one else in the district was dealing with and which were not strictly within the domain of the negotiations. Earlier, I had been on a combative bargaining team and then the collaborative bargaining team. The atmosphere and results were so much better under collaborative bargaining."

The methods work just as well for the kids. A preschool teacher uses the non-judgmental

discussion method (see diagram and next article) to resolve schoolyard conflicts. She even has the four questions up on the classroom wall to remind the children so they can use it themselves. Her imaginal decor shows the questions as a train with a locomotive, two carriages and a caboose bringing up the rear. The locomotive question is "What happened?" The two carriages are "What do you want?" (to the first child), and "What do you want?" (to the other child). The caboose question is "So what needs to happen now?" The teacher swears by this simple method.

Some teachers' testimonials sum up the impact. From a high-school teacher: "I always use these intentional methods when I am clear that I want or need to win—that is, when the outcome is important to me." From a school principal: "These methods aren't about restructuring our school system—they're about restructuring human relationships." Finally, from a senior teacher: "ICA methods turn observers, cranks, and irresponsi-

ble geniuses into participants with a vested interest in making things happen. Since 1969 they have changed my life and transformed my teaching." ♦

—Jim Wiegel

Jim Wiegel is on the staff of ICA in Phoenix, Arizona. He has been involved in educational transformation for the last 25 years.

Facilitating Group Discussions

Working and solving problems together in a group is the essence of the workplace today. The most experienced or knowledgeable person on the job is usually designated to call the group together whenever the need arises. But the group discussion itself often takes skills that person is not prepared for.

Every group discussion has the potential for creating misunderstanding. This can lead not only to acrimony but also to the inability to decide about next steps. Most of us have seen the spiral of endless clarifications and inertia which ensues. The four steps of the Basic Discussion Method can provide the facilitator of any group discussion with a process which builds group trust and leads to more effective decision making.

Step One: Objective Level Information. Allow each person a chance to give their "objective" facts to the group. This is not the time to challenge the validity or truthfulness of the "facts." This objective level information is an important fact as far as that per-

son is concerned. Permit simple clarifications only.

Step Two: Reflective Level Response. Encourage everyone to associate all the objective level information with their own personal experiences. Let emotionally charged associations and personal reflections be heard by the whole group, so that the personal importance of particular "facts" becomes apparent to everyone.

Step Three: Interpretive Level Evaluation. Ask the group to interpret the meaning and value of the "information" and the "reflections." The resulting disclosure of multiple perspectives will help everyone in the group understand the importance of the dialogue and what is at stake.

Step Four: Decisional Level. Ask a few members of the group to say what next step should be taken, given the current state of understanding in the group.

Here are four questions, following the levels of the Basic Discussion Method, that could be used at any staff gathering, large or small.

1. What are some of the things that have happened since our last meeting?
2. When did you find yourself bored, challenged or intrigued during that time? Why?
3. What do you think we have learned as a group?
4. What does this tell us we need to do next?

—Bill Staples

Examples from the video Technology of Participation by ICA Canada. ♦

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Memories of a Gifted Teacher

ESSAY

Barry Palmer died on October 14, 1993. He was 47. His death seemed so unfair, not simply because he was so young, but because his was a life whose richness touched others deeply. We are two whose lives were so touched; one of us, Sarah, knew him as a student; the other, Stephen, as parent. We saw him from different perspectives but we agree that his was a remarkable life.

Sarah: Before entering Mr Palmer's class, I didn't like school. I was not doing well—I felt I did not have it in me to be a good student. But Mr Palmer saw the potential in me, just as he found it in all his students. I could feel how much he believed in me and how much he liked me. I never wanted to disappoint him. As a result I worked hard in his class and I did very well. There have been periods since then—reflected in my marks—when I have not applied myself as wholeheartedly. But because of Mr Palmer I always knew that, if I wanted to, I could do well. Mr Palmer gave me something more valuable than anything any other teacher has ever given me: belief in myself.

Stephen: Sarah was broken-hearted when Barry refused to let her join the choir. I wrote him a long letter (quoting Joni Mitchell) on the importance of singing and the particular value of out-of-tune singing. He thanked me and agreed there was a place for such singing, but not in his choir—Barry didn't pretend people had gifts they did not, but was he ever good at finding the gifts they truly had! Sarah made some really good friends amongst young people who had very little facility in English. In the little girl who so wanted to be in his choir he saw a brave soul willing to take risks in reaching out to those left out of the circle by the other students. He also made sure that her gifts were realized academically: the young lady who entered his grade 4 class, reading at a grade 2 level, left his grade 5 class reading at a grade 11 level.

Sarah: Mr Palmer was incredibly in tune with the way in which his students interacted. He was really aware of how important social relationships were and wonderful at getting them to happen. There were two girls in my class, who, for different reasons, needed some extra encouragement. One had just arrived from Greece and spoke no English; the other, like me, was having difficulty academically. Both girls were shy. He encouraged our relationship; the three of us became very close,

and all of us profited from it tremendously.

Stephen: When Barry was assigned a classroom, he would move in a piano and some comfortable furniture. The student desks were put together in groups of six. As a parent, one could easily intuit one's child was in for a good year, just by the caring attitude that he projected. I felt so lucky when Sarah was assigned to his class again in grade 5. A major focus of a Barry Palmer school year would be a class trip. Sarah's grade 5 trip was to Prince Edward Island. Every detail of that trip was planned and executed by the students. They organized fundraising events, the largest of which was an auction. They approached Waddington's, an auction company, and were donated an auctioneer. Class parents cleaned out their basements. I even found in the garage an old table which I felt still had some merit. By auction night it had been transformed and it brought in \$340. No possibility of a learning experience was left unrealized.

Sarah: Mr Palmer had a genuine interest and enthusiasm for his students academically, but on the human level he also enjoyed being around them. On the train to and from Prince Edward Island, Mr Palmer would roam the aisles, stopping every few feet to talk and laugh with a new group of nine- and ten-year-olds. He would participate in the conversation that was already going on rather than bring up his own topic. He was somehow able to communicate with us in a way that was not at all condescending, as if we were equals rather than his students. He showed through the way he spoke to us that he respected us. Not surprisingly, we respected him. This special relationship we were able to have with our teacher made all of us enjoy school, at least a bit more. This was, perhaps, Mr Palmer's greatest gift.

Stephen: One of Barry's weaknesses was arriving at school after nine. On such mornings, another teacher would open Barry's class. He would arrive to find his class busy working independently. My sense is that one could learn a great deal about the art of teaching by making a study of this man's work. But the esteem in which he held his students would seem to this parent central to this rich and powerful teaching career. ♦—Stephen & Sarah Patterson

Stephen Patterson and his daughter, Sarah, remember the greatness of a recently deceased teacher. Barry Palmer was Sarah's teacher in the early 80s at Palmerston Avenue Junior School in Toronto.

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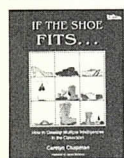
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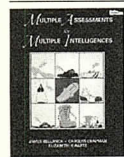
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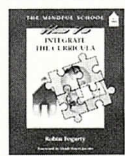
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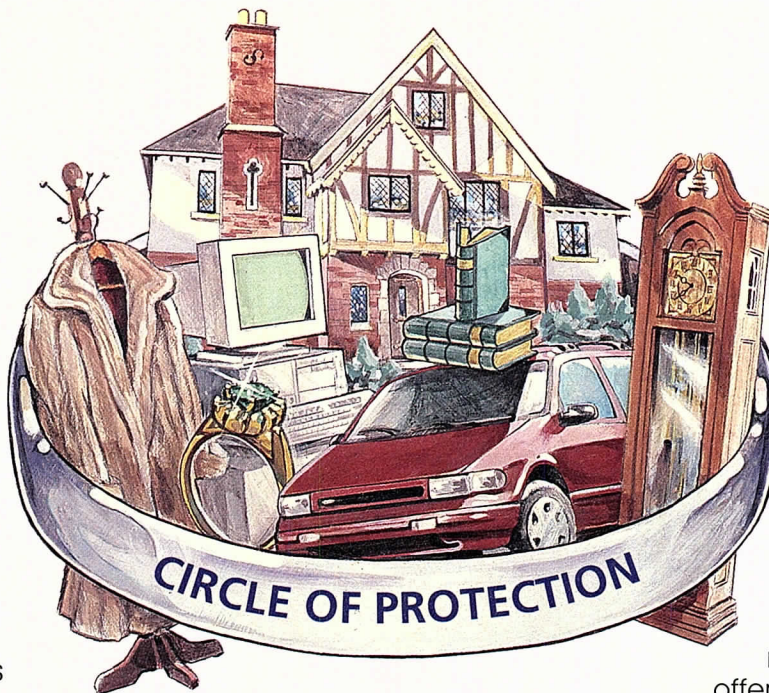
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