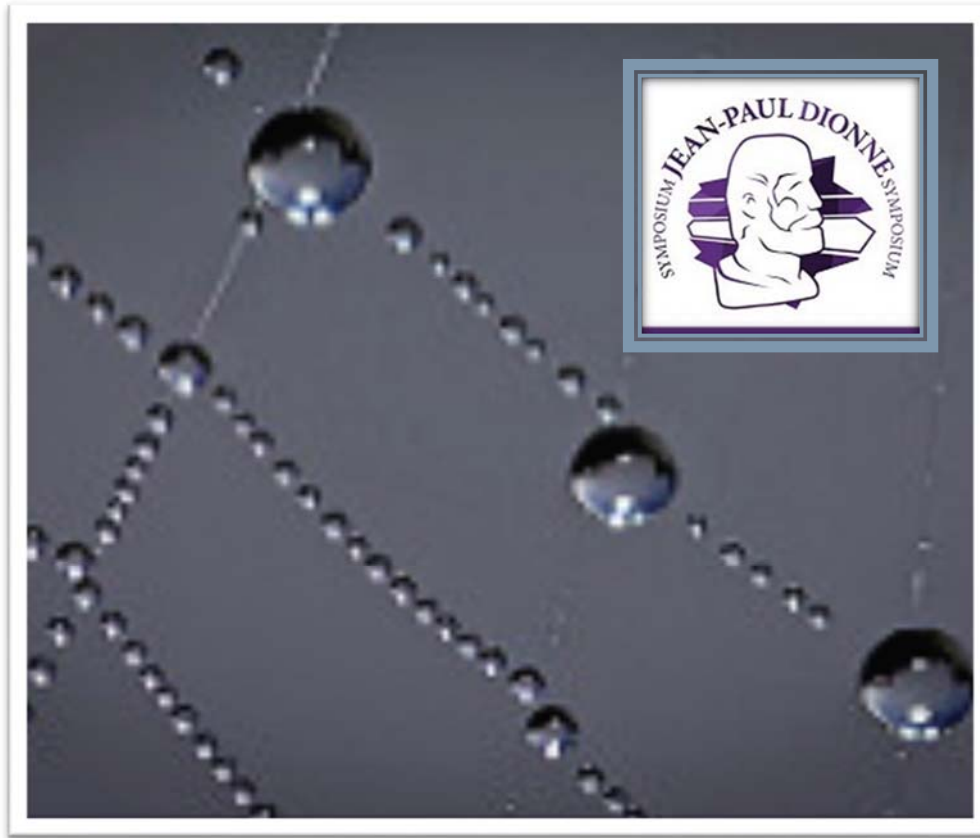# 2 0 1 7

WEAVING THE FABRIC OF EDUCATION: PAST, PRESENT, FUTURE

ACTES DU **SJPD – JPDS** PROCEEDINGS

L'ÉTOFFE DE LA RECHERCHE EN ÉDUCATION:

son passé, son présent et son avenir

CONTENTS

UN MESSAGE DU VICE-DOYEN, RECHERCHE

March 2018

Chers lecteurs,

C'est avec un réel plaisir que je présente le tout premier numéro des actes du Symposium Jean-Paul Dionne, une nouvelle initiative du comité Jean-Paul Dionne! Toutes mes félicitations à Carol Lee qui a travaillé très fort pour concrétiser cette idée et pour la préparation de ce premier numéro.

Le Symposium Jean-Paul Dionne est organisé sur une base annuelle en vue d'appuyer et d'améliorer la recherche menée par les étudiants aux études supérieures. Le but de ce symposium est d'aider les étudiants à créer des réseaux pour le partage de leurs idées. Ces actes vont contribuer à l'avancement de cette cause. Le cabinet de la vice-doyenne à la recherche offre son appui au Symposium Jean-Paul Dionne, ainsi qu'aux actes du symposium, comme un engagement envers le renforcement des capacités de recherche des étudiants incluant la dissémination de la recherche sous diverses formes et l'appartenance à une communauté universitaire. De manière plus particulière, ces actes permettront aux étudiants de développer leur confiance en leur capacité d'auteur à travers leur implication dans le processus de publication qui comprend la transformation d'un exposé oral en article, et la réponse à l'évaluation par les pairs. La publication des actes offrira également à d'autres étudiants l'opportunité d'acquérir une certaine expérience dans un processus d'évaluation par les pairs en deux étapes et d'y participer.

Nous croyons que le Symposium Jean-Paul Dionne et la publication des actes du symposium contribueront à la création de réseaux pour le partage d'idées en vue de la construction d'une communauté scientifique plus forte pour appuyer nos travaux.

Christine Suurtamm

Vice-doyen, recherche et développement professionnel
Faculté d'éducation, Université d'Ottawa

A MESSAGE FROM THE VICE-DEAN, RESEARCH

March 2018

Dear readers,

It is very exciting to see the publication of the first issue of the Jean Paul Dionne Symposium Proceedings! This is a new initiative undertaken by the Jean Paul Dionne Committee and I congratulation Carol Lee for her hard work in following through with this idea and putting this first issue together as editor.

The Jean Paul Dionne Symposium occurs annually to support and enhance graduate student research. The goal of the symposium is to help students network their ideas. These proceedings further that cause. The Vice-Dean Research office supports both the Jean Paul Dionne Symposium and these proceedings as a commitment to nurturing students' academic skills that include disseminating research in a variety of forms and becoming a part of an academic community. These proceedings, help to develop students' authorial confidence by engaging them in the publication process, which includes transforming a presentation into a written paper, and responding to a peer review process. The proceeding process also provides other graduate students with an opportunity to get experience with and participate in a two-stage peer-review process.

We believe that the Jean Paul Dionne Symposium and this new initiative of publishing proceedings helps to network people and ideas to ultimately build a stronger academic community to support our work.

Christine Suurtamm

Vice Dean, Research and Professional Development
Faculty of Education, University of Ottawa

UN MESSAGE DE L'EDITEUR

Bienvenue au premier numéro des Actes du symposium Jean-Paul Dionne. Le thème du JPDS 2017, L'étoffe de la recherche en éducation: son passé, son présent, et son avenir, célèbre le 50e anniversaire de la fondation de la Faculté d'éducation de l'Université d'Ottawa. Le thème du symposium de 2017 invitait les participants à considérer les changements et l'évolution de notre compréhension de l'éducation, y compris les cadres éducatifs, les approches de recherche en éducation et le développement de la pédagogie. Certains des étudiants diplômés qui ont présenté des articles lors du symposium ont également soumis des articles pour le premier numéro de la revue SJPD-JPDS évaluée par des pairs. Ces articles explorent les aspects politiques, historiques, pratiques, critiques et épistémologiques du tissu éducatif actuel, ils remontent les traces de son passé et intègrent des modèles de recherche sur l'avenir potentiel de l'éducation.

Un article explore la mutation survenue dans le système éducatif américain, allant de l'éducation à la citoyenneté (éducation citoyenne, construction citoyenne), à la promotion d'une société de consommation, mutation dont les origines sont ancrées dans l'administration Reagan. Dans deux autres articles étudient l'influence croissante de la science et de la technologie sur l'éducation canadienne et ghanéenne (au Canada et au Ghana).

Le changement réel ou perçu dans le traitement des groupes marginalisés dans les écoles et les classes est examiné dans deux articles; le premier, axé sur l'état de l'art du leadership éducatif noir, souligne les représentations actuelles et historiques de la discrimination des peuples autochtones, et le second s'intéresse à l'influence des étiquettes et du placement au niveau postsecondaire sur les étudiants surdoués et handicapés.

Je tiens à remercier le vice-doyen de la recherche, le comité organisateur du SJPD, les réviseurs, les éditeurs de copie et les correcteur d'épreuves pour leurs contributions inestimables en temps, en expertise et en dévouement.

Bonne lecture de ces actes, et si vous êtes un étudiant diplômé s'étant présenté à la SJPD-JPDS de 2017, vous êtes invités à nouveau à soumettre un article pour les Actes du symposium Jean-Paul Dionne de 2018.

Carol M. Lee
Éditeur

A MESSAGE FROM THE EDITOR

Welcome to the first issue of the Jean-Paul Dionne Symposium Proceedings.

The 2017 JPDS theme, Weaving the Fabric of Education: Past, Present, Future, celebrates the 50th anniversary of the founding of the Faculty of Education at the University of Ottawa. The theme of the 2017 symposium invited participants to consider the changes to, and the evolution of, our understandings of education, including educational frameworks, approaches to educational research, and the development of pedagogy. Some of the graduate students who presented papers at the symposium also submitted articles for the premiere issue of the peer-reviewed SJPD-JPDS Proceedings. These articles explore the political, historical, practical, critical, and epistemological aspects of education's current fabric, they trace threads back to it's past, and weave patterns of research insight into education's potential futures.

One paper explores the shift in the American educational system from citizen building to consumer building and its origins in the Reagan Administration. Two others explore the evolving role of science and technology in education, one in the Canadian context, and the other in the context of Ghana.

The real or perceived change in the treatment of marginalized groups in schools and classrooms is examined in a paper on the state of the art of black educational leadership, in a paper on current and historical representations of Indigenous discrimination, and in a paper that examines the influence of labels and educational placement on post-secondary gifted and learning-disabled students.

I would like to thank the vice-dean of research, the JPDS organizing committee, reviewers, copyeditors and proofreaders for their invaluable contributions of time, expertise, and dedication.

Enjoy reading your colleagues' work, and if you are a graduate student who presented at the 2018 SJPD-JPDS, consider submitting a paper for the 2018 Jean-Paul Dionne Symposium Proceedings.

Carol M. Lee
Editor

VANISHED HISTORY:

REPRESENTATION OF HISTORY OF INDIGENOUS PEOPLE IN THE ONTARIO SOCIAL STUDIES CURRICULUM (GRADES 9-12)

Evgeniya Bobrovnik

This article is a document analysis of the Ontario secondary Social Studies curriculum, specifically, of how it represents the history of Indigenous people. The analysis revealed omissions in representation, and limitations in perspective concerning the Indigenous population in history and current events. Applying the framework of anti-racist pedagogy and Culturally Responsive Teaching practices, the author suggests that thorough representation of indigenous history in the curriculum plays an integral role in anti-racist education and proposes ways to overcome curriculum limitations.

Keywords: anti-racist pedagogy, indigenous history, Ontario secondary curriculum

As an educator, a teacher must teach about past and recent events and must try to present the complete story while doing so. A teacher wants his or her students to have a factual understanding of the history of Indigenous people in Canada, including knowledge of the Residential School System. She or he relies on curriculum documents and a textbook. Is this reliance justified? Does the Ontario history curriculum represent the complete history of Indigenous people? How are these events portrayed and investigated in the curriculum? If these resources are lacking, what are some ways educators can overcome a limited coverage of indigenous history in the curriculum? These are some of the questions addressed in this research paper.

It is the position of this researcher that schools, educators, and the government need to accept responsibility for promoting respect and awareness regarding the treatment of Indigenous people as well as other groups that experienced discrimination, prejudice, and outright racism at the hands of society and the government. Further, she contends that if the curriculum does not adequately address this responsibility, then students will get their

knowledge of these histories elsewhere, which may lead to absorbing half-truths, pseudo-history, and misinformation.

Literature Review

The subject of teaching the truth about the Residential schools and similar aspects of Canadian history has received a lot of attention and the Calls for Action (2015) was published because of the Canadian Truth and Reconciliation Commission (TRC) findings (2015). How fully are the TRC's findings and recommendations reflected in the curriculum taught in the public education system? A limited amount of research has been conducted on the amount and the quality of indigenous content representations in the Ontario curriculum. The current research shows that "most student engagement with aboriginal history is construed in a highly historic nature, portrayed through the lens of interaction in relation to European history" (Godlewska, Moore, & Bednasek, 2010, p. 419).Even though there are courses--Native Studies and Native Languages--offered as electives for both academic and workplace streams in grades 9-12, there is no data on the number of schools in Ontario that offer these courses. In this research paper, I focus my analysis on the government educational policies, curriculum documents, and published works including but not limited to: Battiste (1995-2013), Dei (2013), Godlewska et al. (2010), Laenui (2000), LeBlanc (2012), and Longboat (1987).

The history of treaties since 1870s to 2000s, effectively summarised by Carr-Stewart (2001), describe the lack of fulfillment of state responsibilities on a number of occasions, specifically in relation to education: "during Canada's century of avoidance of the treaties, First Nations people kept the treaties alive and continued to press, from time to time, for the fulfilment of the treaty promises, particularly the treaty right to education" (p.138).

The analysis of these researches shows the consequences of racial discrimination against Indigenous people, including but not limited to events related to the Canadian Residential School System. Such discrimination was recently acknowledged by the Canadian government. The official apology issued by the Ministry of Indian Affairs in 1998 admitted that previous actions have led to: "the erosion of the political, economic and social systems of Aboriginal people and nations" (Indigenous and Northern Affairs of Canada, 1998).

In 2015, the Summary of the Final Report of the TRC was published. It shed light on history of the wrong doings against Indigenous people in Canada,

including the memories of survivors. Our knowledge of incidents of discrimination against Indigenous people is limited to the published proceedings of the TRC and survivors` narratives. The Summary of the TRC report Honouring the truth, reconciling for the future (2015) says:

> For over a century, the central goals of Canada's Aboriginal policy were to eliminate Aboriginal governments; ignore Aboriginal rights; terminate the Treaties; and, through a process of assimilation, cause Aboriginal peoples to cease to exist as distinct legal, social, cultural, religious, and racial entities in Canada. The establishment and operation of residential schools were a central element of this policy, which can best be described as "cultural genocide" (p. 1).

The TRC Final report (2015) talks about the 1) genocide of Indigenous people, deprivation of land, displaced persons and children, reserves, and cultural genocide (destruction of language and belief systems) have had a lasting historical and social impact. It has resulted in Indigenous inter-generational trauma; racism and discrimination of Indigenous people through stigmatization and the deprivation of education and other social services (e.g. medical). These impacts have been felt for over a century and still influence perceptions of Indigenous people and social affect Indigenous – nonIndigenous interactions. Analysis of the ways such actions and impacts are currently represented in the Ontario History curriculum are described in the Findings section of this paper.

It must be noted that the Ontario History curriculum was written prior to the release of the TRC findings and that public attention given to the discrimination of Indigenous populations in Canada is recent. Nevertheless, students and educators need to learn and teach, respectively, about such forms of racism. Current events in Canada cannot be fully understood without having an educated grasp of how Indigenous people have faced discrimination since colonization, and how they and Canadian society, continue to feel the effects of colonization to this day (land disputes, missing Indigenous women, education gap between Indigenous and non-Indigenous students). By attempting to teach about and reconcile with the aftermath of discrimination against Indigenous people, it may be possible to confront manifestations of racism towards other marginalized groups. It is the view of this researcher that study units on residential schooling should be powerful enough to act as a deterrent against all forms of racism in our society. That is, one study of anti-racism may be applicable to other various forms of racism and should increase students'

understanding of racism and encourage students to be openly and pro-actively anti-racist and acknowledge the legacy of colonization in Canada.

Conceptual Framework

This paper uses document analysis to research representations of Indigenous people in the Ontario History curriculum (see Appendix A) within a multiple racism and anti-racism framework (Stanley, 2014). The purpose of this research paper is to determine if a thorough historical representation is available in curriculum resources for educating future citizens and if not, to suggest modified curriculum resources to inform learning expectations and teaching practices when addressing difficult topics, namely discrimination against Indigenous people in Canada.

The findings of this qualitative curriculum analysis are reviewed using Stanley`s (2009, 2014) framework of multiple racisms and anti-racisms. As Stanley suggests, racism involves three distinct characteristics: racialization, exclusion, and consequences (Stanley, 2014, p. 6). Should this document analysis show omissions of essential historical events in the curriculum, especially incidents of discrimination against Indigenous people, such omissions will be interpreted as constituting racializations and exclusions which make the curriculum part of the "racism configuration" (Stanley, 2014, p.6). According to Stanley (2014), "racisms can have different configurations—institutional, economic, epistemological, ontological, and so on" (p.7). Analyzing racisms allows for the development of antiracist strategies: "antiracisms can in practice address any one or all of the conditions for racisms; specifically, they can challenge racializations, foster deracialized inclusions, and/or mitigate negative consequences" (Stanley, 2014, p. 6). Drawing from the antiracisms described in the article by Stanley (2014), I suggest changes to the curriculum and further research of historic representations of Indigenous issues in curricula and textbooks (Blakeney, 2005). Another possible antiracism involves speculations about whether the current history curriculum meets the general curriculum objectives related to the education of good citizens as mandated in the Citizenship Education Framework by the Ontario Ministry of Education (2013).

Research Questions

Curriculum documents tend to articulate a very narrow aspect of peoples' lived histories that are silenced through these omissions. I argue that historical racisms are not presented accurately in the curriculum, and only a partial picture is painted. Based on my initial review of the curriculum documents and

the historical facts acknowledged by the TRC findings, representation of the history of Indigenous people in Canada is short and misleading. It is up to the discretion of the educator on how much time is to be spent teaching this topic. This paper addresses the following questions:

1. How is discrimination against Indigenous people remembered in Ontario secondary school history curriculum documents?

2. What is the impact of teaching history through such a limited and exclusive perspective?

3. How can teachers overcome such exclusions in the curriculum?

It is important to consider whether the perspectives shown only represent the perpetrators' narratives, to consider how often the victim's perspectives are represented, and to consider what terminology is being used, and determine if the terminology is problematic.

The initial review showed that the Residential School system, as a piece of history, does not receive a sufficient amount of attention or critical study in the curriculum. If the results of this research show that Indigenous history is not represented adequately in the curriculum, it is hoped that this paper might effect change in current curriculum development and encourage dialogue about the subject.

Methodology and Data Collection

Qualitative document analysis is the main method used in this research. The data studied includes Ontario curriculum documents (Social Studies Grades 9-12), the latest Ontario Ministry of Education policies regarding Indigenous knowledge, and TRC published reports.

The Ontario Grade 9-12 selected courses in the History curriculum, namely learning objectives, expectations, and questions for discussion, were analyzed by counting occurrences of themes related to the history of Indigenous people in Canada. For a complete list of curriculum documents being investigated, as well as specific courses, please see Appendix A. Call for Action and the Final Report published by the TRC in 2015 have inspired me to research how the history of Indigenous people is represented in the Ontario curriculum.

The following themes occurred when reading both TRC reports and curriculum documents: terminology used as well as coverage of the residential schools' history and the history of Treaties. Findings are presented in a table with the analysis of the major omissions (see Appendix B). Recommendations to address exclusions of the essential historic facts and approaches to teach difficult knowledge may help educators to overcome the limitations of the current curriculum.

Findings

This work is like dropping a stone in the water. We are creating ripples and eventually all people will find themselves in the circle.
Albert Scott-Nakawé Traditional Knowledge Keeper, Kinistin First Nation

This part of the paper addresses the questions of how accurately the history of Indigenous people is described in Ontario secondary curriculum documents, and of the kind of impact such description might have. Before proceeding to my analysis of the Ontario Social Studies curriculum documents for grades 9-12, I would like to position myself as an immigrant, living on unceded Algonquin land, studying and conducting my research at the University of Ottawa located on unceded Algonquin land. I was involved in research projects related to the Indigenous people of the Russian Far East and see this document analysis as a continuation of my personal research interests. I feel privileged to be able to contribute to the evaluation of the current Ontario curriculum.

Reading the Official Apology by the Ministry of Indian Affairs (1998), we learnt that:

> As a country, we are burdened by past actions that resulted in weakening the identity of Aboriginal peoples, suppressing their languages and cultures, and outlawing spiritual practices. We must recognize the impact of these actions on the once self-sustaining nations that were disaggregated, disrupted, limited or even destroyed by the dispossession of traditional territory, by the relocation of Aboriginal people, and by some provisions of the Indian Act. We must acknowledge that the result of these actions was the erosion of the political, economic and social systems of Aboriginal people and nations (Indigenous and Northern Affairs of Canada, 1998).

The findings of TRC (2015) echo a statement made by the Ministry of Indian Affairs in 1998 acknowledging attitudes of racial and cultural superiority

and the suppression of Aboriginal culture and values. More public attention has been drawn to the history of Indigenous people over the past years, but the curriculum still needs a more thorough coverage of these subjects, such as the history of Treaties. As outlined by indigenous researchers and researchers of Indigenous matters (Battiste, 20083-2013; Dei, 2013; Donald, 2009), European settlers were expected to respect the treaties initially agreed upon and were expected to keep their promises to provide social services including education. History, however, has witnessed "ruthless marginalization of the First Nations on the southern prairies through government-organized famine, military actions and total bureaucratic control over their lives" (Daschuk, 2013). Battiste (2004), for example, talks about the transformation of cooperative relationships (outlined in the treaties) into oppressive residential schools "built on negative stereotypical mythic representations of Indians…and Eurocentric glorification" (p. 3). The question of how much we know today about the mistreatments that happened in the recent past remains; the answer is directly linked to the public-school curriculum.

Table B1 in Appendix B was compiled analyzing the curriculum documents of the five courses outlined in Appendix A using a mixed research method. I counted over 66 pages and nearly 100 learning expectations in total. Every learning goal and expectation was scanned for lexical phrases containing references to residential schools, treaties, Indigenous affairs, interactions, and organizations.

Terminology Used

The analysis shows that the following terms: First Nations, Inuit, and Métis are not present and are not suggested for discussion and exploration. The document uses the term "aboriginal" rather than Indigenous, and the term does not necessarily include all Indigenous populations. There are no learning expectations about the history, geography, or social institutions in Canada prior to European settlers in secondary school curriculum documents. The first interactions between settlers and indigenous people are studied in grades 6 and 8 (Godlewska et al., 2010). The history of Indigenous people is washed out of all grades in the curriculum and of the Ontario public educational system. Canadian history represents privileged settler perspectives on events and provides limited coverage of the Indigenous issues.

Curriculum

There are four specific learning expectations, of the nearly 100 expectations in the five courses analysed, dedicated to historical events related to Indigenous populations in Canada; most of them are limited to describing interactions between the federal government and Indigenous people. Most of the suggested questions and themes relevant to Indigenous people are offered as one of the many possible examples or prompt questions listed for certain learning expectations. It is ultimately up to the teachers` personal judgement to ask their students to analyse the history of Indigenous affairs, or not to if they select other questions. As a teacher, I can attest that learning materials on world/international affairs are readily and widely available, while obtaining learning materials on Indigenous issues require greater effort to locate. This, of course, raises the issue of how to get access to available educational resources about Indigenous history, and how to make these resources available to teachers in K-12 public education system.

Residential Schooling Representation

The five analyzed courses, about 66 pages of 100 learning objectives and expectations, contained the phrase *residential schools* eight times. In one such case, the curriculum associated *residential schools* with *boarding schools* in connection to the role religion plays in historical events. The course World History Since 1900: Global and Regional Interactions (CHT3O) contains the most number of the learning expectations, five out of eight, related to residential schools, suggesting students compare, and contrast residential schooling systems to boarding schools used in various parts of the world and discuss the role of religion in governing boarding schools in Canada. For example, the learning expectation C3.1 suggests that students answer the question, "how residential schools in Canada and Australia violated the rights of aboriginal peoples?" Expectation D2.5 asks students to discuss "the role of religion in operating boarding schools for Indigenous children in Canada" (The Ontario curriculum grades 11 and 12: Canadian and World Studies, p. 363). The phrasing of the expectation D2.5 fails to name the residential schools properly, opting for a neutral term 'boarding schools'. It also fails to talk about the suppressing role of religious organizations in placing Indigenous children in the residential schooling system. Revealing half of the truth does not represent the full historical picture to our students. Half truths as represented in D2.5 limit students' understanding of the devastating long-term negative effects the residential schooling system still has on society discussed in the TRC and the existing research of the matter. "The multigenerational loss of parenting skills is

just one of the many losses attributable to the strategy of `assimilation-through-education` practiced by residential schools. It is little wonder that some Aboriginal communities view the school system as the agent of their oppression and are suspicious of its attempts to respond to Aboriginal students" (Robertson, 2003).

Treaties and Indigenous Rights Representation

I question the reasoning behind putting the inherent rights of Aboriginal people in single quotation marks in the curriculum expectation B2.1 for Civics and Citizenship course (CHV2O). Does it signify a citation, a doubt, or something else? If this was taken from a source, it should be cited, but it is not, so as readers question the meaning of the single quotation marks a certain amount of doubt and confusion is generated about the content of the quoted text. Does it mean that the rights of Aboriginal people are not deemed inherent or that their claims to legal rights to the land and resources stated in the treaties are unjustified?

As for the history of treaties, unlike other provinces, the Ontario Social Studies secondary curriculum occasionally mentions the existence of treaties without being specific. The mainstream Ontario curriculum mandates discussion of the Indian Act only once in a Grade 8 History course; The Development of Western Canada mentions it twice and only parenthetically. One of the parenthetical mentions is in a grade 11 course: Canadian History and Politics since 1945. (Godlewska, 2010, p. 420). Ontario has a lot to learn from, for example, Saskatchewan, where on December 10, 2007 the Saskatchewan government committed "to making instruction in history and content of the Treaties mandatory in the K-12 curriculum" (Saskatchewan Ministry of Education, 2009, p. 6).

The expectation B2.4 for the course CHV2O fails to state the ethnicity of the missing women openly, drawing attention instead to the issues of women in Canada, and in the process avoids telling the complete truth. Although the issue of missing and murdered Indigenous women is very recent, the curriculum needs to acknowledge the existing problem and to list various associations helping to raise awareness of these Indigenous women in Canada.

The analysed curriculum mentions the Indian League twice without any reference to discrimination of Indigenous veterans, "who had fought in the war [but never] were not granted land as part of `soldier's settlement'." Instead, they were confined to their own reserve land. In fact, when Indigenous veterans

returned to their homes on reserves, many discovered that the government had purchased their land to sell it to the Soldier Settlement Board. This land was then sold to non-Indigenous veterans who wanted to become farmers" (Library and Archives Canada, 2008).

There is just one specific expectation mentioning the Truth and Reconciliation Commission (TRC) in CHT3O (E3.3), and one other expectation suggesting students discuss the ways Canada commemorates the wrong doings of the past in CHC2P (E3.4). There are no references to the TRC findings and recommendations throughout the curriculum documents of the five analyzed courses. The curriculum documents do not suggest any ways students can engage in reconciliation practices in school or in a larger community.

Most of the learning expectations suggest discussion of issues related to Indigenous people in the past, without attempting to provide students with a historical continuum, thus depriving them of acquiring critical analytical skills about current and topical issues even though acquisition of such skills is outlined as mandatory in the Citizenship Education Framework (Appendix C). For example, expectations B1.2 and B1.5 for the course Adventures in World History (CHM4E) mention the historic migrations of Indigenous people to access natural resources before 1982, but do not offer any explanations as to why these events are not happening today. They do not ask students what impact this might have on current and future generations of Indigenous people.

The learning expectation C1.1 in CHM4E, again, talks about the past impact of the European settlers, but does not attempt to put this history in perspective or to question the extent to which those and recent events still influence Canadian society. Students` historical thinking and analytical skills are at risk if the curriculum continues to engage students with indigenous history in a misrepresented way, that is, a highly historic nature portrayed through the lens of interaction in relation to European history (Godlewska, Moore, & Bednasek, 2010).

Indigenous history in the curriculum focuses on the Eurocentric perpetrators' narratives' effectively silencing other narratives, and fails to portray other perspectives, such as the Indian League veterans of the War perspectives. Further, the curriculum rarely addresses current discrimination of Indigenous people so that students are not given the opportunity to make historical connections between the past and present. If students do not learn about Canadian history, including its darker aspects how can they become active citizens who can advocate for change and equity in society. Learning

expectations do not offer students the opportunity to discuss complete stories, such as, racism against the Indigenous population, alcohol abuse, forced sterilization, and HIV mistreatment that occurred in the late 20th century. Teaching a limited perspective of the history of Indigenous people does not provide an accurate or explicit depiction of the past and is not sufficient to teach students critical thinking and analytical skills needed to comprehend the historical continuum of Canada even though acquisition of such skills is outlined as mandatory in the Citizenship Education Framework (see Appendix C).

Not revealing the complete truth and only telling history through one perspective allows for the continuation of a positive grand Settle narrative to prevail. The grand narrative is the most familiar and common story and is not a particularly good history. Limited perspectives of historic events reinforce social injustice and multiple racisms, denying younger generations the ability to critically assess history and bring about change for a better future.

Recommendations

The results of this research suggest the following four curricular recommendations related to perspectives, comprehensive glossary, female experiences, and Native Studies courses:

1. Representatives and respected Leaders of the First Nations, Inuit, and Métis people must be invited to take an active part in and contribute to the design of the school curriculum in the areas covering related historical and recent matters.

2. The recent accepted practice of using "Indigenous" as a more encompassing broader term should be used in curriculum documents.

3. The curriculum needs to make clear the names of organizations and associations active in voicing problems pertinent to Indigenous to provide students with up-to-date information relating to the historic and current position of Indigenous females in the society.

4. Native studies, as an integral part of Canadian history, must be introduced in practice.

Perspectives

Native voices about past events of colonization, forced relocation, misplacement, residential schools, and current issues of deteriorating natural resources viable to survival of local communities are not represented in the curriculum documents. Echoes of Residential Schooling that are felt through generations, leading to inter-generational trauma; high suicide rates; and the academic gap between Indigenous and non-Indigenous students—all the above are not depicted in the learning expectations.

Comprehensive Glossary

In regard to the terminology related to Indigenous matters, the curriculum does not define First Nations, Inuit, or Métis, nor does it mention that behind every term there are different languages, histories, and narratives. The word "Indigenous" is not used at all in the current curriculum, but rather the term "aboriginal" is used. "Aboriginal" is a term that does not include certain groups of people and is perceived offensive by some groups (Ward, 2015).

Female Experiences

Despite the issue of missing and murdered Indigenous women being a long and on-going one, it has only recently received public attention. This researcher realises this might be one of the reasons it is not represented in the curriculum. However, such omission needs coverage and disclosure along with the discussion of the forced sterilization of Indigenous women that was carried out at the time of the Eugenics movement, supported by the first Canadian suffragettes. "Evidence indicates this practice was carried out by eugenically minded doctors in Ontario and northern Canada, where aboriginal women were the prime targets" (Porter, 2015). The Native Women's Association of Canada has been engaged in research on the issue of missing women and has published reports on the matter (NWAC, 2016).

Native Studies

The history of Indigenous people must be represented not only through scattered references to the past, but also through coverage of effects of past wrongdoings and present inequalities that persist in Canadian society. At the secondary level, three Native Studies courses (grades 10, 11, 12) have been developed and implemented in provincial schools. The courses are not just guidelines; they are very extensive, detailed, and created in a teacher friendly

format. It is reported that many First Nations schools use these courses in varying degrees, adapting them to meet their needs or using them only as resource materials (Faries, 2002).

In Ontario, the secondary level Native Studies courses are not mandatory and are offered to students as electives. There is no published research about the number of schools offering Native Studies courses in practice. Teaching such courses is determined by local agreements and depends on the number of students enrolled. Though not part of this research, it has not been estimated how these planned courses reach the target audience and how extensive this audience is. As a sign of acknowledgement of incomplete representation of Indigenous history, in February 2016, Ontario government has made a commitment to a fuller representation of Indigenous issues, obliging government workers and pre-service teachers to learn about the past (Office of the Premier, 2016).

Difficult Knowledge and Culturally Responsive Pedagogy

Learning about some aspects of Indigenous history, such as residential schools, constitutes difficult knowledge that can be defined as "the representations of social traumas in curriculum and the individual's encounters with them in pedagogy" (Pitt & Britzman, 2003, p. 755). Avoiding such knowledge, however, may lead to the marginalization of Indigenous youth. Battiste (2004) says: "approximately 68% of First Nations students are in provincial schools so provincial public educational systems must act on and recognize the tragic educational failure of residential schools and the effect it has on its peoples" (p. 4). Current educational policies must undergo substantive reform through rejection of the racism inherent to colonial systems of education, and reposition Indigenous humanities, sciences, and languages as vital fields of knowledge, as suggested by Battiste (2008-2013) in her numerous works. The urgency for this reform lies in the social, technological, and economic challenges facing society today, and the need for a revitalized knowledge system that incorporates both Indigenous and Eurocentric thinking (Battiste, 2013).

The problem of misrepresentation and a Eurocentric curriculum also exist in provinces other than Ontario. For example, the report on the survey conducted in Manitoba in 2003 emphasizes the need to move Aboriginal content and perspectives from the margins to the centre of the curriculum (Robertson, 2003). "Unless the bad news is made public, real improvement will be, at best

exceptionally slow. Full and public disclosure will provide much greater incentive for improvement" (Cowley & Easton, 2004, p. 5).

The good news is that the long-existing problem of partial representation of dark sides of the Canadian history is acknowledged by the government; not simply through reconciliation as a printed concept in the TRC, but by taking steps towards full description of incidences of the discrimination of Indigenous people in curriculum documents. For example, as of September 2015, Ontario's Faculties of Education are required to provide mandatory content that includes First Nation, Métis, and Inuit histories, cultures, perspectives, and ways of knowing. The changes are also to occur in the public schools` curriculum. Bringing to action the Political Accord (see Appendix D) signed in August 2015, the provincial government as of February 17, 2016 addressed the Truth and Reconciliation Commission of Canada's (TRC) Calls to Action regarding education and training. It introduces mandatory Indigenous cultural competency and anti-racism training for every employee in the Ontario Public Service (OPS) and implements mandatory learning expectations in Ontario's public education system curriculum (Office of the Premier, 2016).

According to a recent press release by the federal government, in collaboration with First Nations, Métis, and Inuit communities and education partners, the Ministry of Education is developing a comprehensive plan to ensure that the impact of residential schools, the history of colonization, and the importance of treaties is incorporated into mandatory learning expectations in Ontario's public education system curriculum (Office of the Premier, 2016).

Teaching difficult knowledge and engaging Indigenous students in education may be solved by practicing a relatively new theory of Culturally Responsive Schooling (CRS). CRS aims at including the students, who are not part of a mainstream culture, in an education system that "recognizes, respects, and uses students' identities and backgrounds as meaningful sources for creating optimal learning environments" (Castagno & Brayboy, 2008, p. 947). Some of the practices include the presence of cultural leaders and advisors to lead ceremonies and reveal knowledge of the culture that for the most part is not in public domain, as well as First Nation and Métis staff who are powerful role models" (Part, 2008, p. 12).

The Ontario Ministry of Education (OME) created a framework for an inclusive education system—*Equity and Inclusive Education Strategy* (2009). In addition, the OME *Policy Program Memorandum, No. 119*, (2013) requires that all Ontario school boards create their own inclusive and equitable education

policy. Policy No. 119 states that "culture is a way of knowing" and all students of all cultures should feel "safe, warm and welcomed and accepted, and inspired to succeed ..." (Ontario Ministry of Education, 2013, p. 1). The policy also acknowledges that "culture is a resource for learning" involving three dimensions: the institutional dimension of the administration and leadership, the personal dimension which focuses on the mindset of the educator, and the instructional dimension that includes knowledge of students and their needs (OME, 2013, p. 2).

Including the Indigenous narratives in our school curriculum and applying Culturally Responsive Schooling we may bridge the gap created by residential schooling and other colonial actions that exists between Indigenous and non-Indigenous graduates. In the year 2000, the Auditor General of Canada reported that First Nations graduates lag at least 25 years behind Canadian standards. History should be told in an honest and truthful manner to acknowledge the wrong doings of the past and educate good citizens of the future.

Conclusion

Educators must cover a lot of history in a short time, so it is not possible for them or their students to become experts in the history of Indigenous people in Canada. However, because educators have such a limited amount of time to spend on 20th century history, coverage of Indigenous history should include: 1) clear terminology and definitions of various Indigenous people, 2) various perspectives and narratives about events related to indigenous history, 3) a thorough coverage of treaty history, and 4) representation of the historical and intergenerational aftermath of the Residential schooling system. Learning about Indigenous issues in the Canadian context is a key component of anti-racist pedagogy and citizenship education and it should be exercised in a comprehensive manner. If the curriculum and educators spend a small amount of time covering these issues, then students may view it as not being a very important part of history. The Citizenship Education Framework (Appendix C) identifies all skills the government of Ontario deems necessary to becoming a good Canadian citizen. Active participation is seen as investigating controversial issues and voicing informed opinions on matters relevant to the community. Identity formation, according to the framework, involves developing a sense of connectedness to local, national, and global communities and considering and respecting other's perspectives. Indigenous people have been, are, and will be a part of our community. If we continue to teach our children a limited depiction of history told through one

perspective, how we can guarantee the formation of good, active citizens in line with the Education Framework.

As stated by TRC, Canada has a history of racism which is deeply problematic as it creates unfair exclusions. Racisms are complex and there are multiple forms of racism which, when left unchecked by educators, can have disastrous consequences (Stanley, 2014, p. 4). This research shows the curriculum does not represent events related to Indigenous history in a thorough manner, which may be detrimental to students learning. If educators are to forge a new generation of anti-racists, they need to shine a light on the knowledge and meanings of those who have been and are being excluded (Stanley, 2014, p. 7). Such misrepresentations can be overcome with the help of anti-racist pedagogy that is about addressing the issues of racism and oppression openly without hesitation. Anti-racist pedagogy also aims to remember histories of oppression and discrimination, and offers such themes for open discussion (Blakeney, 2005). Anti-racist pedagogy can be practiced by every educator; however, the curriculum needs to provide teachers with adequate guidelines and references to address multiple racisms and to act on a true reconciliation constructively. The summary of some learning expectations I deem ideal to be present in Ontario Social Studies curriculum for grades 9-12 are included in Appendix E.

We must remember that Canada is party to legally binding international and local treaties that aimed to provide equity and rights protection to all members of our society. The United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) was adopted by the General Assembly on Thursday, 13 September 2007. On 12 November 2010 Canada officially endorsed the declaration but without changing its position which was 'aspirational' (Toensing, 2011). As Battiste (2008) stated in her presentation:

> The real empowerment comes when non-First Nations peoples and their children, society, come to understand the purpose, intention, and legal obligations of national and international treaties. It is not just an issue of political debate; it is a legal institutional and political reality in Canada and must be upheld for all the other Canadian values to be held (p.7).

We need to consider what is represented in the curriculum so as not to lose these stories to the past. We are driven by an ethical responsibility to speak up for the many victims of discrimination, racism, oppression, and hate who are no longer with us today.

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Appendix A: The List of Courses Analyzed

For this study the following two curriculum documents were analyzed:

1. Ontario Ministry of Education. (2015). The Ontario curriculum grades 11 and 12: Canadian and World Studies.

2. Ontario Ministry of Education. (2013). The Ontario curriculum grades 9 and 10: Canadian and World Studies.

Out of which five courses that are relevant and should include sections on the history of Indigenous people in Canada were researched:

- World History Since 1900: Global and Regional Interactions (CHT3O).

- Canadian History Since World War 1, both academic and applied (CHC2D and CHC2P).

- Civics and Citizenship (CHV2O).

- Adventures in World History (CHM4E).

Appendix B: Analysis Table

TABLE B1: REPRESENTATION OF HISTORY OF INDIGENOUS PEOPLE IN SOCIAL STUDIES ONTARIO CURRICULUM (GRADES 9-12)	
Course (Total 66 pages)	Overall and specific learning expectations that contain themes related to indigenous discrimination (including provided examples and prompt questions--nearly 100 expectations in total)
Canadian History Since World War 1 academic (CHC2D)-18 pages	A1.4 Use a concept map to help assess consequences of residential schools for aboriginal people. Which concept of historical thinking might help you analyze the Canadian government decision to forcibly relocate Inuit people in the 1950s? A1.7 Suggests writing an essay (as development of communication skills) on turning points for Aboriginal people since 1960. A2.3 Which historical events might help you more fully understand the issues involved in current debates over resource development projects in Canada and First Nations treaty rights? B1.1 Analyze historical statistics on aboriginal populations. B2.4 What impact did the League of Indians have on the lives of Aboriginal people in Canada?

	B2.5 Describe attitudes and significant actions (residential schools, restrictions imposed by the Indian Act).
	B3. Predominant attitudes towards First Nations, Inuit, and Métis. B3.1 The League of Indians` contribution to society.
	C1.4 What amendments were made to the Indian Act in the 1930s?
	D2.1 Describe social conflict (e.g.: Aboriginal title and land claims)
	D2.2 Aboriginal activism. D2.3 Challenges facing Native women.
	D3. How Aboriginal people contributed to development of identity, citizenship and heritage in Canada (1945-1982). D 3.1 The National Indian Brotherhood.
	D3.3 Explain some significant events, developments, and/or issues that affected First Nations, Inuit, and/or Métis people in Canada during 1945-1982 (forced relocation, the continuing operation of residential schools, the James Bay project).
	E1.4 Significance of 2013`s ruling for the relationship between federal government and both the Métis and non-status Indians in Canada?
	E2.3 Identify key developments and issues that have affected the relationship between the federal/provincial governments and First Nations, Métis and Inuit people since 1982.
	E 3.3 Forced relocation of Inuit families as an example of events influencing history.
Canadian History Since World War 1--applied (CHC2P) -15 pages	A1.5 Evaluating evidence of residential schools. Suggested as historical events evaluation skills.
	B1.4 Explosion in Halifax and Mi`kmaq settlement.
	B2.2 Why was it mandatory for status Indians to attend residential schools?
	B2.3 The quality of life on reserves and residential schools.
	D3.2 Explain some significant events, developments, and/or issues that affected First Nations, Inuit, and/or Métis people in Canada during 1945-1982.
	E2.2 Identify key developments and issues that have affected the relationship between the federal/provincial governments and First Nations, Métis and Inuit people since 1982.
	E3.4 Describe some ways in which Canada has (since 1982) acknowledged and commemorated past events with a focus on human tragedies that occurred in Canada…
Civics and Citizenship (CHV2O)-11 pages	A1.7 "A petition calling for clean, safe water on First Nations reserve", suggested as one of the ways to learn communication skills.
	A2.4 Identify some careers in which civics and citizenship education might be useful (Aboriginal community development worker).
	B1.1 Describe some civic issues (Aboriginal treaty rights)
	B1.2 What values underpin movements initiated by Aboriginal people such as Idle No More?

	B2. 1 What are the positions of different political parties on `inherent` Aboriginal rights?
	B2.4 Why has Amnesty International been investigating missing and murdered women in Canada?
	C2.1 Issues of beliefs, values, and perspectives representation (First Nations, Métis and Inuit people).
	C2.2 Analyze the significance of recognition (e.g.: the National Aboriginal Day).
World History Since 1900: Global and Regional Interactions (CHT3O) – 15 pages	C3.1 How did residential schools in Canada and Australia violated the rights of aboriginal peoples?
	D2.5 The role of religion in operating boarding schools for Indigenous children in Canada.
	D3.3 Describe some of the main social movements (aboriginal).
	E3.3 Describe how human rights abuses have been addressed (Truth and Reconciliation Commission in Canada).
Adventures in World History (CHM4E) – 7 pages	B1.2 Why did the Anishinaabe people regularly migrate between the Great Lakes and the Atlantic Ocean?
	B1.5 What do traditional dwellings of First Nations or Inuit in North America tell you about …the natural resources they had access?
	C1.1 European settlement and consequent disruption of indigenous settlement cultures. What impact did colonialism have on the lives of indigenous peoples in North/South America?

Appendix C: Citizenship Education Framework

Go to page 10 of the linked PDF document:
http://www.edu.gov.on.ca/eng/curriculum/secondary/canworld910curr2013.pdf

Appendix D: Copy of Political Accord

Political Accord
Between First Nations and the Government of Ontario

1. WHEREAS the First Nations represented by the Chiefs-in-Assembly (hereinafter "the First Nations") and the Government of Ontario (hereinafter "Ontario") wish to move forward together in a spirit of respectful co-existence and with a view to revitalizing the treaty relationship;
2. AND WHEREAS the First Nations exist as self-governing Indigenous Nations and Peoples with their own governments, cultures, languages, traditions, customs and territories;
3. AND WHEREAS the Ontario provincial Crown's jurisdiction and legal obligations are determined by the Canadian constitutional framework, which includes the common law and treaties entered into between First Nations and the Crown;
4. AND WHEREAS the First Nations and Ontario recognize the importance of strong First Nations governments in achieving a better quality of life for First Nations and creating a better future for First Nations children and youth;
5. AND WHEREAS this Accord expresses the political commitment of the First Nations and Ontario and will guide our positive working relationship. It is not intended to impact the interpretation of the rights, legal obligations or jurisdiction of the First Nations or Ontario.

NOW THEREFORE the First Nations and Ontario agree:

1. That First Nations have an inherent right to self-government and that the relationship between Ontario and the First Nations must be based upon respect for this right. An inherent right to self-government may be given legal effect by specific rights recognized and affirmed by section 35 of the Constitution Act, 1982, or through negotiated agreements and legislation;
2. To build upon and link to existing bilateral or other community-led initiatives established between First Nations and Ontario;
3. To host a meeting, at least twice per year, between the leadership of the Political Confederacy and the Premier and an agenda item which will include the joint assessment on the progress on the identified priorities and issues;
4. To work together to identify and address common priorities and issues, that will include, but are not limited to, the treaty relationship, resource benefits and revenue sharing and jurisdictional matters involving First Nations and Ontario; and
5. To work to resolve key challenges and impasses that impact the parties, including but not limited to, exploring the potential for the use of alternative dispute resolution processes.

Signed at the Legislative Assembly of Ontario, this 24th day of August, 2015.

Honourable Kathleen Wynne
Premier of Ontario

Ontario Regional Chief Isadore Day, Wiindawtegowinini
On behalf of the Political Confederacy and Chiefs-in-Assembly

Appendix E: Recommended Curriculum Expectation Regarding Indigenous Discrimination

I would recommend inclusion of the following mandatory learning expectations:

a complete coverage of Residential Schooling system, including full history and analysis of its aftermath; a detailed and comprehensive coverage of Treaties signed by indigenous people and Federal government, suggesting analysis of the degree of fulfillment of the obligations and effects of non-negotiated interactions between the government and Indigenous people in current times; a thorough study of the findings of the Truth and Reconciliation Committee of Canada, offering practical guidelines for reconciliation activities appropriate to various grade levels.

A QUALITATIVE INVESTIGATION EXPLORING

FEELINGS OF INCOMPETENCE

AMONG COUNSELLING INTERNS

Brad Daly and Nick Gazzola

The aim of this study was to develop an understanding of how three master's level counselling students completing their internship manage their feelings of incompetence (FOI). In this study, FOI refers to occasions when a counselling intern believes that "his or her ability, judgment, and/or effectiveness as a therapist is absent, reduced, or challenged internally" (Theriault & Gazzola, 2008, p. 20). The two theoretical approaches used in this study were the Imposter Phenomenon and the Self- Efficacy theory. Drawing upon Thematic Analysis, inspired by Grounded Theory, the results of this study demonstrate that FOI can have negative emotional and physical effects, but if managed appropriately can also have benefits.

The work of mental health practitioners, such as counsellors and psychotherapists, requires a successful integration of professional capacities and expertise with personal attributes (Nissen-Lie, Rønnestad, Høglend, Havik, Solbakken, Stiles & Monsen, 2015). As clinicians and researchers continue to recognize and emphasize the importance of the quality of the relationship between therapist and client (Cooper, 2004), a substantial degree of attention has shifted from investigating the specific techniques that may be responsible for change to exploring what qualities about an individual psychotherapist might facilitate change in clients (Aveline, 2005). This trend in the research emphasizes the importance of exploring self-care issues that effect psychotherapists, such as the psychotherapists feelings of incompetence (FOI) (Thériault & Gazzola, 2005).

The aim of this study is to develop an understanding of how counselling students completing their internship manage their feelings of incompetence (FOI). In this study, FOI refers to occasions when a counselling intern believes that "his or her ability, judgment, and/or effectiveness as a therapist is absent, reduced, or challenged internally" (Theriault & Gazzola, 2008, p.20). FOI is often used interchangeably with terms such as low self-efficacy, low mastery, and self-doubt. To conceptualize FOI, two theoretical approaches were used in this study which were the Imposter Phenomenon and the Self- Efficacy theory.

The Imposter Phenomenon is a term originally found in the work of Clance and Imes (1978) to refer to the state of an individual who appears to be successful from an external perspective but feels incompetent from an internal one. To investigate the key theoretical assumptions of the Imposter Phenomenon, Leary, Patton, Orlando, and Funk (2000) outlined its defining characteristics. They found that characteristics of the Imposter Phenomenon included a sense of being a fraud (an imposter), having a fear that others will find out that they are a fraud and regard them as a failure, and having difficulty internalizing achievements and strengths. Further, individuals experiencing the Imposter Phenomenon might not hold an accurate or realistic sense of their own competence, which undermines their ability to function at their highest level (Clance & O'Toole, 1987). Interested in how the Imposter Phenomenon might affect practitioners of psychotherapy, Glickauf-Hughes and Mehlman (1995) conducted a study to investigate it. They found that Imposter Phenomenon among practitioners of psychotherapy was related to a tendency in practitioners to associate personal achievement with one's ability to meet the therapeutic needs of clients. They also determined that Imposter Phenomenon was a narcissistic problem that contributed to a therapist's burnout and FOI.

The construct of self- efficacy was also used in this study to conceptualize FOI (Bandura, 1986). When applied to the field of counselling, self-efficacy is defined as "one's beliefs or judgments about [one's] capability to effectively counsel a client in the near future" (Larson & Daniels, 1998, p.180). It is generally understood that a therapist's self-efficacy can increase as he/she gains more experience (Easton, Martin, & Wilson, 2008). Lent et al., (2009) studied how a trainee's self-efficacy changed following each of three sessions with practicum clients. They studied a sample of 98 Masters-level counselling trainees involved in their first practicum. The authors reported that at least two thirds of the participants experienced a small- to medium-sized change in confidence between each of their first three sessions.

Overall, when comparing studies that examine the Imposter Phenomenon to studies examining self-efficacy, there are noteworthy differences in how each theory conceptualizes FOI. The Imposter Phenomenon treats FOI as a relatively stable personality trait where one is either high or low on feelings of being a fraud. In contrast, self-efficacy understands FOI to be variable and a situationally-based construct having the potential to change with training, supervision, and counselling experience.

To determine the sources of FOI in therapists, Thériault and Gazzola (2006) interviewed eight experienced therapists and found that most of the participants reported the need to take responsibility for and stay aware of their FOI when they felt they had insufficient knowledge, a lack of training, or a lack of related experience working with specific client issues. Participants also revealed that their FOI was related to issues such as their ability to form relationships, their personal vulnerabilities, and their own states. The authors concluded that identifying known and effective coping mechanisms would improve therapists' ability to process their FOI.

FOI have been shown to have negative effects on a therapist's personal and professional quality of life, specifically contributing to his/her experiences of stress and burnout. Deutsch (1984) surveyed 264 psychotherapists to investigate the beliefs they held regarding their sources of stress and found that they attributed their stress to a sense of failure related to the therapeutic process and the outcomes of their therapeutic work. Farber and Heifetz (1982) investigated the relationship between therapists' "lack of therapeutic success" with their clients and their stress levels by conducting semi-structured interviews with 60 experienced therapists. Seventy-three. point three percent reported that a "lack of therapeutic success" with their clients accounted for "the single most stressful aspect of their therapeutic work".

Thériault, Gazzola, and Richardson (2009) examined FOI an experienced by a sample of ten novice therapists whose average counselling experience was two years and two months. The authors used semi-structured interviews to collect their data and used Grounded Theory for their analysis. The results indicated that FOI affected the participants' overall self-esteem and judgements about their sense of self-worth. The results also showed that FOI affected a therapist's personal life and caused a therapist to devalue himself/ herself.

Despite the negative consequences of FOI, recent research has identified its benefits when therapists are aware of their self-doubts and manage them effectively. However, participants also reported that FOI motivated some

learning experiences and increased their self-knowledge. In relation to self-care, the participants reported engaging in self-soothing internal dialogue, prayer, and meditation to manage FOI. Participants also shared their FOI with others in their lives to normalize the experience. Overall, counsellors expressed an increased ability to manage their FOI as they obtained more professional and personal experience. Nissen-Lie et al. (2015) examined therapists' ability to cope with their professional self-doubts (PSD) and the effects of their coping strategies on their client's interpersonal distress. The results revealed that when therapists cope with their PSD using positive strategies such as dealing actively with the problem, seeking consultation, and problem solving with the client, that the client's interpersonal distress was reduced. In contrast, if they coped with their struggles using negative strategies such as avoiding the problem or acting out frustrations in therapeutic relationship, there was less change in distress in their clients.

Unique Challenges for Counsellors in Training and Novice Therapists

Past research indicates that there is a discrepancy between how counsellors are trained and the knowledge and skills they receive regarding self-care and self-awareness. Pompeo and Levitt (2014) demonstrate that graduate counsellor training programs and internship supervisors frequently outline the importance of self-care and self-awareness with students and interns, yet the authors found a disconnect between course material and practical application. In other words, this study found that counsellors in training were being taught about self-care and self-awareness but were not provided with sufficient opportunities to practice coping strategies.

Regardless of whether training programs and supervisors were providing their students and interns with sufficient knowledge and opportunities to practice and improve their self-care strategies and gain self-awareness, novice therapists appear to face unique challenges compared to experienced therapists. For example, Orlinsky et al. (1999) found that insecurity, performance anxiety and poor self-perceived mastery of therapy was highest (83.2%) among therapists with slightly over a year of experience or less compared to 52.3% among therapists with five years or more experience. Further, this study found that novice therapists were at a unique risk for experiencing FOI (Orlinsky et al. 1999).

The Significance of Researching How Do Counselling Students Manage FOI

FOI are widespread among therapists regardless of their levels of experience (Thériault & Gazzola, 2005, 2006, 2008), but are particularly acute in novice therapists (Orlinsky et al., 1999). Novice therapists were found to lack the experience necessary to both implement effective self-care methods and develop a high level of self-awareness (Knudsen et al., 2013; Mor Barak et al., 2001). Therefore, it is concerning that FOI remains a taboo topic among students, professors, and even supervisors in counselling (Thériault et al., 2009). Our study is important because there is a clear gap in the research exploring how counselling interns manage their FOI.

Research Design

Our study drew from Thematic Analysis, inspired by Grounded Theory, to answer the central research question: how do counselling students within their internship manage their FOI? Our epistemological and ontological stance is based in social constructivist and relativist worldviews. Therefore, we believe that multiple realities exist that must be understood and interpreted within a wider cultural context. Further, we believe that reality is subjective and gained from the perspectives of a variety of participants. My (Daly) positionality is shaped by a) four years of volunteer internship and work experiences providing counselling services, b) an undergraduate thesis exploring the self-care strategies mental health professionals use to manage vicarious trauma, and c) graduate studies in Counselling Psychology. This study applied an inductive approach as its methodological stance by starting with an analysis of the data, drawing specific observations and working towards developing codes, themes and subthemes.

Methods

As the primary researcher, I (Daly) recruited participants by approaching Counselling Psychology students who were currently completing their internship and asked them if they would be interested in participating in a study exploring how counselling students manage their FOI. A convenience sample took place and three participants, two Caucasian women and one Caucasian man between the ages of 23-33, were recruited and interviewed. All the participants began their internship in September 2016 (Table #1- Participant

Characteristics). All participants were enrolled as Counselling students at the University of Ottawa and were in the process of completing their internships.

Table #1- Participant Characteristics

PARTICIPANT 1: JORDAN	PARTICIPANT 2: TESS	PARTICIPANT 3: KYLIE
- Counsellor at a University - Provides short-term care for clients aged 18-25 with a narrow range of issues.	- Counsellor at a Community Agency - Provides short and long-term care for clients aged 20-65 with a diverse range of issues	- Counsellor at a Community Agency - Provides long-term care for clients aged 18-25 with a diverse range of issues.

Data Collection

Upon gaining ethics approval and verbal consent, participants were given a written consent form which I reviewed with them. Upon obtaining signed consent forms, I (Daly) interviewed each participant using one-on-one, 60-90-minute semi-structured interviews with open-ended prompts. Each interview was audio recorded and transcribed verbatim (Corbin & Strauss, 2014).

Data Analysis

This study drew upon Thematic Analysis, inspired by the rigorous coding methods used in Grounded Theory (Braun and Clarke, 2006), but did not aim to reach data saturation or develop a theory due to the constraints and aim of this exploratory master's pilot project. Thematic Analysis was used to identify, organize, and understand common participant experiences. Open and axial coding were used to analyze the data following Braun and Clarke's (2006) six phase approach to Thematic Analysis: 1) Familiarisation with the data 2) Generating initial codes 3) Searching for themes 4) Reviewing themes 5) Defining and naming themes 6) Writing up. Additionally, a constant comparative method was used during data analysis.

Results

Our study identified three primary themes and in each primary theme, subthemes were identified. The first primary theme was labeled as 'Sources and Consequences of FOI' and included 'Emotional' and 'Physical' consequences as subthemes. The second primary theme was labeled 'Actions of the Intern

Related to the Management of FOI' and included 'Accessing Support Networks', 'In-Session Management Strategies', and 'Self-Care' as subthemes. The last primary theme identified was labeled as 'Correctives' and included 'Positive Aspects of FOI' and 'Lessons Learned' as subthemes.

Theme 1: Sources and Consequences of FOI

The theme entitled 'sources and consequences of FOI' demonstrates how participants were affected by FOI during their internship. The participants indicated that FOI affected them both emotionally and physically. I started each interview by having clients recollect experiences that they enjoyed in their internship. Then, I investigated if the counselling interns experienced FOI. Each of the participants expressed doubts in their counselling abilities, and in situations in which they genuinely did not know what to do. For Kylie, the experience of FOI was evident when she stated:

It's tough and I find that it makes me wonder if I'm the right person to be talking to them. – Kylie

In addition, the participants reported they were affected in numerous ways and suggested that they experienced FOI at different times and intensities depending on the situation at hand. Jordan said:

When I have those days, you know I mean it comes in waves. Some days are better than others – Jordan

Finally, the diversity of client issues and the inability to know what to expect was reported as a source of the participants FOI:

You are going in and you have no idea what someone might be coming in with and as a student you feel so pressured and compelled to know absolutely everything before you go in. Like an encyclopedia, but it's impossible – Tess

Subtheme 1A: Emotional Consequences

The FOI that the participants experienced seemed to influence their emotional lives. Emotional consequences of FOI that were evident for each of the participants were stress, guilt, fear, and isolation. They indicated that they were all experiencing stress but reported different causes of this stress. For Jordan, the stress was a result of reading the client's file before their first session and feeling intimidated about how to approach the client's issues.

and I read their reasons for why they want to come for counselling and when I read that, that's the time that it is intimidating because it's just everything thrown at you and I'm like I don't know what I'm to do with that, I have no idea – Jordan

In contrast, for Tess and Kylie, the stress they experienced seemed to be rooted in their rumination over what occurred within their sessions and on thinking back about where they could have improved.

I definitely just think back, I try to play back the conversation in my mind over and over and over again and pick apart not only the words that I'm using but I'm also picking apart my tone – Kylie

All the participants stated they felt a sense of guilt and fear about making mistakes with clients which is consistent with Clance and O'Toole's (1987) description of the Imposter Phenomenon. For example, Tess had a session where she was co-counselling with her supervisor and the client was experiencing an episode of psychosis that she was unaware of.

I just feel a sense of, guilt. I feel like I did something wrong and that could have potentially harmed my client. It sucks. – Tess

Glickauf-Hughes and Mehlman (1995) described how this sense of guilt about and fear of making mistakes with clients can lead to therapists losing a sense of reward and joy in their therapeutic work. Finally, the participants reported feeling isolated within their FOI. When they began to feel incompetent, they found it very difficult to think of anything but their FOI. Therefore, the isolation the participants experienced made it more difficult for then to employ effective strategies to manage their FOI and instead they felt alone in their respective struggles.

But it's more like I want to close myself in. So it affects me like that night, where I feel like the world is closing around me – Tess

Subtheme 1B: Physical Consequences

All of participants reported experiencing physical consequences due to their FOI. The main physical consequencs was feeling of being drained and bogged down. Jordan reflected that there is a constant element of feeling incompetent but when it builds up, it reaches a threshold that becomes "insurmountable". At this point, he reported that the FOI physically affected him. For example, he mentioned:

So exactly, the FOI when I feel like it bogs me down, when I feel like it is unsurmountable, then it affects me – Jordan

Also, Tess described how the counselling profession requires a therapist to be engaged, alert, and compassionate at all time. She described how having to use these qualities all the time is exhausting and that when she wasn't able to maintain these qualities she felt incompetent.

I notice that I get a little shorter and I get a little less compassionate once I get home because it's so exhausting. – Tess

Theme 2: Actions of the Intern Related to the Management of FOI

Each of the participants engaged in a variety of strategies to manage their FOI. They reported that they managed their FOI for themselves but also for their clients with comments such as: I'm doing this for myself, but also in the end, I'm also doing it for them.

The participants also expressed that they managed their FOI using a combination of methods instead of relying solely on one method. Tess was able to conceptualize the importance of managing FOI in a holistic manner stating that:

Self-care is a lot more than drinking water, doing yoga and having a bubble bath. It's a lot more about having a good work life balance, having good social support and having a really good organization that backs you. – Tess

To conceptualize the different strategies that the participants used to manage their FOI, each strategy was grouped into three subcategories: support, in-session, and self-care.

Subtheme 2A: Accessing Support Networks

Each of the participants expressed the importance of using support systems to manage their FOI. Specifically, each participant reflected that family, friends, supervisors, colleagues, and their internship class were all support systems that helped them to manage their FOI. Notably, the different support systems all had the common themes of being open, trustworthy, and non-judgmental. An example of this was when Jordan expressed:

Reaching out to people. Or even like a friend. With FOI- I got to my supervisors who I have a really good rapport with. I trust them and I'm very open. – Jordan

Also, for Tess, the different support systems were used for different purposes.

Whenever I debrief with my supervisors and colleagues there that emotional support for me. But there is also that kind of spreading of that responsibility. I'm resourcing for myself and for my client…. And then with colleagues it's more so just validation – Tess

Finally, for Kylie, the internship class provided her with an opportunity to disclose information that she would be unable to do with her family members:

I kind of wish that I had more support there or just more time to talk because I can't go home and tell my mom…oh this happened….but I can get support in my internship course. – Kylie

Subtheme 2B: In-Session Management Strategies

Each participant reported that there were certain in-session methods that they relied on to manage their FOI. The participants said that these were the techniques that they learned in their skill development counselling course, which is a course dedicated to applying practical counselling skills.

The good thing about this program is that we really talk about the therapeutic alliance and how to build on that. – Tess

Then I was reminded to just take a step back and use those tools that I was taught in the skill development counselling course – Jordan

Specifically, when experiencing FOI within a session, each of the participants found that being open, transparent, present, non-judgmental, authentic, and patient with their clients really helped to manage their FOI.

Being in the present with a client helps with FOI. If I don't know what to say with a client, why don't I just be with them? – Jordan

I feel like they really appreciate (being transparent) when it's more collaborative than solely speaking as the expert. – Tess

Each of the participants said that using specific techniques before employing these 'skills' made them feel like they were taking the role of expert instead of walking with the client in their shoes and allowing the client to trust them.

Subtheme 2C: Self- Care

Each of the participants in this study emphasized the importance of self-care in the field. They felt that their clients are usually very vulnerable and require a counsellor who maintains a healthy mindset through practicing self-care methods. Tess and Kylie expressed the importance of self-care by stating:

"Self-care is really important because it's such an emotionally demanding field" – Tess

The specific self-care methods that the participants found helpful included engaging in meditation, psychoeducation, leaving work at work, and self-compassion. Meditation had the effect of increasing the participant's awareness of the present moment.

I meditate just to feel centered and this is something I try to translate to a client as well – Jordan

Yeah, I meditate and I'm in a mindfulness group which are helping. –Kylie

Additionally, psychoeducation was a way in which participants could ease the pressure of their FOI. Specifically, if they felt that their counselling skills were lacking in certain areas, they would engage in homework activities to prepare themselves for similar situations in the future.

I will go home and my homework of the day will be researching absolutely everything that I can. It helps me feel better and more prepared going into the next session – Tess

Leaving work at work was an aspect of self-care that each of the participants recognized was important. Specifically, the participants found that when they brought their work home with them they were never able to get a break from it, which they felt could lead to negative consequences such as burnout. To manage her FOI, Tess explained that she has two different 'hats' that she used to make sure that work stayed at work. She described the negative consequences of leaving her counsellor hat on when she gets home from work:

I call it my different hats. When I'm in session with a client, I wear my counsellor hat and I don't ruminate and I don't feel incompetent. That's like a good thing I guess. But after the session it all starts to explode. The hat comes off and I'm like what, that feeling is terrible – Tess

Theme 3: Correctives

Each of the participants described correctives that they used to further their growth as a counsellor. They began by identifying the benefits of their FOI, then they revealed the lessons that they learned through their experience as an intern experiencing FOI, and finally they identified areas of their training that could be improved to better manage their FOI.

Subtheme 3A: Positive Aspects of FOI

The participants observed that although FOI had negative consequences, it also had some benefits. The benefits were described as ways that not only allowed them to manage their FOI but also to provide more effective care for their clients. Jordan reflected that by staying on his toes, he was able to recognize the importance of managing his FOI in-session.

FOI kind of helps me to create that beginner's mind, it keep me on my toes, and it helps me to establish good rapport with a client. – Jordan

Also, the FOI that the participants experienced motivated them to learn more about the counselling profession. Further, it revealed to them that mistakes can in fact occur within the counselling setting and a counsellor's skills can improve by having knowledge.

The FOI I've experienced during my internship has been very humbling and made me realize that there's so much that I still have to learn…. I feel like I am going in with like Tabula Rasa, I'm like I know absolutely nothing. Learn everything – Tess

Subtheme 3B: Lessons Learned from FOI

The participants in this study reported that the FOI they experienced taught them several lessons about how to become more effective counsellors. Specifically, the participants reported that giving time to process their sessions and recognizing the complexities of the profession were important lessons that they learned throughout their counselling experiences. Jordan expressed that

when he took on too many internship hours, he felt that he was doing a disservice to his clients.

> If I give myself like less of a work load I could take more time to process and conceptualize with what the client needs…. Right now I actually give myself less hours so I can process and be open to suggestions. – Jordan

Recognizing the complexities of the profession allowed the participants to have compassion for themselves, thus helping to manage their FOI. They reflected that if they were unable to recognize these complexities, they would be constantly beating themselves up. The awareness of being in a complex profession allowed them to come to a deeper appreciation of the role counsellors have.

> "Like I look up things that I don't get…so it's so much more complex and bigger than me that it makes me realize and be appreciative of all the different fields as related to counselling" – Tess

Discussion

Taken together, this study shows that FOI can have negative emotional and physical effects but can also have benefits if managed appropriately. Specifically, the participants in this study managed their FOI by using support networks that were open, trustworthy, and non-judgmental, by applying strategies in-session, such as being open, transparent, present, non-judgmental; authentic and patient, strategies which they learned from their skill development counselling course; and finally, by engaging in self-care methods such as meditation, taking part in psychoeducation, and leaving their work at work. This study found that the strategies used by participants to manage their FOI allowed them to feel more capable and competent in their ability to provide effective mental health services, thus decreasing their feelings of being an imposter and increasing their counselling self-efficacy. The FOI that the participants experienced had several benefits such as keeping them on their toes and motivating them to learn more. In addition, they learned to not take feedback personally, to be aware of the complexities of their profession, and to take time to process their sessions.

Implications

Each of the participants expressed a need to discuss FOI in training and to have more opportunities to disclose the FOI they were experiencing. The

concerns expressed by the participants in this study identify a need for future research into FOI among counselling interns because on one hand, counsellor educators and supervisors have the role of supporting interns but on the other hand they have the responsibility to evaluate them (Worthen & McNeill, 1996). This leaves the counselling intern in the predicament of either coming off incompetent to their evaluators or suffering with their FOI in silence. Overall, to experience the full benefits that FOI have to offer and minimize its negative consequences, there must be a dialogue between counselling interns and their educators/supervisors that addresses experiences of FOI in an open, trustworthy and non-judgmental manner.

Limitations

A limitation of this study was the small sample size. Creswell (2013) suggested that a study using Grounded Theory often conducts interviews with 20-60 individuals. The small sample size in this study did not allow for the data to be saturated and therefore the themes presented are not to be interpreted as generalizable to all counselling students completing their internship experience and managing their FOI. Another limitation was that I did not implement all of Creswell's (2013) recommended validation strategies due to the limited timeline for this study. Specifically, I was not able to apply prolonged engagement and persistent observation in the field. Finally, this study was not peer reviewed and did not achieve triangulation where "researchers make use of multiple and different sources, methods, investigators, and theories to provide corroborating evidence" (Creswell, 2013, p.208).

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THE REAGAN ADMINISTRATION AS THE ORIGIN OF THE SHIFT IN AMERICAN EDUCATION FROM

CITIZEN BUILDING TO CONSUMER BUILDING

Alexander Davis

Current American education is comprised of and influenced by a myriad of complex legislative, technological, and cultural representations of consumption, however this historic-educational study specifically examines how the Reagan administration discursively initiated the consumerizing educational framework. While existing research studies the neoliberal implications on education, this study addresses the neoliberal reforms under President Reagan within the discursive paradigm of its consumerizing impact. By using Critical Discourse Analysis on a selection of Presidential proclamations, speeches, and national educational reports, this study examines and elucidates how the Reagan administration created the consumerizing framework for American education. By understanding the results through the Frankfurt School concept of integration and expanding on Bowles and Gintis' educational theory, this study argues that Reagan's reforms created a consumerizing framework in American education.

Keywords: Consumerism, neoliberalism, American education, history/theory of education
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The corporate presence is prevalent in most contemporary American schools. Today, school busses contain fast food advertisements, gymnasiums advertise sports drinks and athletic clothing brands, and school hallways offer accessible and quick refreshments featuring gigantic soda-designed vending machines. However, student learning is also directly affected inside the classroom as oil companies provide environmental science learning materials, fast food companies design physical and health education programs, and teachers are reprimanded for allowing students to complete projects instead of watching in-class televised commercials. Ultimately, American public schools are being used to accrue private profit (Saltman & Goodman, 2011). Similarly, school choice is also increasingly the proposed solution for improving American educational performance. As a direct result of school choice, schools compete to attract more pupils to their school. The consequence of this competition is Hobbesian. Some schools struggle, go bankrupt and shut down, while others flourish and dominate the school market. This process of success and failure is fundamentally dependent upon 'consumer satisfaction.' In this article, I argue that corporate involvement in education, increased school choice, and resulting school competition have had a consumerizing impact on students that began with President Ronald Reagan. I am specifically interested in how Reagan's discourse enabled this consumerization to occur in American schools.

Consumerization is a term that refers to the ongoing institutional process of situating individuals in an environment (material or discursive) wherein they are perceived, treated, and encouraged as consumers. This process is a form of social integration (Marcuse, 1964) and a process of forming a type of social subject (Fairclough, 2013). That said, how and when did this process of consumerization originate in American schools?

While modern American education policy regularly emphasizes the need for corporate involvement in education, school choice, and school competition, it was President Ronald Reagan who specifically pioneered these practices. Educational historian Joel Spring (1997) explains that the 1980s 'excellence movement', motivated by Reagan policies, greatly enhanced the corporate role in American education. Alex Molnar (1996) also reports that between 1984 and 1989 school districts with school-business partnerships increased from 17% to 51%. Further, de Alba, González-Gaudiano, Lankshear, and Peters (2010) suggest that the Reagan initiated school choice/competition supported at the Federal level relegated education to a service susceptible to market rules.

This study both contributes to an understanding of neoliberalism and American education and enhances an understanding of late modernity. While the effects of the American neo-liberalization of education are heavily studied and debated by academics, this study is unique in that it studies the origins of the student-consumerizing framework and addresses the discursive paradigm of its consumerizing impact. Using Critical Discourse Analysis (CDA) to examine a selection of Presidential proclamations, speeches, and national educational reports, and presenting these findings through a Frankfurt Schools lens, this study demonstrates how the Reagan administration created the consumerizing framework for American education.

Methods

This study used a CDA methodology to examine how the Reagan administration discursively enabled and legitimated the consumerizing educational framework. Specifically, this study specifically adhered to the discourse-historical approach of CDA put forward by Fairclough and Wodak (1997). This approach employed a socio-diagnostic critique that uses "background and contextual knowledge and embeds the communicative or interactional structures of a discursive event in a wider frame of social and political relations, processes and circumstances" (Wodak & Meyer, 2001, p. 65). The discourse was contextualized within the American endeavor to corporatize/privatize public education and as well as other economic considerations.

The analysis ultimately followed the five stages outlined by Wodak and Meyer (2001) in that it:

addresse[d] a social problem with a semiotic aspect; 2) identifie[d] obstacles being tackled (problematization); 3) consider[ed] if the problem [was] needed by the social order; 4) identifie[d] possibilities for change; 5) critically reflect[ed] on the analysis (p. 125-127).

An analysis grid was used with some facets of CDA which I accumulated from Fairclough (2004; 2013). These tenants were selected because they are concerned with a) the method in which ideology and power is represented, exercised, and legitimatized, b) how meaning is articulated and created, c) how values are revealed in language, and d) how citizens are situated within the discursive process.

My analysis focused the following ten aspects of CDA: discourse; genre; style; recontextualization; public sphere; generic structure; types of meaning; governance; legitimation; and, evaluation. Each is defined below.

Discourse is multifaceted. It is comprised of the many ways of representing aspects of the world, associated values and beliefs, and fundamentally, "they are also projective, imaginaries, representing possible worlds which are different from the actual world, and tied in to projects to change the world specific directions" (Fairclough, 2004, p. 124).

Genre is the semiotic way of acting and interacting (Fairclough, 2013). Our concern with *genre* then was how Reagan or the educational reform proposal interacted with the audience or reader. Fairclough (2004) explains that, "when we analyse a text or interaction in terms of genre, we are asking how it figures within and contributes to social action and interaction in social events" (p. 65).

Style is important because it considers how one identifies oneself and subjects. For example, Reagan identifies himself and others when publicly addressing the need for school choice. *Discourse*, *genres*, and *styles* together project specific forms of meaning (Fairclough, 2013).

Recontextualization is a social practice of taking social elements from one social context and applying it to another (Fairclough, 2004, p. 33); our concern here is how business values were applied to the educational discourse.

Public sphere is the environment wherein citizens engage in social discussion and association (Fairclough, 2004, p. 44). As this study does not focus on the perceptions and deliberations of citizens directly, *public sphere* in this context addresses how citizens are discursively recommended to engage with one another.

Generic structure pertains to the physical organization of a text (Fairclough, 2004, p. 73) and *types of meaning* analyzes how discourse applies different meanings to social actions, representations of the world, and social identities (Fairclough, 2004). Analyzing *types of meaning* is to study the relationship of the item of discourse "to the wider physical and social world, and to the persons involved in the event" (Fairclough, 2004, p. 27).

Fairclough articulately describes *governance* as the "Activity within an institution or organization directed at managing or regulating social practices"

(Fairclough, 2004, p. 217), which is helpful in analyzing the forms of recommended management in American education.

Legitimation considers how Reagan and his administration justify their proposed reforms. Lastly, *evaluation* connotes the ways in which discourse places value assumptions into its meanings (Fairclough, 2004, p. 215). These selected CDA aspects contributed towards our socio-historical understanding of the origin of the educational consumerization process.

Sample

The discourse sample comprised of a total of 16 items. Of this sample, 14 are oral events—6 comprisied of Presidential Proclamations and 8 Public Addresses—while the remaining 2 are textual educational reports produced by Reagan's administration. The 14 oral events were selected for the sample because of their focus on either the role of private sector involvement in education or school choice. The two educational reform reports used were *A Nation at Risk: The Imperative for Educational Reform* (National Commission on Excellence in Education, 1983) and *Action for Excellence: A Comprehensive Plan to Improve Our Nation's Schools* (Task Force for Education on Economic Growth, 1983). *A Nation at Risk* was selected for its extreme influence on subsequent educational reform. For example, following the publication of *A Nation at Risk*, Reagan devoted "51 major speeches on education" (Bell, 1986, p. 493). *Action for Excellence* was selected because of its overarching recommendation for corporate involvement in education.

Conceptual Framework: The Frankfurt School

The Frankfurt School perspective of Herbert Marcuse and Douglas Kellner provided the conceptual framework. The writings of both are specifically concerned with how individuals become integrated into the capitalist system and how certain facets of capitalism (consumerism, advertising, etc.) stabilize the capitalist system (Marcuse, 1964; Kellner, 2007). Marcuse and Kellner perceive consumerism and advertising as fundamental strategies which integrate individuals into the capitalist system. Understanding the consumerization of students as an economic strategy, predicated upon the centrality of consumerism in advanced industrial societies (Marcuse, 1964), Marcuse and Kellner frame the study in its relevant economic context. Using the Frankfurt School concept of integration, this study positions Bowles and Gintis' argument (1976) within consumerist prevalence. In their concept of the correspondence principle, Bowles and Gintis explain how schools are modeled

along a capitalist organization of labour and reinforced through discipline. According to these researchers, the objective of capitalist education systems is to produce an organized and disciplined labour force. However, I applied my findings upon the premise that American education developed to produce an organized and disciplined consuming force. By integrating students as consumers, capitalism is sustained and reinforced by consumerism.

Results

The results presented here discuss the four most significant discourse aspects to emerge from the analysis. They are: 1) *style*; 2) *types of meaning*; 3) *governance*; 4) and, *legitimation*. The other six CDA aspects in the analysis grid did not yield a cohesive theme for incorporation. Each of the four significant aspects is discussed in a corresponding section below. Each explains the significant, and sometimes overlapping themes that operated to distinguish and legitimize Reagan's educational policies when compared to his predecessors, to increase the presence of the private sector in education, and to enhance parental choice and school competition.

Style: Reagan's Predecessors as Misguided and Reagan as a Rescuer

Examining *style* in discourse is significant because *style* generates "a particular social ordering of relationships between different ways of making meaning" (Fairclough, 2013, p. 180). Reagan most commonly characterized his *style* as being one of a rescuer or as leading the rescue/restoration of education. He presented himself as a rescuer in 10 out of the 14 oral events analyzed. This self-presentation by Reagan often distinguished his concept of education from that of his predecessors because rescue/restoration presumes a damaged state in need of saving/fixing. Indeed, Reagan often referred to his predecessors' policies as resulting in a need for the rescue of education. Although Reagan most often portrayed himself as a rescuer when distinguishing and legitimating his reforms from that of his predecessors, he also applied this identification to his reform suggestions specifically.

Forms of rescue in Reagan's *style* addressed correcting the bureaucratic misdirection of his predecessors, restoring the parental right to choosing education, and renewing the American spirit through restoring individual (business) involvement in public education. For example, Reagan applied the identity of rescuer to the private sector by explaining to business leaders that, "You have made a difference for your country and for millions of your countrymen. You have helped renew and enrich America by awakening one of

her oldest and most noble traditions" (Reagan, 1985c). This example shows how Reagan rhetorically suggests that his predecessors silenced American tradition, and how under his leadership the American people are invited to rescue education from the private sector and return it to its former and rightful place. Another example of how Reagan associated himself and his reforms as being a rescuer is in this excerpt from *Remarks at a Briefing for the White House Workshop on Choice in Education* (1989). Here he states that,

> For too long, I think, we were content as Americans to imagine that our nation and our society were so inherently strong and successful that they could continue to run on automatic pilot. The schools had done well and should continue to do well; we could turn our attention elsewhere. Well, if we were on automatic pilot in the past, we've learned we have to work the controls by ourselves every day. And that's why a choice in education is so important.

In this example Reagan associates rescuing American society from 'automatic pilot' by restoring parental choice in education. The emphasis on the importance of choice in education extends beyond simply the educational environment and instead associates it with a benefit for all of society. These simple examples highlight how Reagan styled himself as a rescuer and characterized his reforms as rescuing education and American society.

According to the style of Reagan's discourse, he presented himself as a rescuer fighting for the rebirth of the American spirit. By highlighting a need for the rebirth of the American spirit, Reagan implied that his predecessors had damaged the American spirit. His dramatic lexicon employed language such as "great renewal" (Reagan, 1983c), "restoring the American educational system to its place of preeminence among nations of the world" (Reagan, 1984a), "spirit of renewal that's underway" (Reagan, 1984b), and "You have helped renew and enrich America by awakening one of her oldest and most noble traditions" (Reagan, 1985c). Further, in depicting education as on the cusp of renewal, Reagan related this renewal as rescuing education from the apparent misguided, and quite literally damaging strategies of his predecessors

Types of Meaning: Enhancing the Parental and Private Sector Role in Education

Types of meaning comprise three meaning components: 1) action, 2) representation, and, 3) identification. The actional components most commonly encouraged the enhancement of both the private sector's role in education and

parental right to select schools. In analyzing this discourse, one may examine how Americans acted on Reagan's discourse or "operationalized" (Fairclough, 2013, p. 180) it. Accordingly, the action recommendations typically took the form of directly suggesting that more private sector involvement was needed and that more space for parental choice was required. A simple example of this is found in *Proclamation 5112—National Year of Partnerships in Education 1983-1984* (Reagan, 1983a), wherein Reagan states, "In order to encourage this trend, I call upon businesses, organizations, individuals, and agencies to become involved with their local schools." Indeed, the very proclamation of a year dedicated to forming partnerships in education is a pragmatic approach to achieving an action type of meaning. Although there were suggestions from some discourse sources for more standards, most of evidence recommended inviting private sector collaboration and enhancing parental choice.

Representations are imaginaries (Chiapello & Fairclough, 2002), which materialize as new forms of social practice. The representational aspect of *types of meaning* largely perceived federal government as detrimental to education. For example, Reagan explained that,

Dr. Eileen Gardner, has written: "The record shows that when control of education is placed in Federal hands it is not control by the people, but by small, yet powerful lobbies motivated by self-interest or dogma. When centralized in this way, it is beyond the control of the parents and local communities it is designed to serve. It becomes impervious to feedback. (Reagan, 1985b)

Federal government was presented as a negative force in education. Instead, as a public institution, Reagan advocated that it should be under the control of the public. The private sector and parental choice in education would instead replace the role of the Federal government. Reagan directly emphasizes the necessity of this replacement by stating that, "There are things the Federal Government can and must do to ensure educational excellence, but bigger budgets are not the answer…the focus of our agenda is, as it must be, to restore parental choice and influence and to increase competition between schools" (Reagan, 1983b). Private sector leaders were also repeatedly included in the neoliberal representation of education. Reagan explained the pertinent role of the private sector by explaining that, "The crystal tetrahedrons that I am awarding today symbolize how the fusion of the private, public, and non-private sectors can form a solid base. Only by working together and finding some private solutions to public problems can we restore the strong balance needed for the future health of our Nation" (Reagan, 1985c). This example shows how his brand of educational reform represents a beneficial economic-educational

relationship. Reference to an economic-educational relationship appeared numerously throughout his discourse and can be accepted as the overarching representation of the society he had in mind. In *A Nation at Risk* (1983), it argues that, "The twin goals of equity and high-quality schooling have profound and practical meaning for our economy and society, and we cannot permit one to yield to the other in principle or practice" (NCEE, p. 13). *Action for Excellence* (1983) clearly relates private sector involvement in education as beneficial to the economy by suggesting that, "If the business community gets more involved in both the design and delivery of education, we are going to become more competitive as an economy" (TFEEG, p. 17). It is important to remember that during the 1980s, the USA was underperforming on the international stage, and to ensure that blame would not be assigned to Reagan's administration for the current economic situation, the blame needed to be deflected to the mismanagement of Reagan's predecessors. The neoliberal narrative not only deflected blame and re-assigned it "correctly", the narrative provided hope for a better economic future by associating improved education (and therefore the economy) with private sector involvement, choice and competition.

Lastly, Reagan gave new identities to two groups: the private sector and his predecessors. First, the private sector was typically identified as a beneficial force for education because it embodied the essence of the American spirit. For example, Reagan explained that, "Our country is great because it is built on principles of self-reliance, opportunity, innovation, and compassion for the others. Private sector initiatives embody this spirit and are a vital part of the Nation's character" (Reagan, 1985c). If American education was declining, the private sector could rejuvenate schools, and consequently the economy would improve. Second, Reagan also consistently identified his predecessors as being misguided and detrimental to education. In one example, Reagan alludes to his predecessors as abandoning the vision of the Founding Fathers,

In the past 7 years, our Administration has worked to restore a vision of government that was the Founders' own—a vision of a free and self-reliant people, taking responsibility for its own welfare and progress through such time-tested means as individual initiative, neighborhood and community cooperation, and local and State self-government. The return of responsibility and authority to the individual American is now leading to a virtual renaissance in America of liberty, productivity, prosperity, and self-esteem (Reagan, 1988).

By referring to restoring a vision, Reagan suggests that his predecessors abandoned the vision of the Founding Fathers. Accordingly, the construction of identity stems from the ideological underpinnings of specific discourses (Fairclough, 2004, p. 9). Regarding Reagan's policies, the ideological underpinning was a neoliberal reformulation of society. This is just one example of identifying the predecessors as detrimental to American education and society, but the discourse is rife with this characterization.

Governance: Regulating Education through Choice and Competition

Reagan very clearly perceived Federal regulation as antithetical to educational improvement. He often offered choice and competition as beneficial forms of governance. He gave credence to choice and competition as regulating factors that would increasingly improve education. In suggesting that choice and competition were solutions to the educational crisis, Reagan also linked his predecessors to Federal government infringement having caused the educational crisis. Simply put, it seems that the logic followed: Federal government overspending/regulation caused this crisis, parental choice and competition rely on individual preference and not Federal government, therefore replacing Federal government regulation with a non-Federal government regulatory force will solve the crisis. Accordingly, Reagan explained that,

> Choice in education is the wave of the future because it represents a return to some of our most basic American values. Choice in education is no mere abstraction. Like its economic cousin, free enterprise, and its political cousin, democracy, it affords hope and opportunity. Can anyone doubt that, after hearing these splendid young people testify about how choice has changed their lives? Choice recognizes the principle that there is no one best way for all of us. It allows schools to excel at something special, rather than trying, and failing, to be all things to all people. (Reagan, 1989, p. x)

Like a product, Reagan explains that schools will specialize in a specific area and satisfy the needs of specific people. It was believed that choice and competition would therefore satisfy the needs of more people instead of attempting to satisfy the needs of all. In fact, we can correlate this suggestion for choice and competition in education to commodified products and services. In *Proclamation 5417—National Consumers Week, 1986* (Reagan, 1985a), Reagan explains that "[Competition] will enable [consumers] to make wise choices whether they are shopping for food, shelter, clothing, transportation, recreation,

health care, entertainment, and so on." Reagan does not explicitly identify education in this list of consumer services, but from other references to choice and competition in education we can assume that education was just another service to be shopped for. According to Reagan, the governance system of choice and competition offered greater options for the consumer; education was situated in his discourse as an object of consumption. The discourse merges governance as an economic extension by connecting choice in education with "its economic cousin, free enterprise, and its political cousin, democracy, [as] it affords hope and opportunity" (Reagan, 1989). The semiotic decision is a representational strategy (Fairclough, 2004, p. 145; Machin & Mayr, 2012), which highlights certain aspects of identity (Machin & Mayr, 2012, p. 77)—in this case a citizen empowered for his/her consuming function.

The recommendation to subsume choice and competition into a governance mechanism fundamentally encouraged parents/students to exercise their consuming role and ultimately represent a significant shift in American education policy.

Legitimation: Reforms Antithetical to Predecessors' and Appeal to American Tradition

Discourses impose new ways of being and new forms of social practice, and accordingly, examining the ways in which Reagan's discourse was legitimatized is imperative in explaining how it came to be operationized. Chiapello and Fairclough (2002) explain that legitimizing educational change legitimizes neoliberalism (p. 187), thus, "a particular social structuring of semiotic difference may become hegemonic, become part of the legitimizing common sense" (p. 194). Since Mathison and Ross (2008) explain that privatizing and commercializing education became commonsensical to policymakers after Reagan (p. 131), it becomes necessary to analyze the ways in which Reagan legitimized a consumerizing framework. Reagan overwhelmingly legitimized his reforms in two ways. First, he correlated the decline in educational performance with the strategies of his predecessors. In doing so he explained how the overspending of his predecessors and the Federal government's control over education induced educational deterioration, which acted to legitimize his reforms because his reforms were opposite to his predecessors. Thus, the rational for reducing educational funding was legitimized because his predecessors shoveled money into education and subsequently educational performance declined. This legitimation differentiated his policies from those of his predecessors and ultimately validated private sector involvement in education and the governance system of

choice and competition. Simply identifying the difference between his educational policies and those of his predecessors was enough to distinguish his reforms as good ones from the bad ones of his predecessors. He further legitimized this policies by arguing that his reforms were based upon American tradition or compatible with the vision of the Founding Fathers, while his predecessors' policies were not.

Second, Reagan legitimized his reforms by appealing to American sensibilities, such as American spirit, tradition, and former greatness. For example, Reagan referred to choice in education as "The return of responsibility and authority to the individual American is now leading to a virtual renaissance in America of liberty, productivity, prosperity, and self-esteem" (Reagan, 1988). Another example is how Reagan emphasized the private sector as embodying characteristics of the American spirit—to deny private sector involvement in education was consequently to reject the American spirit. When Reagan appeals to American tradition to validate his policies, this form of legitimation is called authorization (Van Leeuwan, 2008). In referring to the previous abandonment of American tradition, Reagan constructs himself in the role of the rescuer; he is ultimately restoring American traditional values to education. The negative portrayal of Reagan's predecessors as reckless spenders positioned them in opposition to American values and fundamentally legitimized Reagan's initiatives to structure education with private sector involvement.

Conclusion

Consumerism and advertising are necessary for stabilizing capitalism (Marcuse, 1964; Kellner, 1983; Harvey, 1989). Similarly, education has been perceived as an institution that reproduces the conditions necessary for the hegemony of capitalism (Bowles & Gintis, 1976; Greaves, Hill, & Maisuria, 2007; Althusser, 2014). Bowles and Gintis (1976) extrapolated the connection between American education and the creation of an effective labour force—revealing how schools are modeled along a capitalist organization of labour and reinforced through discipline. In explaining the development of this educational structuring, Gintis and Bowles explain that, "Major periods of educational change are responses to alternatives in the structure of economic life associated with the process of capital accumulation" (1976; p. 199). The launch of Reagan's reforms in 1983 mirrors the significant decline in domestic manufacturing employment (See Figure 1).

This decline in manufacturing coincides with the rise of the service sector (Plunkert, 1990; Bjork, 1999, p. 291). Accordingly, during this shift Reagan

Figure 1: Manufacturing Employee Data in the United States between January 1980 and January 1989 (United States Department of Labor, 2016)
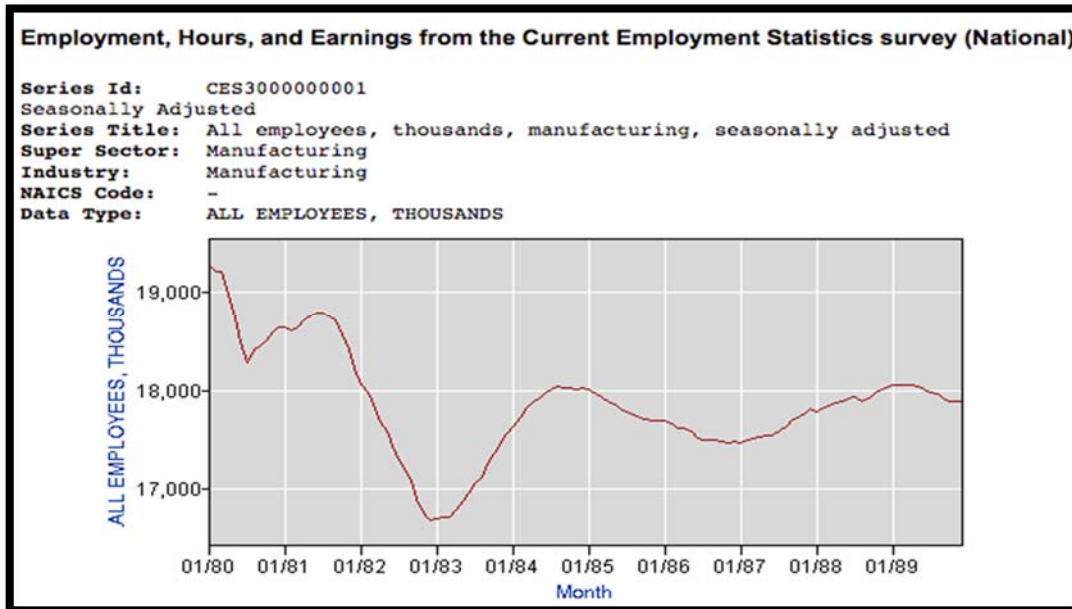
discursively positioned education within the neoliberal environment of enhanced private sector involvement, parental choice, and within the governance of competition. Consequently, Reagan's discourse functioned to integrate (Marcuse, 1964; Kellner, 2007) students, as consumers, into the capitalist system. Similarly, Richard Wolff (2005) explains that the ideological language of Reagan's 1983 national education reform reports had an integrating function (p. 230). While Reagan's reports and discourse serve to integrate the public, it also shaped the form and content of future educational discourse (Stedman, 1987; Hass, 2008; Collin & Ferrare, 2015). Reagan enabled the consumerizing framework by: 1) styling himself and his reforms as rescuer/rescuing, 2) developing new types of meaning that reflected an emphasis on neoliberalization, 3) imposing an educational governance of choice and competition, and 4) legitimizing his reforms by connecting educational decline with the policies of his predecessors and appealing to American sensibilities. In their totality, these four themes helped to enhance the corporate presence in education and to impose school competition and greater school choice initiatives. Corporate opportunists gained deep access to students as consumers and the entire school choice movement became predicated on parents and students exercising their role as consumers.

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LE TABLEAU ST:

UN SITE WEB POUR DIFFUSER DES PRATIQUES GAGNANTES EN SCIENCES ET TECHNOLOGIES

Liliane Dionne, Christine Couture, and
Lorraine Savoie-Zajc

Certains constats soulignent le fait que les enseignants au palier élémentaire manquent souvent de formation pour enseigner adéquatement les sciences et les technologies (ST). Un travail collaboratif nous a permis de développer un site web : le Tableau ST, pour fournir un appui aux enseignants afin de promouvoir l'enseignement des ST en classe, grâce à des pratiques gagnantes rendues accessibles. Les pratiques gagnantes sont définies comme celles qui accompagnent les élèves dans leurs apprentissages et rejoignent des critères définis à la fois par les praticiens, les programmes et les recherches. Ce texte présente la problématique, puis le cadre conceptuel qui a animé le travail visant à caractériser des pratiques gagnantes en ST d'enseignants de 4e à 6e année dans le but de les diffuser dans un site web. Puis, sont exposés notre méthodologie et enfin les retombées en termes des caractéristiques qui distinguent ces exemples choisies, l'organisation du site web et finalement l'inventaire des pratiques gagnantes obtenues.

Science education in elementary schools is sometimes poorly taught because teachers lack the necessary background skills. Based on intensive fieldwork, our research project identified best practices for teaching science and technology in the classroom and made them available to teachers by way of the website Tableau ST. We defined best practices in science and technology as those that assisted students in their learning and met the criteria of teachers' practices, programs, and research. The best practices were drawn from expert grade 4 to 6 teachers. In this article we present the research problem and describe the conceptual framework that informed the three-year project. We also provide the methodology, the results including the criteria we used to define best practices, the organization of the website, and finally the inventory of the selected practices.

Dans une société de consommation comme la nôtre, il nous semble qu'une priorité serait d'éveiller les jeunes générations aux problèmes environnementaux et sociétaux auxquels nous sommes déjà soumis et auxquels nous risquons d'être de plus en plus confrontés si nous poursuivons à négliger l'environnement et à prôner un matérialisme à outrance (Mueller, Tippins et Bryan, 2012). En effet, nul ne peut en douter : l'humain affecte l'équilibre de notre planète.

Dans cet ordre d'idée, l'enseignement des sciences et technologies (ST) à l'élémentaire et, par surcroit, orienté vers un avenir durable (McKeown et Hopkins, 2005), devient incontournable, et ce, notamment pour deux principales raisons. Premièrement, il motive certains jeunes à entrevoir une carrière dans le domaine des ST. Deuxièmement, il développe la littératie scientifique et une conscience citoyenne, c'est-à-dire la connaissance et la compréhension des principaux concepts en sciences et des enjeux reliés à ces domaines qui affectent notre société (Mueller, Tippins et Bryan, 2012). Ces raisons combinées sont pour nous de sérieuses justifications pour fournir aux jeunes une formation qui, d'une part, va les intéresser et, d'autre part, va susciter–nous l'espérons –chez certains, la passion nécessaire pour s'engager dans ces domaines et trouver des solutions novatrices et durables aux maux qui affectent notre environnement.

Éveiller les consciences, faire comprendre le fonctionnement du monde qui nous entoure constituent la mission des enseignants lorsqu'il s'agit d'enseigner les ST. Pourtant, il semble que bien peu de pratiques atteignent les cibles d'éveil au monde des sciences et des technologies et de réveil des passions. Plusieurs constats provenant des recherches font état des besoins des enseignants en matière d'ajustement des pratiques en ST (Appleton, 2006; Couture, Dionne, Savoie-Zajc et Aurousseau, 2015; Fitzgerald, 2009; Fitzgerald et Schneider, 2013; Tytler, 2002, 2007).

Toutefois, dans certaines écoles se trouvent des enseignants qui ont à cœur d'innover. Dans cette perspective, plusieurs, parmi nos éducateurs, ont développé avec l'expérience une expertise en ST, et offrent à leurs élèves des pratiques de qualité et qui atteignent de nombreux objectifs d'apprentissage. Ces pratiques d'enseignement rejoignent et même parfois dépassent les attentes des curriculums. Ces pratiques sont qualifiées de pratiques gagnantes parce qu'elles répondent à certains critères comme nous le verrons plus loin, par exemple en mettant de l'avant une démarche d'investigation. Ces enseignants d'exception sont des collaborateurs essentiels aux chercheures que nous

sommes. Ils nous aident à atteindre notre objectif, celui de susciter les passions en ST chez les élèves.

Mettre des exemples de pratique à la disposition des enseignants qui débutent ou qui, même après quelques années d'expérience, ne se sentent pas trop à l'aise avec l'enseignement des ST (Fitzgerald et Schneider, 2013), devient dès lors un but recherché pour nous qui sommes des chercheures en didactique des sciences. Malgré une abondance relative de ressources en ST, certains dénoncent la rareté de ressources francophones adaptées aux curriculums canadiens, mais surtout de ressources francophones validées par la pratique et la recherche (Dionne et Couture, 2013). Il appert que de rendre disponibles des pratiques de qualité, développées et réalisées en contexte de classe, nous apparaissait un but à atteindre. C'est ainsi qu'en 2012, nous avons soumis une demande de subvention au Conseil de recherches en sciences humaines du Canada (CRSH). Cette demande visait justement à élaborer une compréhension des pratiques gagnantes en ST pour ensuite caractériser ces pratiques et les diffuser aux enseignants francophones du Canada. Ce projet nous a amené à travailler avec des enseignants passionnés, ayant le désir de partager leurs expertises avec les autres enseignants. Ce texte ne peut aborder tous les aspects de notre recherche. Après avoir exposé brièvement la problématique, nous nous attarderons au cadre conceptuel qui a animé notre travail de trois ans qui avait pour objectif de caractériser des pratiques gagnantes en ST et de les diffuser. Puis, nous présenterons la méthodologie qui a servi à rassembler les pratiques, les retombées en termes des caractéristiques des activités sélectionnées, leur organisation dans le site web et, finalement, un bref inventaire par domaine des pratiques gagnantes retenues.

Problématique

Les constats relatifs à l'enseignement des ST à l'école élémentaire soulignent le fait qu'elles seraient encore trop peu enseignées et que les enseignants manifesteraient certaines lacunes en formation pour bien communiquer ce type de savoirs (Epstein et Miller, 2011; MÉO, 2007; MÉLS, 2006; Morais, Neves et Afonso, 2005). Des pratiques d'enseignement des ST plus inductives seraient nécessaires pour engager les élèves dans de réelles investigations scientifiques (Coquidé, Fortin et Rumelhard, 2009). Malgré des prescriptions officielles privilégiant ces démarches inductives, leur mise en œuvre semblent au demeurant plus difficile. L'utilisation de modèles présentés comme s'ils représentaient la réalité ou la réalisation d'expériences sans réflexion sur l'action illustrent certaines difficultés qu'éprouvent plusieurs enseignants (Coquidé, 2003). C'est l'idée même de sciences véhiculée à l'école

par de telles pratiques qui doit être revue. Pour remédier à cette situation, il semble que des exemples concrets, issus de la pratique des enseignants, tout en étant en accord avec les meilleures pratiques, soient nécessaires, mais soient encore peu accessibles (Fitzgerald et Schneider, 2013). Pour identifier des exemples de pratique qui proviennent d'enseignants expérimentés et pour pouvoir disséminer ces exemples de pratique, encore faut-il se donner un cadre de réflexion et d'analyse pour mieux comprendre ce qui se fait déjà, et ce, tout en établissant un certain nombre de critères pour pouvoir ensuite diffuser ces exemples. Comment pouvons-nous diffuser des exemples de pratique de façon conviviale et, surtout, en s'assurant d'une rigueur à notre démarche? Plusieurs sites proposant des pratiques en sciences sont réservés aux personnes qui ont participé au processus de construction ou sont payants. Des sites web proposant des exemples de pratiques issus d'un processus de recherche et, par surcroit en accès libre, sont beaucoup plus rares (Van Zee et Roberts, 2006).

Dans le cadre d'un projet de recherche (Dionne, Couture, Savoie-Zajc et Aurousseau, 2015) consistant à documenter des pratiques d'enseignement, des enseignants ont été recrutés pour former deux communautés d'apprentissage, l'une en Ontario et l'autre au Québec. Les communautés rassemblant chercheures et enseignants ont permis de répondre aux objectifs de la recherche, soit de recueillir les meilleurs exemples de pratiques, de les caractériser et, finalement, de les parfaire pour les diffuser. Rapidement, les enseignants ont exprimé le besoin d'intégrer leurs visions des pratiques gagnantes. Déjà, par leurs propositions, il y avait un intérêt de voir comment s'intègrent leurs cadres de référence à ceux proposés par les chercheures. Notre travail révèle que les sources d'influence sont multiples et complémentaires. Les orientations didactiques et les prescriptions officielles ne sont pas les seuls éléments servant de critères pour analyser et développer des pratiques dans le domaine des ST. Les enseignants font appel à d'autres considérations pédagogiques pour situer ce qu'ils font dans un cadre plus large. Ce cadre de réflexion commun et partagé inclut les priorités des enseignants et intègre différents points de vue en prenant en considération des critères multiples.

Cadre conceptuel: des critères multiples pour caractériser les pratiques gagnantes

Dans notre recherche, il importait au départ de définir ce qu'on entendait par pratiques gagnantes. Au tout début du projet, nos sources d'inspiration sont venues d'écrits provenant surtout d'Australie faisant référence à Angela Fitzgerald (2012) qui a travaillé à partir des travaux des chercheurs Hackling et

Prain (2005). À partir de cette documentation scientifique australienne, notre équipe a décidé d'approfondir sa compréhension des pratiques gagnantes en ST en entreprenant une vaste recension des écrits provenant d'Europe et d'Amérique. De ce travail est ressorti un article paru en 2015 dans la Revue de didactique des sciences et technologie (RDST) (Couture, Dionne, Savoie-Zajc et Aurousseau, 2015). L'article intitulé « Développer des pratiques d'enseignement des sciences et technologies : selon quels critères et dans quelle perspective » avait pour but de jeter des bases pour développer, avec des enseignants, un projet de répertoire d'exemples de pratiques gagnantes, validés du double point de vue de la pratique et de la recherche.

Les pratiques gagnantes (en anglais, on retrouve le concept de « best practices ») sont définies comme celles qui accompagnent les élèves dans leurs apprentissages (traduction libre de « effective teaching assists students to learn » (Fitzgerald, Dawson et Hackling, 2009, p. 1). Les critères des pratiques gagnantes de départ avec lesquels nous avons travaillé provenaient des travaux de Hackling et Prain (2005); ils ont été modifiés à la lumière de notre recension, si bien que nous avons identifié les six critères suivants: 1) l'éveil de l'intérêt des élèves par des contenus liés à la vie quotidienne, 2) l'engagement des élèves dans une démarche d'investigation, d'échanges et de confrontation de preuves (Hackling et Prain, 2005), 3) l'enrichissement conceptuel, soit la construction d'un savoir partagé et négocié (Orange, 2012), 4) l'utilisation de représentations multimodales, soit les TIC, mais aussi les représentations schématiques, les modèles fabriqués, etc., 5) le recours à une démarche évaluative qui intègre autant les démarches que les connaissances, et 6) un enseignement des sciences étroitement lié à la communauté. Nous traiterons de ces critères dans la section des résultats parce qu'ils se sont trouvés enrichis par trois nouveaux critères issus de la pratique des praticiens.

Méthodologie

Dans cette étude, nous avons opté pour une méthodologie qualitative interprétative. (Savoie-Zajc, 2011). La recherche qualitative vise à comprendre le fonctionnement du monde qui nous entoure, à en chercher le sens et à en offrir un éclairage riche en perspectives (Flick, 2007). Les enseignants de l'Ontario et du Québec ont été recrutés sur une base volontaire. Nous avons communiqué avec eux personnellement. Aucune pression ne les a obligés à se joindre à notre groupe, comme le prescrivent les règles éthiques qui régissent les recherches de nos universités respectives. Nous avons utilisé le principe des communautés d'apprentissage comme dispositif de recherche pour travailler pendant deux ans à définir ensemble ce que nous entendions par pratiques

gagnantes, pour identifier et caractériser ces pratiques avec des critères inspirés à la fois de la théorie et de la pratique (Dionne et Couture, 2013; Dionne, Lemyre et Savoie-Zajc, 2010). Considéré dans le présent contexte comme un dispositif de recherche, la communauté d'apprentissage se définit comme un dispositif qui vise le développement de la pratique pédagogique, l'acquisition d'un savoir individuel et collectif et la quête de sens. Elle encourage l'enseignant(e) au partage de savoirs et au soutien entre collègues et sert à l'émancipation des enseignants en reconnaissant leur rôle dans la production des recherches (Dionne et al., 2010).

Au cours des deux années du projet, une attrition du nombre d'enseignants s'est opérée dans les communautés d'apprentissage, en raison de mutation et de départ à la retraite. Finalement, ce sont 7 enseignants en Ontario et 10 enseignants au Québec qui ont contribué réellement au Tableau ST. Durant les deux années du travail de terrain, nous avons eu recours à 10 rencontres d'une journée complète en Ontario et 7 rencontres en tout au Québec. Les ordres du jour des rencontres visaient à définir, trouver les caractéristiques et à rassembler le matériel des pratiques gagnantes. Pour faciliter le travail d'identification, de compréhension et de sélection des pratiques gagnantes, une grille d'analyse a été utilisée (voir annexe 1 ci-jointe) qui inclut des critères didactiques, enrichie des critères gagnants de Hackling et Prain (2005). Cette grille, fournie par les chercheures, a été adaptée pour intégrer les points de référence des enseignants; ce qui s'est effectué de façon légèrement différente en Ontario et au Québec. La grille d'analyse ainsi que les rencontres de groupe ont permis d'identifier et de décrire les pratiques gagnantes, démarche qui a été enrichie par un journal de bord tenue par les enseignants. C'est surtout grâce aux commentaires des enseignants sur les pratiques gagnantes durant les rencontres que nous avons pu identifier trois autres critères gagnants qui se sont ajoutés aux six critères du départ.

Pour rassembler tous les éléments des pratiques gagnantes destinés au site web, nous avons utilisé une approche par artéfacts[1] grâce à des échanges par courriel et à l'application Google Drive. Certains artéfacts ne sont pas nécessairement présents pour toutes les pratiques, sauf la description de l'activité, le schéma des critères gagnants et les crédits et sources qui sont

[1] Nous avons identifié huit différents artéfacts pour caractériser les pratiques: 1-description de l'activité, 2-photos de production, 3-fiches de travail, 4-outils d'évaluation, 5-liens internet, 6-critères gagnants, 7-capsule scientifique, 8-crédits et sources de référence.

toujours présents. Ensuite, nous avons procédé au design du site web Tableau ST et à la révision minutieuse de chaque pratique pour optimiser le partage de cet important travail.

Résultats

Bien que préliminaires, voici quelques retombées du travail réalisé dans le cadre de ce projet, et qui répondent à certains objectifs de la recherche, soit une redéfinition des critères qui distinguent les pratiques gagnantes obtenues grâce au travail réalisé avec les enseignants, ainsi que le sens négocié qu'ont pris ces critères au fil de nos discussions. Enfin, nous présentons l'organisation du site web ainsi que l'inventaire des pratiques gagnantes retenues.

Critères des pratiques gagnantes

À la suite du processus itératif de deux ans vécus avec les enseignants et à l'analyse préliminaire des données, par pratiques gagnantes nous entendons, globalement, des pratiques qui rassemblent des critères issus de la pratique des enseignants, des programmes et de travaux de recherche en didactique. Parmi ces critères, notons l'importance accordée à l'enrichissement conceptuel comme principal point de rencontre entre la pratique, les programmes et les travaux de recherche. Selon les spécificités des deux communautés d'apprentissage, il ressort de l'analyse préliminaire des exemples de pratique, trois critères qui ont émergé du travail réalisé en communautés d'apprentissage. Ces derniers enrichissent les six critères qui avaient été pressentis au départ, selon la revue de littérature que nous avions effectuée. Ces trois critères ajoutés aux six critères de départ, suite au travail en communautés, sont : l'apprentissage actif, le questionnement, et le partage et la confrontation d'idées. Ces critères, bien qu'apparaissant parfois en filigrane dans les six critères de départ, se sont démarqués dans l'argumentation des praticiens des deux communautés d'apprentissage comme étant des critères à part entière des pratiques gagnantes. Au final, neuf critères gagnants ont permis d'analyser et de sélectionner les exemples de pratique. Ils constituent la fondation du site web Tableau ST[2]. Nous présentons ici l'ensemble des neuf critères, selon le sens négocié qu'on pris ces critères grâce à nos échanges avec les enseignants. Nous reconnaissons que l'analyse de ces critères et de leur signification devra se poursuivre pour mieux rendre compte des spécificités de chaque communauté

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[2] Le Tableau ST Pratiques gagnantes en sciences se trouve à l'adresse *tableaust.ca*

d'apprentissage. Cette description des neuf critères gagnants tient donc compte de ce qu'en pensent les participants de nos deux communautés d'apprentissage, mais aussi des références qui peuvent en être faites dans les programmes et les recherches en didactique.

Contenu stimulant. De tout temps, l'être humain s'est émerveillé, et c'est justement cet émerveillement qui a fait en sorte que sa curiosité a été sollicitée et qu'il a voulu explorer son environnement. Dans toutes les pratiques que nous avons analysées avec les praticiens, nous avons vu émerger ce critère du contenu stimulant ; ce critère étant déjà présent dans les études sur les pratiques gagnantes. Cette stimulation passe par l'étude d'un sujet qui touche le quotidien de l'élève, qui l'interpelle, suscite son intérêt et qui touche en quelque sorte son côté affectif. Que ce soit pour comprendre quelles bestioles vivent dans les environs de l'école ou, encore, comment on fait voler un ballon le plus rapidement possible le long d'une corde, les élèves se sentent interpellés par l'activité et ont le goût d'apprendre.

Démarches d'investigation. La démarche d'investigation, ou plutôt les démarches d'investigation sont incontournables en enseignement des ST (Orange, 2012). Il s'agit d'un critère très présent dans les recherches en didactique des sciences et dans les programmes. Qu'il s'agisse d'une observation (observer un phénomène comme la rouille), d'une exploration (explorer le fonctionnement d'une poulie), d'une expérimentation (mettre un œuf dans le vinaigre pour quelques jours pour expérimenter l'effet du vinaigre sur la coquille de l'œuf), d'une modélisation (faire un modèle de squelette humain) ou ce qu'on appelle résolution de problèmes technologiques (faire fonctionner une voiture à l'énergie mécanique avec des élastiques), toutes les pratiques gagnantes mettent en branle une approche d'investigation ou d'enquête qui amène l'élève à observer, à se questionner, à décrire et à tenter d'expliquer ce qu'il a devant les yeux.

Apprentissage actif. L'apprentissage actif est le critère par lequel l'élève s'investit réellement dans l'activité. Il est actif avec ses muscles squelettiques, ses gestes, ses actions, mais aussi avec son muscle cérébral, son cerveau, par sa pensée, sa réflexion. Une action sans réflexion resterait vaine parce qu'elle deviendrait un jeu qui ne sert que de passe-temps. En résumé, l'apprentissage actif peut être défini quand les élèves font des choses et réfléchissent à propos de ce qu'ils font (Bonwell et Eison, 1991). Ce critère est tout à fait novateur dans notre recherche puisqu'il n'était répertorié, au départ comme critère de pratique gagnante, par aucune étude ni programme que nous avons consulté.

Questionnement. Le questionnement est à la base de l'apprentissage en ST. Se demander Comment les plantes poussent? Comment est constitué le squelette humain? Quelles sont les caractéristiques des planètes de notre système solaire? Comment solidifier une tour? sont des questions que les élèves sont encouragés à se poser en classe de sciences. Ils doivent cultiver leur « pourquoi » et leur « comment » dans le but de se mettre à la recherche d'explications. Chercher des problèmes ou des questions à résoudre est imbriqué dans la fibre du chercheur scientifique ou de la pensée scientifique. La démarche de problématisation implique de comprendre que questionner et construire des problèmes fait partie de l'arsenal scientifique (Orange, 2005). Se questionner ou dresser le champ des possibles, semble dès lors une compétence ou une qualité à développer chez les élèves (ibid.). Ce questionnement est certes relié au critère gagnant de la démarche d'investigation, qui invite l'élève à utiliser un processus rigoureux pour mener à bien sa quête de réponses ou de solutions. Mais les enseignants des communautés ont fourni l'argumentation nécessaire pour que le questionnement devienne un critère à part entière. Bien que proposé par les recherches en didactique, ce critère ne faisait pas partie des critères des pratiques gagnantes retenus au départ de notre étude.

Partage et confrontation d'idées. Le partage et la confrontation d'idées font partie des compétences du 21e siècle, soit la communication, la capacité de travailler en équipe et de produire en collaboration des idées novatrices. C'est par le travail en petits groupes qu'est souvent stimulée cette fonction de partage d'idées. Cette recherche d'une production d'idées collectives fait partie de la problématisation (Orange, 2005). Pour faciliter ce partage collectif, encore faut-il donner aux élèves le sens de l'organisation en équipe pour que le fonctionnement de groupe s'opère rondement. Pour ce faire, la répartition des tâches dans l'équipe permet souvent une meilleure intégration de ce critère gagnant de partage et de confrontation d'idées dans la classe de sciences. Parfois, l'enseignant pourra en grand groupe être le maître d'œuvre de ce partage, de ce débat d'idées et d'apport de solutions qui ont été proposées par les élèves. Ce critère de partage et confrontation d'idées ne faisait pas partie des critères gagnants avec lesquels nous avons démarré le projet de recherche. Bien que proposé par les recherches en didactique des sciences, dont celle d'Orange (2005), ce critère s'est imposé par la voix des enseignants des communautés comme critère à part entière.

Représentations multimodales. Les représentations multimodales sont une composante importante des pratiques gagnantes, en ce sens que les élèves sont invités à consigner leurs données, à mettre en relief les éléments d'explications autrement que dans un format questions-réponses ou sur papier. Ces

représentations multimodales sont également multiformes, créatives, variées, et elles peuvent aller du simple bricolage d'un insecte, à la complexité d'une page web avec photos sur le thème de la biodiversité. Les divers modèles ou prototypes fabriqués, que ce soit par la modélisation ou par la résolution de problèmes technologiques, font également partie de ces représentations multimodales. Les représentations multimodales faisait partie des critères retenus des travaux australiens pour caractériser les pratiques gagnantes (Hackling et Prain, 2005) avec lesquels nous avons amorcé notre travail en communautés.

Enrichissement conceptuel. L'enrichissement conceptuel est le but ultime de l'apprentissage en ST: soit pouvoir utiliser des mots de plus en plus complexes pour construire une explication. Quand j'utilise par exemple le mot « force » dans la construction d'un pont, cela signifie que je comprends le jeu des différentes forces internes qui agissent sur la structure comme la compression et la tension. Le concept de racine[3] au niveau des plantes est un autre exemple qui peut faire intervenir des représentations plus ou moins sophistiquées (radicules, racines superficielles, racines nues, rhizomes, etc.). L'utilisation de ce vocabulaire spécialisé se fera après que les élèves auront été en mesure de décrire les phénomènes scientifiques dans leurs propres mots. Cet enrichissement conceptuel était ressorti de notre travail de recherche documentaire de départ (Hackling et Prain, 2005); mais il a également été retenu par tous les enseignants qui ont participé à l'étude. Il s'agit d'ailleurs d'un critère qui est présent dans toutes les pratiques gagnantes répertoriées dans le Tableau ST. Ce critère peut prendre d'ailleurs un sens différent selon que l'enseignement se produit en milieu minoritaire francophone ou en milieu majoritaire. Ces éléments seront repris dans des analyses subséquentes.

Évaluation pour l'apprentissage. L'évaluation pour l'apprentissage est un type d'évaluation qui permet à l'élève de démontrer son savoir et, ce faisant, il l'aide à parfaire ses connaissances. Demander aux élèves de démontrer à l'aide d'une affiche, les données de leur expérience sur la construction d'un pont le plus solide possible par exemple, offre la possibilité de consolider les apprentissages en plus de faciliter les partages de savoir et la confrontation des idées (voir les critères mentionnés précédemment). L'évaluation pour l'apprentissage faisait partie des critères de pratiques gagnantes sélectionnés au

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[3] https://fr.wikipedia.org/wiki/Racine_(botanique)#Diff.C3.A9rentes_formes_de_racines

départ; la présence de ce critère a été renforcé par le travail réalisé en communauté.

Ressources du milieu. Enfin, de par notre collaboration avec les praticiens, nous avons vu que l'utilisation des ressources du milieu correspond, dans certaines pratiques, à un important critère gagnant. Ce critère gagnant avait été retenu dès le départ, grâce à notre recension de la documentation sur les pratiques gagnantes. Par exemple, le recours aux abords de l'école pour sensibiliser les élèves à l'environnement s'est avéré une ressource qui, selon nous, reste trop souvent inutilisée de la part des enseignants. Convier les familles à collaborer à une collecte de matériel de bricolage pour réaliser une construction technologique est une pratique plus courante chez les enseignants. Enfin, inviter en classe un parent d'élève qui travaille en sciences, à l'usine d'épuration ou à l'hôpital, peut sensibiliser les élèves à adopter d'autres perspectives en ST. Cette ressource humaine locale peut devenir signifiante dans une activité de sciences où la résolution de problèmes locaux peut être la démarche privilégiée.

Grâce à une concertation autour de ces critères gagnants, les communautés d'apprentissage de l'Ontario et du Québec ont pu constituer un répertoire constituant un tout et renfermant plus d'une cinquantaine de pratiques gagnantes, issues de la pratique des enseignants collaborateurs: au départ 38 pratiques ont été proposées par la communauté ontarienne; 12 pratiques, par la communauté québécoise. Quatre pratiques sont issues d'une collaboration complémentaire avec le Nouveau-Brunswick. Ces pratiques gagnantes sont partagées gratuitement sur le web avec tous les enseignants francophones du Canada et d'ailleurs depuis l'automne 2017 à l'adresse tableaust.ca.

Design et organisation du site web Tableau ST

Le design du site web s'inspire du tableau périodique des éléments de Mendeliev (Fig.1). Inspirée par l'idée d'un agencement efficace et attrayant, cette façon d'agencer les pratiques nous est apparue comme une méthode conviviale facilitant le repérage des meilleures pratiques.

La cinquantaine de pratiques gagnantes a été organisée selon le niveau scolaire et le domaine du curriculum, soit systèmes vivants, structures et mécanismes, matière et énergie, Terre et espace ainsi qu'une catégorie de pratiques qui peut s'appliquer à plus d'un domaine (interdomaines). Les niveaux ciblés vont de la 4e à la 6e année Chaque pratique est découpée en
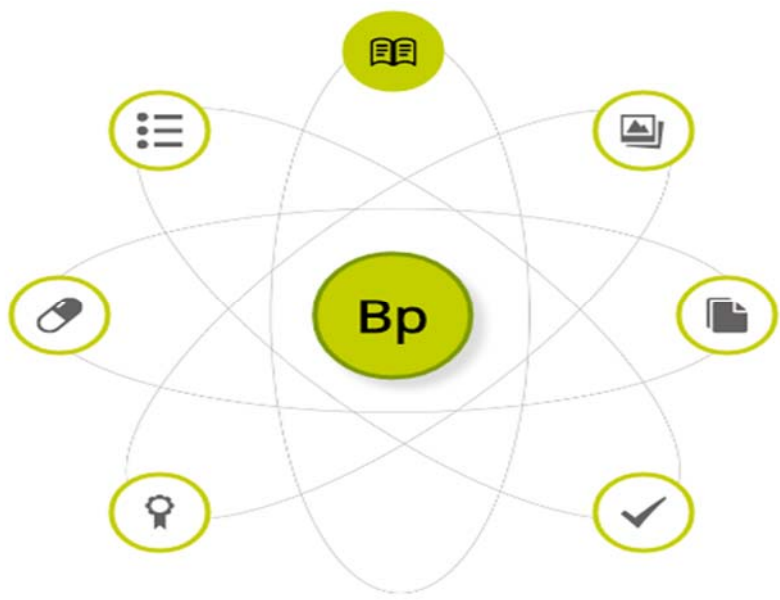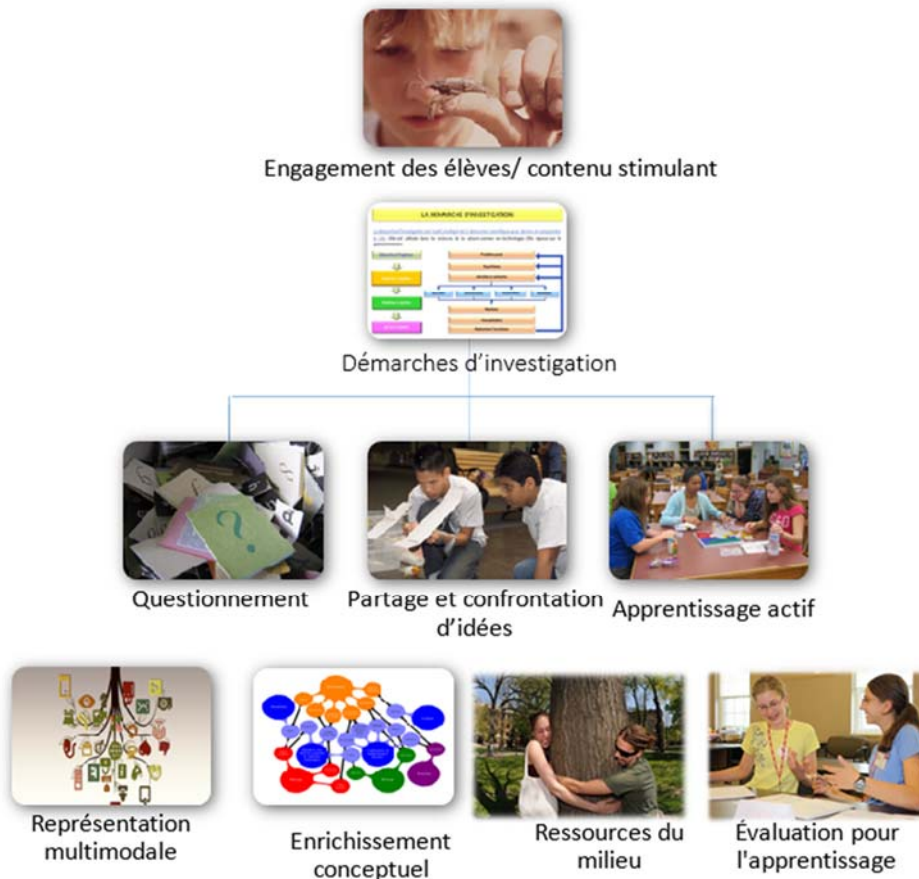
Figure 1. Design du Tableau ST

Figure 2. Organisation des pratiques par artéfacts selon le modèle atomique

artéfacts selon le modèle atomique (Fig. 2), ce qui permet de retrouver facilement les documents qui la composent.

Figure 3. Pyramide des neuf critères gagnants (modèle de l'Ontario)

Tout d'abord, en partant à midi et en allant dans le sens horaire, il y a la description de l'activité, puis les photos des productions d'élèves, suivies des fiches de travail (pour les élèves ou l'enseignant). La démarche d'évaluation est précisée, le cas échéant, si des grilles ou des fiches évaluatives l'accompagnent. Chaque pratique est accompagnée d'un schéma des critères gagnants (Fig. 3). On retrouve également, pour certaines pratiques, une capsule scientifique pour décrire et expliquer les principaux concepts en jeu dans l'apprentissage de cette activité. Puis les crédits et sources de références sont présentés pour tous les exemples de pratique.

En guise d'explication complémentaire pour l'artéfact des critères gagnants, pour chacune des pratiques, plusieurs critères gagnants sont rejoints; en général, au minimum cinq critères sur neuf critères gagnants qui font partie du schéma des critères gagnants (Fig. 3). Ces critères gagnants ont été expliqués précédemment.

Inventaire des pratiques gagnantes sélectionnées

L'ensemble des pratiques obtenues à la suite des travaux en communautés avec les enseignants se décline en un tableau de compilation (voir tableau 1). Il présente les pratiques par niveaux scolaires et par domaines. C'est en 6e année que les pratiques sont un peu plus nombreuses avec 23 au total. Puis, un total de 18 pratiques s'inscrit dans le curriculum de 5e année et 13 pratiques s'insèrent à celui de 4e année. À noter qu'au moment de la rédaction du projet de recherche, nous avions proposé de couvrir seulement les pratiques de la 5e et la 6e année. Ces deux années scolaires avaient été retenues parce que, de façon générale, les enseignants de 5e et de 6e années collaborent plus naturellement ensemble. De plus, les élèves de 5e et de 6e année ont atteint généralement un même niveau de maturité. Dès le début du projet, une enseignante de 4e année qui collaborait avec ses collègues de 5e et 6e année en ST s'est ajoutée au groupe. Comme nous avons voulu conserver cette synergie déjà présente chez les enseignantes, il a été convenu d'élargir le projet aux pratiques gagnantes de 4e année. Par conséquent, d'autres enseignants ontariens et québécois qui enseignaient en quatrième année ont contribué à fournir des pratiques gagnantes à ce niveau scolaire.

Au chapitre des domaines, nous observons au tableau 1 que c'est le domaine des Structures et mécanismes qui remporte la palme avec 15 pratiques gagnantes. Les pratiques en provenance du Québec ont eu pour effet d'augmenter substantiellement le ratio de ce domaine, car divers incitatifs provinciaux au Québec, tel Défi génie inventif[4], stimule la création de pratiques dans le domaine de la technologie chez les enseignants québécois.

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[4] Réseau technoscience, province de Québec.

Tableau 1. Inventaire des pratiques par niveaux et domaines du curriculum

NIVEAU SCOLAIRE/ DOMAINES	INTER-DOMAINES	SYSTÈMES VIVANTS	STRUCTURES ET MÉCANISMES	MATIÈRE ET ÉNERGIE	TERRE ET ESPACE	TOTAL
4e année	0	4	3	4	2	13
5e année	4	2	7	3	2	18
6e année	2	4	5	6	6	23
Total	6	10	15	13	10	54

Discussion et conclusion

Bien que n'ayant pas la prétention de couvrir tous les interstices des curriculums, nous croyons que le Tableau ST, avec l'ensemble des pratiques gagnantes qu'il propose, pourrait fournir aux enseignants des exemples pour développer leur propre répertoire de pratiques et, par le fait même, rehausser l'enseignement des sciences et technologies en langue française. Le site pourrait répondre aux besoins de soutien des enseignants et de dissémination de pratiques authentiques en sciences (Fitzgerald et Schneider, 2013). Au niveau de la formation à l'enseignement, nous croyons que ces pratiques gagnantes seraient susceptibles d'offrir aux professeurs des universités des exemples concrets pour illustrer et discuter de la mise en pratique de certains fondements didactiques et de leur transposition en contexte de classe. Elles leur fourniraient aussi une assise pour aider les futurs enseignants à développer de meilleures pratiques. En Ontario, le cours de didactique des sciences destiné aux futurs enseignants correspond à un seul cours de trois crédits; cette faible intensité de formation dans le domaine des ST complexifie, pour les formateurs universitaires, le choix des thèmes et contenus du cours, afin de préparer adéquatement le futur enseignant qui se destine à enseigner au cycle primaire-moyen. Par conséquent, les professeurs des universités pourraient cibler plus facilement les contenus à enseigner en utilisant le Tableau ST. De surcroît, ces pratiques francophones font la promotion de la langue de la minorité en Ontario et dans plusieurs provinces canadiennes.

Grâce au cadre de travail mis en place et à la réflexion que nous avons menée avec les praticiens, il a été possible d'approfondir notre compréhension des critères qui caractérisent les meilleures pratiques. Cette réflexion se poursuit actuellement dans l'éventualité de d'autres phases d'analyse et de diffusion. À l'heure actuelle, nous ne pouvons nier qu'il existe une certaine part d'arbitraire par rapport au choix des critères gagnants. Selon le contexte où

nous nous situons, en fonction également du curriculum provincial, les critères pourraient être perçus différemment. L'idée poursuivie en travaillant avec les enseignants était de tenter de définir des critères pour lesquels nous avons pu nous rallier collectivement, tant comme chercheures en didactique des sciences que chez les praticiens collaborateurs, et ce, dans deux provinces. Ces critères nous ont fourni des balises pour sélectionner, avec les enseignants participants, les pratiques à disséminer. Notre travail d'analyse, loin d'être achevé, nous permet de parfaire notre compréhension des pratiques gagnantes et de leurs critères essentiels. La dissémination de nos résultats, nous l'espérons, encouragera les enseignants à mettre ces pratiques gagnantes en œuvre dans leur classe de ST.

Le Tableau ST est le produit du travail de plusieurs acteurs, surtout d'enseignants qui se sont joints à nous et ont cru à la valeur de ce projet. Les enseignants sont souvent surchargés de travail. Même si des pratiques inspirantes font partie de leur quotidien, il existe souvent peu de moyens pour que ces enseignants puissent les diffuser. Selon nous, ce site web est unique pour deux principales raisons. En premier lieu, il est construit à partir des pratiques gagnantes des enseignants qui ont participé au projet. En second lieu, il est issu d'un travail d'approfondissement entre chercheures et praticiens et d'un effort soutenu pour relier la théorie et les programmes provinciaux à la pratique enseignante. Nous avons travaillé pendant trois ans avec ces enseignants dévoués, qui ont accepté généreusement de partager leurs pratiques. Au début du projet, certains d'entre eux manquaient d'assurance. Ils nous disaient que leurs pratiques n'étaient pas exemplaires. À force de persévérance, de discussions approfondies, de multiples rencontres, et de réflexions pour développer ce que les enseignants faisaient déjà, nous avons réalisé un Tableau ST que nous avons mis en ligne à l'automne 2017.

Le Tableau ST n'a pas encore été validé par d'autres praticiens, mis à part ceux qui ont fait partie des communautés d'apprentissage. Il a été mis à l'essai brièvement à l'été 2017 et a été accueilli avec enthousiasme par un groupe de futurs enseignants de l'Université d'Ottawa. Nous espérons recevoir des commentaires des utilisateurs éventuels pour nous permettre d'évaluer plus rigoureusement cette ressource. Notre travail ne visait pas à garantir que ce site puisse améliorer l'enseignement des ST et/ou l'apprentissage des jeunes canadiens qui sont dans les classes de la 4e à la 6e année, mais nous osons croire que ce soit une retombée possible. Nous espérons grandement, malgré qu'il soit perfectible, que ce tableau apportera un soutien aux enseignants francophones du Canada et de partout dans la francophonie pour renforcer l'enseignement des ST. Peut-être que ces pratiques gagnantes pourront susciter chez les élèves

la passion pour les ST, et qui sait encourager des filles et des garçons à tendre vers une carrière scientifique? Une chose est certaine, c'est qu'un enseignement plus soutenu en ST offre plus de chances aux jeunes élèves francophones canadiens de se familiariser avec les enjeux liés aux sciences, aux technologies et à l'environnement et, espérons-le, de permettre à ces citoyens éclairés et éventuels scientifiques de trouver des solutions aux problèmes de surconsommation et de pollution qui affectent l'équilibre de notre planète, et au final de bonifier la société humaine.

Remerciements

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Annexe 1. Grille d'analyse de pratiques en enseignement des sciences et technologie

Grille de collecte, d'analyse et de développement (Projet de recherche CRSH Dionne, Couture et Savoie-Zajc, 2014-2016)

SOURCE :	
Noms :	Date:
Titre de la leçon ou de la séquence :	
Domaine : ☐ Systèmes vivants ☐ Matière et énergie ☐ Structures et mécanismes ☐ La Terre et l'espace Niveau scolaire : ☐ 4e ☐ 5e ☐ 6^e	
Description sommaire	
Apprentissages visés	
Vocabulaire à acquérir par les élèves (et/ou concepts importants)	
Situation de départ ou élément déclencheur	
Démarches d'investigation (D.I.)	☐ Modélisation ☐ Observation/exploration ☐ Expérimentation ☐ Construction technologique ☐ Autre :
Approches pédagogiques (autre que D.I.)	☐ Apprentissage coopératif ☐ Pédagogie par projet ☐ Carte conceptuelle ☐ Étude de cas ☐ Résolution de problèmes ☐ Classe renversée ☐ Intégration des matières ☐ Recherche documentaire ☐ Invité(e) ☐ Excursion ☐ Autre :
Matériel spécial / disposition spéciale de la classe	
Technologies utilisées	☐ Internet ☐ Vidéo, spécifier ☐ Téléphone intelligent/IPod ☐ IPad ☐ Ordinateur (Logiciel : _____) ☐ TBI ☐ Vidéoconférence (Skype, , FaceTime, Etc.) ☐ Autre : _____

Réalisation(s) de l'élève	☐ Fiche de travail ☐ Construction artistique ☐ Construction technologique ☐ Maquette ☐ Portfolio composé de ☐ Communication orale ☐ Travail long/rapport ☐ Production électronique, précisez ☐ Autre :
Outils/stratégies d'évaluation	☐ Autoévaluation ☐ Communication individuelle ☐ Communication de groupe ☐ Activité ludique ☐ Entrevue orale individuelle ☐ Test diagnostique ☐ Questionnement de groupe ☐ Portfolio ☐ Examen écrit traditionnel ☐ Quiz ☐ Autre .
Déroulement global de la leçon (à part l'élément déclencheur mentionné plus haut)	
Documents utilisés par l'enseignant et par l'élève (image, site web, livre, etc.)	
Critères de pratiques gagnantes	a) Critères des enseignants
Critères de pratiques gagnantes	b) Critères de Hackling et Prain (2005) ☐ Contenus reliés à la vie quotidienne ☐ Représentations multimodales ☐ Processus d'investigation, échanges idées, confrontation de preuves ☐ Développement et enrichissement de la compréhension conceptuelle ☐ Liens avec la communauté ☐ Évaluation basée sur la mobilisation des savoirs
Références utilisées	

GENDER DISPARITY IN STEM

Enyonam Brigitte Norgbey

STEM is broadly perceived as a vital driver of sustainable development worldwide. However, women remain underrepresented in STEM fields despite decades of effort to bridge the gender gap. The purpose of this article is to understand the underlying factors that contribute to gender disparity in STEM and suggest effective interventions. Specifically, I seek to address the following questions: What factors contribute to gender disparity in graduate STEM program? What strategies can be adopted to address the issue?

This paper examines fifty articles published from 2006-2016 that had women or gender and/or science as a central part of their studies to analyze institutional and socio-cultural perspectives used to explain the situation and identify strategies that have been used to overcome the problem. Findings suggest that the factors that contribute to women underrepresentation in STEM are complex and numerous, calling for multi-faceted strategies to move the field forward.

Science, technology, engineering, and mathematics (STEM) are central to development agendas globally (Cheryan, Plaut, Davies, & Steele 2009). Thus, STEM literacy is essential for economic development and global competitiveness as demonstrated by the widening gap of the development divide between north and south (Singh, 2011). However, women continue to be underrepresented in STEM fields, particularly at the graduate level (Rosenthal, London, Levy, & Lobel, 2011; Boateng, 2015). This is unfortunate because

women's untapped human capital can enhance the STEM workforce, given that women represent half of the world's population and more than 50% of its college-bound population (Dasgupta & Stout, 2014). In fact, in 2009, American women received 37.7% of the chemistry PhDs, 20.3% of the physics PhDs, and 21.3% of the engineering PhDs awarded by colleges and universities (Else-Quest, Hyde, & Linn, 2010).

Even though there has been steady growth in admissions in higher education (HE) over the last two decades, gender equity challenges in sub-Saharan Africa have been unprecedented (Mkude, 2011, Chikunda, 2010). Women who manage to make it into university tend to specialize in social science and humanities programs; there is limited enrollment in STEM programs (Morley, 2010; Acheampong, 2014). For example, the Ghana 2010 women undergraduate enrollment rate in Arts & Humanities was 78% compared to 22% in STEM (Atuahene & Owusu-Ansah, 2013).

Critics argue that gender stereotypes, lack of skilled, trained teachers, especially female teachers to act as role models, and the inability to implement gender policies contribute to the gender disparity (Mansfield, Welton, & Grogan, 2014; Parson, 2016). Proponents of gender equality in HE contend that inequalities in HE institutions are structural, and require a closer look at gendered experiences and power relations within the institutions (Monroe & Chiu, 2010; LaCosse, Sekaquaptewa, & Bennett, 2016). Many scholars have used a multidisciplinary approach to explain the issue of gender disparity in STEM programs. This paper examines fifty published gender-related articles from 2006-2016 and analyzes the socio-cultural and institutional conditions used to explain the phenomenon. Further, this paper suggests strategies to overcome gender disparity in sub-Saharan Africa. The following key word phrases were used to locate articles online: "women in science" and "gender disparity in HE."

This paper addresses the following questions:

1. What institutional and socio-cultural perspectives have been used to explain the phenomenon?

2. What strategies can be adopted to address the issue, particularly in sub-Saharan Africa?

Multidisciplinary perspectives

STEM disciplines have been male dominated since their institutionalization as fields of study two centuries ago (Gilbert, 2009). Further, social and cultural practices, images, and identities of STEM are related to specific aspects of masculinity[5], thus contributing to the proliferation of gender segregation in the fields (Gilbert, 2009; Holth & Mellström, 2011).

Institutional perspectives

Stout, Dasgupta, Hunsinger, and McManus (2011) posit that institutional culture impedes women's pursuit of STEM programs. They argue that gender stereotypes and academic cultures influence women's achievements in STEM. Female students often view STEM education as a hostile environment that starts in secondary school and continues throughout HE, whereas male students report being more comfortable and more active in STEM learning environments and thus receive more attention from teachers (Stoilescu & McDougall, 2011).

STEM teaching methods foster a competitive learning environment that is not favorable to girls (Samson, 2014, & Schulze & van Heerden 2015). Studies show that women perform better in a cooperative learning environment (Leaper, 2015; LaCosse, Sekaquaptewa, & Bennett, 2016). Practices that privilege competitive learning environments in STEM education exacerbate the ethical and social problems that challenge female students in STEM-related programs. This suggests a lack of efficiency in tackling the issue of gender disparity in STEM classes (Abbiss, 2008; Stoilescu & Egodawatte, 2010).

The inadequacy of HE institutions in addressing the underrepresentation of women in STEM programs is reflected in a study undertaken by Ulriksen, Madsen, and Henriette (2010) that looks at STEM culture. They regard STEM culture as authoritative, competitive, impartial, and male dominated, and argue that STEM culture—as shown in the attitudes and practices of STEM teaching staff—contribute more to STEM attrition than individual student deficiencies. Further, they argue that STEM curricula and teaching practices that are often less contextual, less cooperative, and less student-centered contribute to student difficulties. In addition, they argue that the lack of female mentors in

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[5] Masculinity relates to a society in which psychological gender roles are plainly clear. Men are supposed to be authoritative, strong, while women are supposed to be humble and caring (Hofstede, Hofstede, & Minkov, 2010).

STEM disciplines also contribute to the underrepresentation of women in STEM programs (Rosenthal et al., 2013).

Socio-cultural perspectives

The home environment is also a contributing factor to gender disparity in the STEM fields. Parents' views influence gender differences in STEM disciplines. Eccles' (2015) study indicates that "parents' perceptions of their children's academic abilities predict the children's own confidence in their academic abilities" (p. 120). The study also showed that parents' beliefs about their children's capabilities differ according to the sex of their children. The culturally shared gender stereotype that males are naturally more talented in math than females causes parents to overstate their sons' math abilities and underestimate their daughters' math aptitudes (Eccles, 2015).

Archer et al. (2013) note that parents as important role models influence the career choices of their children through advice, and encouragement, financial and emotional support, among other things. Mothers in particular play an important role in the career choice of their daughters. If mothers value social sciences and humanities such as arts, linguistics, education, both they and their daughters are likely to develop a keen interest in professional careers traditionally assigned to women such as teaching, social work, nursing, etc. (Mujawamariya, 2013).

In addition to institutional and parental factors, society also contributes to gender disparity in STEM programs in sub-Saharan Africa (Sinnes & Loken, 2014). Lynch and Nowosenetz (2009) studied undergraduate STEM students and examined their awareness of gender inequality issues in STEM programs. Their findings suggest that students (boys and girls) rely on traditional gender roles and that they build gender around cultural beliefs and values—girls are supposed to be the caregivers and do not belong in STEM fields—that they perceive provide social stability. Such beliefs and values also have an impact on teachers' perception, reasoning, and practices in STEM programs. Chikunda's (2014) study provides insights into how culture and patriarchy negatively affect STEM teaching styles and curricula, thereby reinforcing gender disparity in HE and in STEM programs.

Patriarchy is a hierarchical structure that cuts across political, economic, social, religious, cultural, industrial, educational, and financial domains. Patriarchies assign unjustifiable numbers of decision-making positions in society to be headed by men and justifies males' domination over females.

Regardless of the dominant patriarchal historical form—such as feudal,[6] capitalist, socialist, and economic discrimination—adopted by society, all forms of patriarchy operate simultaneously (Evans, 2015). Gender roles are socially and culturally constructed for men and women, but in patriarchal societies, women are given the caring role and men are given the breadwinner's role and work outside of the house (Makama, 2013; Shin et al., 2015). Thus, as an institutionally-established discourse, patriarchy is an essential tool in analyzing STEM-related gender disparity, and power relations (Sinnes & Loken, 2014; Menon, 2015).

While many factors contribute to gender disparity in STEM, the major factors include a lack of awareness of the role gender, institutional cultures, and societal beliefs play in shaping girls' and women's conception of themselves in the STEM disciplines.

Strategies to Reduce Gender Disparity in STEM Programs

Strategies to address gender disparity in STEM include: 1) advocacy to raise awareness; 2) gender affirmative action; 3) gender mainstreaming; and 4) capabilities-based policies and practices. Different actors such as policy makers, heads of departments, faculty members, students, parents, and the entire community need to work together to address the issue of gender disparity in STEM.

Advocacy to raise awareness about gender disparity issues in STEM

Awareness campaigns that contribute to a collective consciousness of gender equality start the process of the community and stakeholder buy-in necessary for policy development debates for subsequent transformation. Such campaigns promote gender equality as social justice that provides fair and equal opportunities for every student, including the participation of women and girls in all educational, economic, social, and political structures (DeJaeghere &

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[6] Patriarchal feudalism is described as a set of implied exchanges in which the subordinated groups (such as serfs, women, or children) obtained protection and security in return for working long hours in the service of their masters. http://blog.oup.com/2011/02/patriarchal-feudalism/#sthash.8KKSqUQB.dpuf

Wiger, 2013). Dissemination of research findings on gender and STEM gender disparity help promote advocacy for increased participation of girls and women in STEM while raising awareness about the gender inequity issues.

The creation of advocacy groups also helps to raise consciousness about gender issues in STEM. For example, "L'AFESTIM (Association de la francophonie à propos des femmes en sciences, technologies, ingénierie et mathématiques), International Network of Women Engineers and Scientists, etc." (Deschênes, 2008, p. 147) all advocate for women's and girls' issues. Similarly, Machira (2013) calls for development practitioners such as non-governmental organizations (NGOs), and advocacy groups like the Forum for African Women Educationalists (FAWE)[7], the African Women in Science and Engineering (AWSE)[8], etc. to promote, encourage, and support girls and women to pursue education to the highest level especially in STEM.

Gender affirmative action approach

While it is important to sensitize the populations to gender disparity issues in STEM, concrete gender affirmative action in STEM program recruitment and retention is imperative in creating a critical mass of women in STEM to serve as role models and mentors for young girls and women aspiring to pursue STEM-related careers. Affirmative action has been used successfully to attain gender parity[9] in many parts of the world, including sub-Saharan Africa (Hlalele & Alexander, 2012; Chauraya, 2014).

Gender mainstreaming

Gender mainstreaming is a process that promotes gender equality by profiling gender perspectives at all stages of the development and implementation of policies, plans, programs, projects as well as STEM curricula and teaching practices. Gender mainstreaming brings to the fore discourses about gender issues and establishes new directions on how to move the gender

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[7] FAWE is a pan-African non-governmental organization to promote girls' and women's education in sub-Saharan Africa by making sure they have access to schools and are able to complete their studies and fulfill their educational goals (www.fawe.org).

[8] AWSE is an organization that serves women scientists and engineers, through chapters in various African countries. It is an organization that seeks to increase the numbers of competent women scientists and engineers within Africa. (www.awse.org).

[9] Gender parity relates to the equal representation of males and females in a specific context.

inequality debates forward (Unterhalter, 2007). It entails discussions of all gendered assumptions, processes, and perceptible results (Karlsson, 2010) to improve key policies. Gender mainstreaming promotes gender equality within institutions if implemented effectively, and therefore enhances social justice[10] (Unterhalter & North, 2010).

Capabilities-based approach

While effective gender mainstreaming leads to gender equality, the inclusion of capabilities-based policy and practices in teaching/learning has the potential to strengthen the gender equality process. In recent years, a global focus on issues of social justice and gender equality has increased access for women to HE and STEM. Even though the concept of social justice is a source of tension in HE, particularly in the STEM disciplines (Walker, 2015), and global economic growth and human capital has led to gender equity[11] problems in many countries around the world and particularly in sub-Saharan Africa (Nussbaum, 2011), the capabilities-based approach facilitates building "graduates' capabilities and functioning" (Walker, 2015, p. 417) that are in line with the skills the students need and value. In fact, the training process focuses on the well-being of the students, what they can do, and their quality of life (Loots & Walker, 2016).

Conclusion

Factors that contribute to the underrepresentation of women in STEM are complex and varied. In this paper, I discussed institutional and socio-cultural perspectives to gender disparity in STEM together with specific strategies that could be adopted to reduce it. Even though culture and patriarchy are also relevant to other parts of the world, they are mostly pertinent in the context of sub-Saharan Africa. The global community and

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[10] Social justice relates to human rights and is the notion of how "the burdens and benefits of society should be fairly and equitably distributed" (Rogers & Kelly, 2011, p. 398). It involves "equal justice, not just in the courts, but in all aspects of society" (Hlalele & Alexander, 2012, p. 488).

[11] Gender equity thus relates to the fair distribution of responsibilities, resources, and power between men and women. Meanwhile, men and women have disparate needs, responsibilities, and access to resources. Therefore, these differences have to be identified and addressed efficiently, especially if these differences lead to unfair treatment of girls and women (Baily & Holmarsdottir, 2015).

African universities have much to gain by striving to reduce gender disparity in STEM to effectively contribute to global development.

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SELF-PERCEPTIONS OF
TWICE-EXCEPTIONAL STUDENTS:
THE INFLUENCE OF LABELS AND EDUCATIONAL PLACEMENT ON THE SELF-CONCEPT OF POST-SECONDARY GIFTED/LEARNING DISABLED STUDENTS

Megan Lummiss

Research highlights the importance of positive self-concept for children and the influence of self-concept on long-term success (Elbaum, 2002; Fong & Yuen, 2009; Rudasill, Capper, Foust, Callahan, Albaugh, 2009). However, studies involving G/LD students typically focus on identification and placement options (Kay, 2000; Siegel & Ladyman, 2000; Yssel, Prater, & Smith, 2010), with parents and teachers as the principal participant sample populations rather than the students themselves (i.e., Bianco, 2005; Chamberlain et al., 2007; Mann, 2006; Vespi & Yewchuk, 1992; Yssel et al., 2010). Adopting a qualitative case study approach, this study explores how eight post-secondary G/LD students perceive the development of self-concept over time, and how labelling and educational placement influence those self-perceptions. Data collection included a demographic questionnaire, a Body Biography, and a semi-structured interview. Guided by the Marsh/Shavelson model of self-concept (1985) and the Social Identity Theory (1986), my analysis of the findings revealed that participants often perceived the gifted and LD components of the G/LD identification as separate entities. A gifted in-group membership was more often perceived when discussing individual strengths, while an LD in-group membership was perceived when reflecting on weaknesses. This study indicates that identification methods and placement options influence development of self-concept for G/LD students.

The big contradiction in my life was that I was really smart, but I wasn't doing well enough. – Amanda

I don't think many people who have a learning disability would consider themselves smart because that's not what they're taught to believe. – Darren

It's like all of these very mixed messages happening. – Isabelle

While students identified as gifted have strengths, they may also have a range of disabilities that present social and academic difficulties. Often, when a learning disability is identified, support is generally focused on addressing the disability while the student's giftedness is ignored or unrecognized within the classroom (Chamberlin, Buchanan, & Vercimak, 2007). Educational placement options in Ontario for these circumstances include a range of environments from inclusive settings (indirect support in a regular classroom) to more specialized circumstances (special education school). Unfortunately, placement decisions are complicated by a G/LD dual diagnosis and finding "the right fit" remains an issue for these students.

Understanding participants' perceptions of a dual G/LD identification, and their educational experiences resulting from this identification, need to be understood in the context of 'labeling'. Labels not only influence how society views an individual, but also how that individual perceives him- or herself. (Gates, 2010; Lauchlan & Boyle, 2007; Markham, 2005). In education, teachers, parents, and policy makers use labels such as gifted, LD, and G/LD as a short-hand for how to best educate students who require extra support. However, labels may pose social and emotional difficulties for G/LD students.

Statement of the Purpose

Research has not explored the self-concept of G/LD students and/or the influence of labelling and placement on self-concept from the student perspective. Given the needs of this unique population and how students cannot receive educational support without a gifted identification or a LD diagnosis, it is important to understand how these labels and placement options impact G/LD students' perceptions of self-concept.

Rationale and Significance of the Study

Regardless of how labels emerge and are applied, there are consequences for the student they are applied to. For example, research shows that female high school students identified as gifted often hide and/or minimize their

abilities to avoid being ostracized by peers (Rudasill et al., 2009). Similarly, students identified as LD often conceal their difficulties from peers in hopes of greater social acceptance (Loeb, & Jay, 1987; Pajares, 1996).

Literature Review

Historically, the identification of dual G/LD students is a relatively recent practice in schools. There are, as a result, few qualitative studies focusing on the self-perceptions of these students. Overall, research in this area has focused on identification processes (Crepeau-Hobson & Bianco, 2011; Waldron, Saphire, & Rosenblum, 1987), and on the types (and outcomes) of intervention methods and programs (Assouline, Foley Nipcon, & Huber, 2006; Hannah & Shore, 2008; Nielsen & Higgins, 2005; Robinson, 1999; Weinfeld et al., 2002).

Research into the social and emotional difficulties of G/LD students highlights increased social isolation (Hogan, McLellan, & Bauman, 2000) and loneliness (Hogan et al., 2000) as compared to non-identified peers, disruptive class behaviours, and an overall resistance to school and schoolwork (Neihart, 2008). In contrast, G/LD students may also exhibit behaviours associated with giftedness, such as high levels of task commitment, creativity (Renzulli, 1987; 1986), and persistence (Baum & Owen, 1988). However, regardless of their similarities to other gifted students, G/LD students are more commonly associated with the characteristics they share with the LD population (Baum, Emerick, Herman, and Nixon, 1989; Woodrum & Savage, 1994).

Self-Concept, Labels, and Educational Placement

Implicit in identifying a student as G/LD is the expectation that the school will provide, and the student will receive the appropriate educational support for her/his gifted and LD needs. However, educational placement may act as a label (an indirect consequence of the identification process) and research has found that placement options affect not only how labels are internalized, but also how self-concept develops (Diez, 2010; Jones & Hensley, 2012; Savaria, Underwood, & Sinclair, 2011; Vanderbrook, 2006).

Some authors observe no specific correlation between self-concept and educational placement (Elbaum, 2002, p. 216; Vaughn et al., 1992), while others believe that the relationship is too complex to conclude as simply positive or negative. For example, research suggests that self-concept is lower for students identified as LD when they are placed in a regular classroom setting (Butler & Marinov-Glassman 1994; Morvitz & Motta, 1992) while others argue that self-

concept is higher when these students are placed in a regular classroom (e.g., Forman, 1988; Kistner et al., 1987).

Many studies focus on the identification processes and self-concept of gifted and LD students, but none focus on the interaction of self-concept, labels, and educational placement from the perspective of the G/LD student, which is important when considering the needs of G/LD students. To provide a better understanding of these perceptions, this study addressed two research questions:

1. How do the education-related influences of labeling and educational placement interact with the development of self-concept and to which group he or she identifies with?

2. How does the student identified with giftedness and a learning disability perceive the development of self-concept over time?

Theoretical Framework

Two theories formed the theoretical framework of this study. The first is the Marsh/Shavelson model of self-concept (1985) that divides the notion of self-concept into academic and non-academic domains. Academic self-concept relates to English, history, mathematics, and science, while non-academic self-concept relates to social, emotional, and physical self-concept. Each component of this hierarchical and multidimensional model is inter-related (Marsh & Shavelson, 1985) and thus the model can be used to understand how/if these students compartmentalize themselves with respect to the self-concept of their identification and how self-concept develops because of educational changes.

The second is the Social Identity Theory (SIT) which regards identity as derived from group membership (Brown, 2000) and answers the question *Who am I?* (Forte, 2007). Developed by Tajfel and Turner (1986), the theory asserts that individuals strive to achieve and maintain a positive social identity through social comparisons between the *in-group* (people who are "similar" to me) and relevant *out-groups* (people who are "different" from me) (Brown, 2000). Due to the role of educational placement in developing in-group/out-group comparisons, SIT complements this study by exploring how the labels of gifted and LD contribute to perceptions of group membership.

Methodology

This qualitative research uses a multiple case study approach and a socio-constructivist epistemology.

Participant recruitment

Following permission from the university's Research Ethics Board, my recruitment sources included the Association for Bright Children (ABC), the local Learning Disability Association, a university Graduate Students' Association, and the same university's service for supporting the academic needs of students with disabilities. Each association and university service distributed a recruitment text (via their monthly newsletter, a Facebook page, or emails to registered students) as an invitation to participate in the study.

Participants

Participants of this study included eight English-speaking post-secondary students (ages 20-42) from a large Ontario university, as well as a smaller university in Québec. The type of learning disability was not an important focus, nor were participants' areas of giftedness. The focus of the study was on educational experiences resulting from the G/LD identification and its influence upon self-concept. The responses to the demographic questionnaire offered insight into the circumstances surrounding the process of identification for the participant. An outline of the demographic information for the participants is provided in the following table.

Table 1. Demographic Information for Participants: The Identification

PARTICIPANT	IDENTIFICATION	TIME OF IDENTIFICATION	LOCATION OF IDENTIFICATION	EDUCATIONAL EXPERIENCE
Amanda	Gifted, ADHD, Dysgraphia	Elementary	Ontario	Mainstream, Gifted, LD program, Resource
Catherine	Gifted, Dyslexia, Dyscalculia	Elementary	Ontario	LD program
Darren	Gifted, Dyslexia	Elementary	Ontario	LD program
Elizabeth	Gifted, "Perceptual LD"	Elementary	Ontario	One day a week Gifted program

Felix	Gifted, ADHD, Dexterity issues	Pre-elementary for gifted, CÉGEP for LD	Québec	Mainstream, private, mainstream
Graham	Gifted, Dyslexia	Post-secondary	Manitoba	Homeschooled
Hannah	Gifted, Dyscalculia	Post-secondary	Ontario	Mainstream
Isabelle	Gifted, Dyslexia	Elementary	Ontario	Arts-based high school, LD program

Data collection instruments and procedures

During this study's data collection, each participant was asked to complete a demographic questionnaire, construct a Body Biography, and participate in a discussion/semi-structured interview.

Demographic questionnaire. Created for this study, the demographic questionnaire asked participants about their age, their time, place and type of identification(s), their past educational placements, their current program of study, and about any familial incidences of exceptionalities.

Body biography. To complete this task, participants were asked to place words, items, and photos onto a life-sized drawing of a human body (see Figures 1 and 2) to visually represent perceptions of the self (Morawski, 2010; Underwood, 1987).

Figure 1. Graham's Body Biography

Figure 2. Isabelle's Body Biography

A standardized kit of items was provided to each participant, however, participants also drew from personal items, such as photographs. Although Body Biographies have gained popularity in arts-based literacy programs (Morawksi, 2010; Underwood, 1987) and counselling/therapeutic settings (Bussert-Webb, 2001; Smorti, Risaliti, Pananti, & Cipriani, 2008), they are also used to conceptualize thoughts that are not easily expressed with words alone (Bussert-Webb, 2001; Smorti et al., 2008).

Discussion/semi-structured interview. Upon completion of the Body Biography, participants were asked to explain each item and to answer questions related to labels, educational placement, social identity, group membership, and self-concept. This discussion served as a verbal recognition and assimilation of abilities/disabilities, strengths/weaknesses, identity, group membership, and self-concept. Further, the discussion allowed the researcher to organize the data through the theoretical frameworks of the Marsh/Shavelson model of self-concept and the Social Identity Theory.

Ethical Considerations

With any study focusing on interactions with participants, ethical considerations such as the written informed consent, the confidentiality of participants' personal information, the data storage of the audio recordings, the transcribed data, and the completed Body Biographies need to be addressed. In addition to material artifact considerations, issues of trustworthiness such as

credibility, transferability, dependability, and confirmability of data were also addressed.

Data Analysis

Each session was audio-recorded, transcribed, and emailed to the participant for review and approval. Analyses of the transcriptions were guided by the theoretical frameworks and used Bloomberg and Volpe's (2008) "roadmap" as a guide for identifying the "big ideas", themes, and meaningful information both within and across cases (Miles & Huberman, 1994; Seidman, 2006). Each transcription was colour-coded based on 1) self-concept and its sub-domains, 2) social-identity, and 3) social comparisons. When coding for self-concept, each sub-domain was assigned a colour and self-perceptions that related to one of the self-concept domains was assigned its corresponding colour. For social identity, each self-perception that answered the question *Who Am I?* was highlighted, as well as perceptions that related to being gifted, LD, or G/LD. Finally, the coding for social comparisons included three colours based on 1) the self vs. those who are gifted, 2) the self vs. those who are LD, and 3) the self vs. those who are G/LD. This coding helped to highlight the main themes both within and across cases.

Discussion of Emergent Themes

From the cross-case analysis, the following six main themes emerged: I Am Different; Do I Fit In?; Am I Good Enough?; If I Had Been...; Do You See Me? Do You Hear Me?; and I am More Than My G/LD. Within each of these themes, participants discussed social, emotional, and academic concerns, related to self-concept development and to perceptions of social identity and group membership.

I Am Different

An over-arching theme was how participants felt they were different from others. One participant felt as though she had, "(...) something big running through [her] veins (...) something exciting," while another felt that being an original and eccentric person was, "similar with other gifted people." However, others felt that being different was derived from the LD identification. For example, one participant discussed how, "it's fairly odd to have someone so traditionally intellectually driven, especially since the school system [is] not built to help dyslexics." Regardless of the reasons why participants felt different from others, this feeling was supported by the literature, as G/LD students often

feel, "as if they are one of a kind" (Nielsen & Higgins, 2005). Overall, this feeling influenced participants' academic, social, and emotional self-concepts. For some, it enhanced perception of their strengths and abilities, and it empowered them to overcome their LD. However, for others, the LD component led to issues with self-acceptance and being made to feel less than others.

Do I Fit In?

Participants also faced social difficulties with making friends, being teased by their peers, preferring time alone, and finding social interactions physically draining. All of these experiences influenced their social identity, and in turn, their general, social, and emotional self-concepts. In the literature, the social difficulties of gifted students and those identified as LD have been well-documented. Gifted students have been shown to have better relationships with gifted peers than with non-gifted peers, to express a greater attachment to family than to friends, preferring to be alone (Kao, 2011), and being socially rejected by peers for not sharing the same interests (Baum et al., 2001). Conversely, those identified as LD have been shown to be at risk for teasing by peers (Olenchak, 1995), are less likely to be socially accepted, and are more likely to be neglected and/or rejected by their peers than those not identified as LD (see Kavale & Forness, 1995; Swanson & Malone, 1992; Wiener, 1987).

Am I Good Enough?

Participants also described the pressure they left and expectations they strove to live up to academically, setting goals to meet those expectations, difficulties with perfectionism, and struggles with anxiety and mental health. The focus for participants was how the G/LD identification influenced academic achievement and how, "the big contradiction [...] was that I was really smart, but I wasn't doing well enough." There was also a sense of the LD component impeding academic success because, "when you're combating something that's working against you, you have to have a goal and you have to be able to self-motivate or you're never gonna get anywhere." The psychological and behavioural consequences of the relationship between depression and self-esteem, and the outcomes of stress and coping with academic self-concept, are supported in the literature (see Gallagher, Harradine, & Coleman, 1997; Kanevsky & Keighley, 2003; Plucker & McIntire, 1996). Their research (and this current study) suggests that the fit between placement and educational needs is an important influence in a student's development of academic self-concept. Further, finding the right fit also influences social and emotional self-concepts, and this was reported by the participants of this study as well.

If I Had Been...

Some participants wished that circumstances had been different. For example, some wished for a different placement, an earlier identification, or a different identification altogether, while others viewed their educational experiences as having been the best fit for their academic needs. Overall, educational placement because of a G/LD identification influenced participants' academic, social, and emotional self-concepts positively when they felt their educational needs were met, and negatively when they felt another placement could have offered a better fit.

One of the most poignant examples of this was provided by a student who moved to an LD-focused high school in her last year of high school. She felt that, "if I had gone to [the LD-focused high school] my entire education, my perception of school would be completely different, as would high school." Unfortunately, the relationship between educational placement and self-concept has produced mixed results in the literature. For example, some studies found no association between self-concept and educational placement (Elbaum, 2002, p. 216), while others conclude that placement does influence self-concept, either positively or negatively, depending on the study and age of the sample (i.e., Butler & Marinov-Glassman 1994; Morvitz & Motta, 1992). In this present study, participants indicated a more positive self-concept when they perceived that their academic needs were met. Conversely, participants indicated more negative perceptions of self-concept when they felt they had been unsupported (or insufficiently supported) in their educational needs.

Do You See Me? Do You Hear Me?

Some participants felt invisible, hidden, and unheard because of their educational placement and G/LD identification which led to negative social and emotional self-concepts. For one participant who had experienced segregated LD programming for much of his educational life, he described feeling both "hidden and helped." He felt "helped" in the sense that the program fostered an ability to read and write, but he felt hidden and, "very interdependent on people you were in the program with." Some participants felt that specialists and teachers had too much say in their educational decisions and as a result, participants had to spend time self-advocating for their educational needs, which was perceived as, "a lot of work that the other students aren't having to do." Overall, research shows that G/LD tend to self-advocate more than those who are not identified as G/LD (Dole, 2001); they demonstrate resiliency in the face of a disability. The participants of this study also felt empowered to

advocate for their own needs, which served to positively influence self-perceptions of self-concept and socio-emotional development.

I Am More Than My Identification

While identification resulted in specific educational experiences which then influenced perceptions of self-concept, the participants defined themselves in ways that were not limited to educational placement, identifications, or labels. Specifically, participants derived a positive sense of physical, social, emotional, and general self-concepts and group membership through participation in creative arts, athletic activities, and their own hobbies and interests. Research supports this finding, showing that G/LD students often develop their self-concept from extracurricular activities (Darling, Caldwell, & Smith, 2005; Dole, 2001).

Overall, the domains of the Marsh/Shavelson model were strongly intertwined. Participants' self-concepts were deeply rooted in their educational experiences, experiences that directly resulted from their G/LD identification. Most dominant was the interplay between academic self-concept, and emotional and social self-concepts. It is also important to note how participants' hobbies and interests appeared to buffer other potentially negative influences upon self-concept. Further, the findings indicate that participants often perceived the gifted and LD components of the G/LD identification as separate entities. For example, a gifted in-group membership was perceived when discussing individual strengths, while a LD in-group membership was perceived more often when reflecting upon their weaknesses. These findings support the notion that identification methods and placement options can impact the development of self-concept for G/LD students.

Contributions

Overall, this study contributes to the understanding of self-concept, social identity, and G/LD research by offering insight into the socio-emotional experiences of G/LD students in relation to labels, educational placement, and the influence of academic expectations on socio-emotional development. Understanding these influences is important not just for general self-concept, but for academic achievement, social relationships, and emotional health. While the conclusions of this study cannot be applied to all G/LD students, the study does provide insights into the perceptions of G/LD students that may be helpful for educators and families making educational decisions that impact students' well-being.

Finally, this study contributes to multi-modal knowledge and research methods using a Body Biography. There are no documented studies within the G/LD or self-concept literature that use this approach which is interesting considering that a Body Biography provides alternative ways of self-description and self-reflection. These self-descriptions and reflections are particularly valuable when combined with the semi-structured discussion during which participants explain the reasons and intent behind each item on the biograpy because in the process they provide insight into their self-perceptions.

Limitations

It is important to recognize the factors that may limit or weaken a study to understand their influence on both the present study and future research. Some of the limitations of this study include: variability in identification criteria, researcher biases, the transferability of data, the Hawthorne Effect, and the use of a Body Biography as a main data collection tool.

In relation to transferability, the participant sample was extremely heterogeneous with respect to educational experiences and identification processes, which limits the transferability of the findings. Additionally, the use of a Body Biography is not typically associated with G/LD research, nor is it a common tool within social identity and self-concept research. The main limitations, however, are that each participant approached the task differently and the biographies did not stand alone without the accompanying participant discussion. Further, it is possible that some G/LD students purposely avoided participation in this study based on the visual form of self-expression required for the Body Biography task.

Further Research

From the findings, several recommendations can be offered. First, the results suggest that re-examining the identification process and its implications could help to relieve the emotional and academic stress of a G/LD identification, and in turn improve self-concept. Perhaps a discussion between teachers and the students could occur, explaining the process and the meaning/ implications of a G/LD diagnosis. Second, G/LD students may benefit (socially, emotionally, and academically) from a placement option that supports both components of the G/LD identification. Third, because of educational labelling, social perceptions influenced participants' perceptions of academic achievement and expectations. Fulfilling academic expectations is difficult for G/LD students and increased sensitivity among educators, parents, and students could help build a

better understanding of the educational strengths and limitations of G/LD students. Fourth, because of student socio-emotional risk evident in this study and in G/LD literature, creating and implementing support strategies to mitigate these risks for G/LD students is recommended.

Weaving the Fabric of Education: Past, Present, and Future

In the past, self-concept has been explored predominantly through quantitative means, which limits the depth of self-perceptions and individual experiences that may be gained through a qualitative approach. In terms of the present, this is the only study to have used a Body Biography as a main data collection instrument to explore the self-perceptions of self-concept for post-secondary students identified as G/LD. Finally, this study highlights the need for further research into the educational needs of G/LD students since they continue to be a unique population with no "one size fits all" approach to identification methods or educational placement options.

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BLACK EDUCATIONAL LEADERSHIP

IN ONTARIO ELEMENTARY SCHOOLS:
A LITERATURE REVIEW

Evra Trought-Pitters

Despite espousing values of nondiscrimination, the current educational system in Ontario upholds principles and practices that covertly support institutionalized oppression while affirming and legitimizing privilege and entitlement for students, teachers, and administrators who emulate the cultural capital of the dominant Western culture. This research, a systematic literature review, explores ways in which Black leaders have enacted social justice education in Ontario elementary schools from 1970 to 2017. Using six academic databases, peer reviewed journals, the media, academic and professional, I conducted a close reading and textual analysis to critique Social Justice Leadership discourses. My assessment is that barriers still exist that impede Black students' progress. More research is needed for meaningful social change.

Keywords: social justice education, black educational leaders, advocates, marginalization, black students, narratives

Informed by personal experience working in four elementary schools in a Southern Ontario school board for the past 18 years, I hypothesized that the actions and leadership styles of principals, vice principals, and administrators have done very little to break down barriers for marginalized youth or to transform educational leadership practices into emancipatory practices that would give voice to disadvantaged, under-privileged, or powerless students, or to minority teachers such as myself. This research aims to explore this

hypothesis by way of a literature review, followed by a close reading and a discourse analysis of selected texts.

Focusing on current theory and practices, I look at the ways in which Black school administrators (principals, vice principals, and superintendents) negotiate spaces to unearth, disrupt, and subvert organizational barriers such as, traditional norms and daily values, certain forms of knowledge, ways of speaking, types of personal disposition that confer status, or ways of relating to the world that perpetuate inequity in Ontario schools. How do they enact social justice education programs related to learning and the current school system (Horsford, 2012; Theoharis, 2009) when they encounter resistance inside and outside of schools, at the school board level, and in the greater school community, and how do they overcome resistance that impinges upon their advocacy practices and vision (Jacobson & Cypres, 2012)? In exploring these questions, I hope to understand organizational barriers faced by Black school leaders in the Toronto area as they try to enact social justice through leadership.

From a racial, cultural, and ideological viewpoint, I assume for this research that Black school leaders are sensitive to racism, have a better understanding of racism in the school system than White leaders, and may be more aware of the impact racism has on the success of marginalized children, and therefore may be better able to facilitate changes that lead to improved student achievement.

Research Question

The distinctive lens through which I analyze Black leadership in education, especially implementation of social justice in Ontario, is informed by my practice as a teacher and the following research question: What is the state of the art in Black educational leadership in Ontario elementary schools?

Critical Social Theoretical Frameworks

In the process of this educational literature review I will intersect with critical social theory discourses and critical race theory discourse. My discussion is informed by critical social theories that recognize that power, privilege, bias, and hegemony are prevalent in education (Brown, 2004). Critical theories make it easier to understand the importance of social justice in education because privilege of the dominant includes "silencing and dehumanizing" others (Brown, 2004, p. 78). Thus, when a Black administrator's leadership style is informed by critical social theory, specifically critical race

theory, the administrator is constantly able to rethink strategies that build capacity among teachers and students (Brown, 2004).

The concept of social justice is closely connected to critical race theory because social justice deals with issues related to oppression, equity and inclusiveness, and it has as its vision the removal of hurdles to "equal opportunity, equal rights and human liberty" (Davis & Harrison, 2013, p.22).

Critical Race Theory

I use critical race theory to examine educational leadership scholarship (Lopez and Young, 2005; Lynn, M., & Bridges III, T., 2009), and to examine the impact of Black leadership on race and racism in schools. Though critical race theory, I investigate any sign of, display or expression of racism, surreptitious or obvious (Grogan &Crow, 2005), in teaching and schooling for social justice that Black leadership has, or might mitigate. According to Lynn and Bridges, (Tillman, 2009), critical race theory provides the conceptual models needed to understand the way society treats race and racism, and the theory with which one understands how the critical consciousness of the oppressed engages the oppressed to address their dilemmas (Brown, 2004).

When the experiences of minority peoples are viewed through a critical race theory lens, it is easy to analyze privilege, marginalization, and oppression in relation to equity, race, and racism. Black leaders, because of their own cultural and educational experiences, are often motivated to "[r]ecreate and reconstruct institutional spaces in schools to ensure that marginalized students are repositioned into a place of normativity where they can participate in the instruction process" (Ladson Billings, 2014, p. 76).

The notion of social justice that I am addressing in this literature review is articulated by Rawls and Maxine Greene (Majhnovich, Rust and Zajda, 2006). Greene (2006) says that the conception of social justice is reflected in the ideas of critical theorists such as Apple, Carnoy, Giroux, Levin, and Torres (Majhnovich, Rust and Zajda, 2006, pg.12). Greene posits that educators must be equity minded and must employ their micropolitical skills to implement a social justice agenda. Further, increasing students' knowledge to raise critical consciousness is necessary in eradicating conditions of injustice and oppression in schools over time.

Considering the increasing diversity in schools today, school leaders must be strongly committed to social justice in their leadership practices so as to

address the social injustices that confront minority students. Jacobson and Cypres (2012) demonstrated the close relationship between critical race theory and social justice, saying that to prevent injustice and to improve the quality of life for those who are marginalized and oppressed in the school community, it is fundamental for school leaders to challenge the status quo which reflects the moral values and school practices of dominant groups.

On the same subject, Curry Stephenson Malott (2010) says that injustice should not be overlooked. He emphasizes the importance of the role educational leaders play in establishing social justice for students. By intervening in ways that disrupt the status quo, they can provide an emancipatory curriculum through which students can construct knowledge to transform their world instead of being marginalized by it.

Brown (2004) argues that students in such an environment will be encouraged to think beyond current theoretical and conceptual confines, and that schools will experience a paradigm shift towards equitable, inclusive pedagogy. Black school administrators are well positioned to tackle injustice by challenging ingrained power and privilege (Shields, 2010), which in turn will allow minority students to achieve their full potential, and to detect actions that perpetuate inequity and limit Black students' achievement levels (Theoharis, 2007).

Examined Documents

My close reading and discourse analysis considers literature related to the production of Black knowledge. I will use the following sources: a study commissioned by the Ontario Alliance of Black School Educators (ONABSE), *The Black Community in Peel Region: An Exploratory Study*, a Toronto Star report on the racism of Black teachers on the job (Brown, 2015), a Huffington Post report on racism directed at Black teachers and the Black Experience Project called *This Is What It's Like*, (2015), Lauri Johnson's (2016) *Boundary Spanners and Advocacy Leaders: Black Educators and Race Equality Work in Toronto and London: 1968-1995*, and Annette Henry's (2017) *Culturally Relevant Pedagogy in Canada: Reflections Regarding Black Students?*

Since these sources consistently describe first-hand experiences of Black people in Canada, specifically in Toronto, Ontario, and often report school experiences that disregarded Black voices, Black cultural celebrations, and Black social identities, they support my view that there is a need to study social justice

practices by Black leaders who are willing to tackle race, culture, and ethnicity (Brooks, 2012) to better the lives of Black teachers and students.

Methods

I began by conducting a search of the following academic databases, ERIC, ProQuest, SAGE, JSTOR, EBSCOhost, and Academic Search Premier, for literature related to Black educational leadership, perspectives of Black leaders, and Black leaders whose actions support social justice by improving inequity, poverty, and marginalization in Ontario elementary schools. The search terms yielded a dearth of peer-reviewed literature. There was little research about such leaders, their experiences and narratives, or their impact on social justice issues such as racism, poverty, and oppression that allows for the marginalization of minority people. Considering the growing number of Black school leaders in Ontario, the scarcity of studies examining Black educational leadership related to social justice is problematic.

The search did uncover a study conducted on school leadership by George Theoharis (2007) that showed that school leaders who advocate for social justice help initiate and implement change in their schools. These claims are supported by Bogotch and Shilelds (2010) who also suggested that social justice leadership practices are needed to address matters related to equity, poverty, and oppression in school communities, and to alleviate unequal power relations.

Another study by educational theorist Joyce King (2005) showed that the lack of information on Black school leaders' perspectives regarding enacting social justice is not a reflection of their abilities, but rather an example of society's marginalization of this group. Her research calls into question whose knowledge is worth listening to and whose knowledge is important to research on leadership. She argues that transformative practices are needed in social justice education to dismantle hegemonic structures that impede the production of Black knowledge. Based on their research exploring African-centered schooling in Canada, Dei and Kemp (2013) also challenged the existing systems of knowledge by asking the following questions: Whose feedback is accepted or rejected? Who feels empowered to act critically? Who is seen as having a chip on their shoulder should they advocate for change? These questions are not only essential to answer, but the questions themselves expose the difficulties related to inequitable practices in the production of Black knowledge.

In the ONASBE report, 99% of the Black administrators interviewed stated that they strongly believed that having a diverse workforce, which included

Black educators, would strengthen schools' ability to educate students from different racial and ethnic backgrounds, and validate students' identities (Turner Consulting Group, 2015). Given the imbalances in knowledge, experiences, and opportunities for Black and White students, it follows that the role of Black school leaders is pivotal in providing tangible support to the marginalized in decision-making processes. It is also important for improving the current context of Black students and teachers who have had a long history of marginalization (F. Brown, 2005; K. Brown, 2005; L. Tillman, 2008).

The Black Experience Project (2014) summarily notes that education is the vehicle that can help members of the Black community transcend existing situations to attain any level of success. The ONASBE report similarly found that education has been consistently very important to Black parents who have been very persistent in their efforts to help their children get access to education, as far back as 1852 when Black parents had to submit petitions to courts in Lower Canada to allow their children to get an education (Turner Consulting Group, 2015). More than a century later, Black educators' activism (in Toronto) during the 1970s and 1980s spurred the creation of commissions to address the institutionalized racism in schools that hindered the progress of Black students (Johnson, 2016). Yet, a 2006 census conducted by Statistics Canada (2008) revealed that there is still a huge gap between educational attainment in the Black community and the rest of the Canadian population (The Black Experience Project, 2014, p. 12). Annette Henry confirms the existence of such a gap and further notes that "Schooling can contribute to the objectification and invalidation of Black children" (2017, p. 2) and that the latter are intentionally tracked and ushered into dead end programs.

Carl James (1996) also reported that in 1982, Black Grade 8 Caribbean students were extremely marginalized, streamed, and purposively placed in non-academic subjects. While these students reported that education was very important to them, all were placed in special education classes. James suggests that this was done to ensure that the students ended up in dead end jobs.

Social Justice Leadership

Bettez and Hytten (2011) contend that any reference to social justice draws on a multiplicity of discourses, which overlap and are sometimes interconnected. Bettez and Hytten argued that such discourses include: democratic education, critical pedagogy, critical race theory, and multiculturalism, to name a few. This literature review focused on the entrenched inequities in the Canadian school context (Henry, 2017) where

Black administrators can effect change by instilling and implementing equity in schools through teaching and learning a different mindset (Zsebik, 2010)—one that discusses race, class, and social inequities, and by discussing values that promote social justice practices. From Bettez and Hytten's (2011) viewpoint, a leadership perspective necessary to advocate for change and implement social justice learning include being "spiritually and culturally responsive" (Bettez & Hytten, 2011, p. 13).

According to Bettez and Hytten, this responsiveness helps to provide the context and benchmarks for assessing social justice educational climates, practices, and policies. Based on experiences in my school board, my view is that the current school environment does not support a shared vision of working towards social justice. Feldman and Tyson (2014) noted that "The persistent challenges at the core of school leadership continue to be problems of equity, equality and social justice … [and] that school leaders continue to be woefully unprepared to negotiate these problems" (p. 1106).

Khalifa, Gooden, and Davis (2016) add to the discussion, saying that culturally responsive leadership is needed to implement social justice in schools. Capper et al. (2006) say that leaders seeking to implement social justice need to be critically conscious and must have social justice pedagogy skills to lead students and staff.

Having already argued that school leaders need to make education and the school environment relevant to a diverse student population (Zsebik, 2010), I now argue that this is needed to heighten learning outcomes in minority Black students and economically disadvantaged students. Further, I argue that Black educational leaders and theorists can and must adopt social justice leadership practices to create school systems that address poverty and challenge injustice. In creating access and opportunity (Theoharis, 2009) for Black students who have suffered disadvantages through historical systemic bias, they must necessarily participate in the design and implementation of equity statements, policies, and classroom practices at various levels, including districts, boards, and schools. They must to do so regardless of any resistance and push-backs.

In other words, social justice leadership involves leaders who have a strong moral purpose and the critical consciousness to confront, interrupt, interrogate, and challenge the unjust practices that are evident in their schools by being on board committees and by collaborating with community partners (Johnson 2016). Social justice educational leadership involves leaders who are committed to and are passionate about making a difference, who can empathize

with oppression, and who will transform school practices to bring about change in the face of resistance.

Black Educational Leadership in Canada

According to Linda Tillman (2008), a theorist in the United States, Black educational practices are well honed. While this might suggest that Black leadership practices have been successful, Black leaders' narratives are needed because they provide evidence that can substantiate and pinpoint Black knowledge claims (Gunter & Raffo, 2008). It is my opinion that documented narratives would have described how Blacks negotiate the political, social, and cultural spaces they encountered. I cannot help thinking that the narratives of Black leaders will provide a legacy to guide the efforts of future Black leaders in educational leadership. The narratives are a means of social equality. Ultimately, they will give legitimacy and a voice to a group of people who were marginalized and oppressed by society.

Lauri Johnson's (2016) report on the development of Black cultural capital between 1970 and 1980 notes that the first Black educational leader in Toronto was responsible for Student and Community Equity (p. 104). Johnson noted that while this leader "provided support for the development of Black focused curriculum and the Afrocentric School in Toronto," his methods were considered an importation of "South African Style Apartheid to Toronto" (p. 106). In contrast, Johnson (2016) specifically discussed a male Black principal in the 1990s who was "caught in the cross fire for hiring Black teachers at his school" (p. 105). These two Black leaders' respective views on their advocacy work and activism while enacting social justice would have, if documented, inspired the social justice scholarship.

Finally, while the ONASBE report (Turner Consulting Group, 2015) indicated that Mary Anne Shadd and Mary Bibb opened and operated successful schools in Windsor, Ontario, they were never referred to as school leaders. Hopson et al. (2010) lamented the lack of intersectionality of Black educational leadership practices with mainstream educational leadership, even though a variety of literature on Black educational leadership existed in the United States. The authors argued that the integration of African-centered educational leadership practices within educational leadership literature is inevitable.

Through the leadership styles or models that Black administrators embrace, they can ascertain that high levels of cultural proficiency are directed towards the learning and cultural capital of Black students (Bush, 2011). Henry (2017)

reported that in a study of a Toronto school in the 1980s-1990s which consisted of 80% black students, five African Canadian teachers were able to create a pedagogy that made Black students experience success within the educational system (p. 6). Consequently, Black administrators can channel theoretical and practical ideologies to challenge "institutionalized cultural and personal oppression" (Brown, 2004, p. 89) and to actively participate in social change.

Shields (2010) suggested establishing a guiding framework to ensure that Black leaders' practices are always entrenched in a social justice focus. This framework includes interrogating and decolonizing all decisions to determine "Who is being included or excluded? Whose reality is represented and who's marginalized? Who is excluded from what and by whom?" (p. 123). When Black leaders can meaningfully engage with these questions, they will be able to implement their social justice agenda. Annette Henry (2017) contends that African Canadian Black researchers and teachers still work against the same systemic inequities that have confronted them for the past 20 years. Furman (2012), Johnson and Campbell-Stephenson (2014), and Capper, Theoharis, and Sebastian (2006) added that all leaders for social justice must have a critical consciousness, an ability to facilitate productive dialogue and implement democratic and inclusionary practices to assess curriculum, and focused social justice knowledge and skills to ensure that students learn in inclusive classrooms and that challenge the colonial discourses that have historically silenced and inferiorized Black students.

Strategies that the Leaders Employ to Sustain Social Justice Work

The principals Lauri Johnson (2016) interviewed conveyed resistance to their efforts from within the school, the community, and the district. They had to contend with staff members whose attitudes were resistant to their work. The leaders faced resistance from and within the districts from unsupportive central staff and office administrators, as well as a lack of resources, bureaucracy, federal regulations, and colleagues. Black leaders faced resistance from people who had power over them and from bureaucrats who said things could not be done. They were always being undermined. The literature demonstrates that the most harmful resistance faced by Black leaders in Toronto was in 1995 when Mike Harris became Premier of Ontario. He dismantled the anti-racist and equity initiatives that Black leaders worked very hard to establish (Johnson, 2016).

Harris even imposed very expensive fees for the use of the schools that were used for evening and Saturday morning classes and tutorials as well as meeting spaces (Johnson, 2016). This resistance to their efforts was a hard blow because regulations placed on the use of the schools caused the programs to be closed. Resistance also came through the unprepared leadership programs at universities (Theohari, 2007). Social Justice was not taught in leadership programs for principals or teachers. The constant struggles, being beaten down repeatedly, and the persistent discouragement also affected the Black leaders, who had learned to develop resilience and determination in their quest to slash streaming, the unresponsiveness of the public schools in Toronto, lack of Black teachers, the marginalization of students and parents, and oppression in schooling to implement social justice leadership practices.

Conclusion

This literature review identified various Black leaders' approaches to and perspectives of social justice education in Canada. The Black leaders confronted the status quo and disrupted the barriers to social justice and education for Black students through the creation of a multicultural curriculum. The curriculum, as well as the various equity initiatives, produced access and opportunity for all stakeholders. The Black leaders improved the core learning context for all students by hiring Black teachers and offering night classes and tutoring students about their culture and the multicultural curriculum. The leaders generated a climate of belonging through collaborating with the parents in the Black community and by teaching them how to confront and challenge the school system for the right to educate their children in a bias-free environment. Although these leaders were confronted with various contexts, it did not deter their activism in trying to prevent racism, inequality, or discrimination from the learning environment. The literature review also shows how the leaders contributed to the social justice discourse. For example, because of the leaders' advocacy, a consultative committee was formed for the education of Black children in the Toronto Board. The Race Relation Act was implemented in 1978. The dropout rate of Black students was documented. The Black focused school was implemented in 2008 in TDSB. In 1994, York University began teaching multicultural courses to prospective school administrators and teachers. A Special Commission on learning was created to assess education in Canadian schools (Johnson, 2016). Although there have been some changes, more social justice work is needed for creating a meaningful social change in Canadian schools. An implication of this review is the need to conduct my own research

on the perspectives of current Black leaders so that I can add to the literature and attempt to close the gap that currently exists in the literature.

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