

Multicultural Education

Programmes and Methods



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Multicultural Education Programmes and Methods

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Multicultural Education Programmes and Methods

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PREFACE

This volume represents the culmination of an enterprise that began seven years ago with the publication of the Ontario Ministry of Education report on the *Testing, Assessment, Counselling and Placement of Ethnic Minority Students: Current Methods in Ontario* (Samuda and Crawford *et al.*, 1980) published by OISE Press. That study documented a lack of understanding among many of the teachers, administrators and counsellors concerning appropriate methods for coping with the burgeoning influx of ethnic minority students into Canadian schools. More particularly, the study demonstrated the need for the propagation of methods and materials for use in the training of teachers and in the in-service professional development of practising teachers if the ideals of the federal and provincial policies of multiculturalism were ever to be realized.

Over the past five years, we have been intimately involved with several professional organizations concerning multicultural education. We have provided keynote addresses and workshops for boards of education, including the Public and Separate School Boards of Greater Toronto, North York, Scarborough, the Alberta Teachers of English as a Second Language, the British Columbia Teachers of English as a Second Language, the Human Rights Commission of Ontario, Ottawa Separate School Board, and Frontenac Separate and Public School Boards. We have visited and spoken with colleagues at conferences in such cities as Fredericton, Montreal, Winnipeg, Calgary, Vancouver, and Ottawa. We have come to know firsthand many of the workers in the field of multicultural education. The information gleaned from our conversations and research confirm our conviction that one of the most significant deficits in the realization of the government's policy of multiculturalism lies in the area of professional development for teachers. But, many administrators have pointed to the scanty literature and the need for manuals, books and workshop materials on which to

base courses at the faculty of education level and at the in-service level for practising teachers.

It was the recognition of those needs that prompted us to try to fill the perceived gap in Canadian books dealing with Canadian multiculturalism. Our main goal has been to specify techniques for helping teachers meet the challenge of an ever increasing diversity of ethnocultural and linguistic students in our schools across the country. This book is therefore one in a series of anthologies resulting from the proceedings of three symposia supported by funds from the Multiculturalism Directorate of the Department of the Secretary of State.

The first conference was really a gathering of authors interacting at the Donald Gordon Centre at Queen's University in November, 1981. That first symposium dealt mainly with the philosophy and history of multiculturalism, attitudes towards multiculturalism, as well as such factors as language, adaptation and assessment. It was essentially a theoretical and conceptual overview that culminated in a volume published by Allyn and Bacon in 1984 entitled *Multiculturalism in Canada: Social and Educational Perspectives*.

A second four-day symposium was held at the same place – the Donald Gordon Centre at Queen's University – in October, 1983. The focus was specifically on a topic that had been identified as a priority – to publish materials geared for counsellor training with the emphasis on intercultural issues and strategies. The proceedings were edited and published in a volume entitled *Intercultural Counselling and Assessment: Global Perspectives* by C. J. Hogrefe in 1985. It comprised sections on the theoretical concepts, comparative models and perspectives from multicultural countries, techniques and trends in the assessment and placement of minorities, counselling of specific ethnic and cultural groups, and programs for training in intercultural counselling.

This present volume follows that same pattern as the two mentioned above. It is the result of the edited versions of papers presented at a symposium at the Donald Gordon Centre at Queen's University in May 2-5, 1985. Like the two preceding symposia, the event was supported by funds obtained from the Multiculturalism Directorate of the Department of the Secretary of State in Ottawa. As the topic of this volume indicates, it is focussed on *Methods for Teaching Multiculturalism in Canadian Schools*. Like those already mentioned, this book is the edited version of papers presented at the May 1985 symposium.

As can be seen from the list of contributors, we have tried to ensure a wide variety of perspectives, techniques, programs and approaches to the implementation of multicultural education in the classroom. We

have made every effort to garner the widest possible range of talent. If we are accused of concentrating our endeavours on presenters from the Ontario region, we might have to plead guilty to such a charge. The fact is that we have recruited those people who we either know to be doing effective work in the field or those specialists who have been recommended by deans of education, program officers from a variety of boards across the country, program officers of the federal multiculturalism directorate, provincial ministry officials, and fellow teachers and professors in the field of multicultural education. Obviously, no one can be familiar with every individual doing creative work in multicultural education in all the municipal jurisdictions throughout Canada.

What we have tried to achieve is a balanced mix of individuals who can offer practical and proven methods of teaching multicultural education in all its various aspects. We have deliberately included young researchers and students as well as seasoned practising teachers, union representatives, principals, consultants, and representatives from the human rights commissions and the faculties of education from various provinces.

As the table of contents demonstrates, the book is divided into five parts, namely: a) a review of the issues; 2) professional roles; 3) curriculum development; 4) teaching methods; and 5) program guidelines.

Part I opens with Kogila Adam-Moodley's comparative analysis of multicultural policies in West Germany, South Africa and Canada. By the use of the comparative method, she really poses the important question that many have failed to answer – multiculturalism for what purpose? She proceeds to demonstrate the very tight link between multicultural education and the sociopolitical goals of the society.

Fernand Ouellet, from the University of Sherbrooke, emphasizes the Quebec perspective. He follows by postulating the notion that multicultural education is almost meaningless without attitude change on the part of teachers. He describes a program for cultural orientation that would have important experiential effects to help gear the teacher to cope with children from a culture other than his or her own.

Peter McCreath, as president of the Nova Scotia Teachers' Union and present president of the Canadian Council for Multicultural and Intercultural Education, has been one of the prime movers in the field of multicultural education. He deftly reviews the work and involvement of teachers' unions in the promulgation of multicultural education and calls for greater commitment to training and union activities in helping to make real the ideals of multiculturalism.

Karen Parsonson's contribution is focussed on the very important issues of learning style. She makes an eloquent plea for the introduction of learning style into the teacher training curriculum and outlines for us the impact that cognitive style, achievement motivation and perceived control exert on the academic achievement of minority students.

Part 2 is concerned with professional roles. Ronald Samuda's paper deals with an overview of the training of teachers and their resulting attitudes towards the selection, administration, use and interpretation of standardized psychological tests. He summarizes the invalidity of the indiscriminate use of tests, and the trends and directions being followed to achieve non-biased assessment for ethnic minorities.

Similarly, Ed May – a race relations officer of the B.C. Teachers' Federation – deals with the problems of racism among teachers and the dire need for teachers' unions to get more involved in professional training and in changing the pre-service programs for young teachers on the threshold of professional work.

Ouida Wright's paper is concerned with the role of the administrator. As a curriculum specialist with many years of experience, she indicates some of the ways in which school boards have tackled the problems of introducing multiculturalism into the schools.

Raymond Chodzinski's focus is on the training of counsellors. He calls for sweeping changes in the ways that counsellors are trained and he delineates ways in which counsellor attitudes can be modified. The paper provides some useful guidelines for making counselling more appropriate for the special needs of minorities.

Amargit Singh's paper demonstrates the ways in which teacher expectations affect and shape a child's self-concept and can encourage or discourage successful classroom performance. He then proceeds to show how insights derived from the research on teacher perception will have special implications for the organization of teaching and learning. He follows that with suggestions of strategies that would help promote multiculturalism in schools.

Part 3 is concerned with curriculum development. Ahmed Ijaz is a consultant who has successfully implemented audiovisual and experiential programs at the Scarborough Board of Education. In this paper, he calls on his wide experience in the field to provide us with the guidelines for developing curriculum materials presented in practical point form for easy reference and replication.

Bridglal Pachai, an experienced and senior member of the educational establishment of Nova Scotia, has similarly presented us with his insights into the integration of ethnic studies into the curriculum. As

director of the Black Cultural Centre at Halifax, he brings to bear a unique perspective and the wisdom gleaned from vast experience in working in a multiethnic milieu in several African countries. His insistence that multiculturalism cannot and should not be compartmentalized again emphasizes the need for teacher understanding of the real purposes and goals of multicultural education.

Karen Mock, a specialist in early childhood education, underscores the point that multiculturalism must not be regarded as a fringe or separate topic in the education of young children. Instead, it should permeate the program of training so that healthy and humanistic attitudes may be inculcated at the critical preschool stages based on accepted theories of child development and learning. She, too, calls for change in teacher training and in the retraining of practising teachers if multiculturalism is to be effective in the long run.

Jean Augustine and Helen Bochar are the co-authors of the paper dealing specifically with multiculturalism in the elementary school. They are both experienced teachers and administrators and both writers bring to bear on the issues of elementary multicultural education their wealth of experience. They provide us with the key concepts to be considered in introducing multicultural education into the elementary school curriculum and they demonstrate how the principal can lead and orient her staff to carry out the program.

In a similar vein, Richard Butt presents a comprehensive set of guidelines for the secondary school and describes, as well, practical suggestions for implementing appropriate multicultural pedagogy at the high school level. He delineates training/learning strategies and clusters for sequencing the processes so as to facilitate his pedagogical methodology.

John Lewis is a teacher/counsellor at the maximum security Kingston Penitentiary and doctoral student in intercultural counselling at Syracuse University. It is not surprising that he brings to bear on the introduction of multicultural education in the correctional schools a point of view and a set of principles born of years of practical and experiential work in several correctional institutions. He points to the fact that a vast proportion of inmates are ethnic minorities and are being forced to survive in a system that is essentially geared for the Angloceltic individual. He makes some valuable recommendations for change and once again emphasizes the need for the restructuring of the cognitive processes of the inmates and stresses the need for educators to understand the cultural differences among prison inmates so that their needs can be met accordingly.

While the first three parts of the book deal with teaching methods in a conceptual manner, Part 4 is most specific in a practical sense. André Obadia, for example, takes us step by step through the issues and concerns in preparing teachers of French for multicultural schools. In particular, he touches on the results of research in teaching French immersion and compares the methods of teaching immersion classes with those for teaching the core French program. Finally, he outlines the model employed at Simon Fraser University which has proven to be highly effective and successful.

Yvonne Hebert and Michael O'Sullivan team up in co-authoring the paper on the implementation of French as a Second Language. Calling upon their experience in teacher training and in practical classroom practice in the schools of Regina, they have proposed a series of practical methodologies for introducing and establishing French as a second language with the emphasis on core French. But their proposals call for more than information and knowledge. The need for sensitization of teachers and students, and the experience of the French culture and psyche are key elements in their paper.

Dean Wood is well equipped to deal with models and guidelines in integrating multicultural education into the social studies curriculum. His emphasis is on instructional processes and his paper is very much geared for the "hands-on" approach. He describes sample lessons and a multiplicity of media potential for fostering multicultural education in the area of social studies.

Ronald Ripley presents us with the reasons why many minority students do not participate as well or as much as the mainstream students in the learning of mathematics. He then demonstrates the results of research and suggests intervention strategies along with novel activities and materials to enhance the interest of minority students in learning mathematics and the ways in which their understanding and motivation can be significantly improved.

Gary Kellway, an outstanding teacher of English with worldwide experience, speaks essentially from the practitioner's point of view. He emphasizes the dilemma of many practising teachers in Canadian schools who were trained by traditional means in normal colleges to teach regular and normal students, but who must now face a very different kind of student audience. Teachers must now cope with an ever increasing diversity of ethnic, linguistic and cultural groups from all walks of life in their day-to-day professional practice. He suggests techniques that can contribute to better understanding and enhance a more humane and accepting climate where mutual respect and warmth

forms the basis for the teaching of English that stresses the experiential background of the individual student.

Beverley Nann's paper focusses on the support services for augmenting multicultural education in a school system. In particular, she draws on her experience as a consultant with the Burnaby School Board to delineate the issues and to show how a change agent can successfully make inroads into the school system. As a comparatively major centre of ethnic minority concentration, the Burnaby School Board is uniquely situated to serve as a model for this kind of intervention.

The fifth and final part of the volume concerns the principles and techniques for the development, implementation and evaluation of multicultural education programs on a system-wide level. Robert Harrison uses his experience as a consultant with the Ottawa School Board to describe the methods for establishing leadership camps. He lists the methods for facilitating communication skills, organizational methods, and the enhancement of self-confidence, cooperation and responsible attitudes among the students in the camp.

In a somewhat similar vein, the paper by Inez Elliston and Trevor Ludski, both with the Scarborough Board of Education, define for us the principles and purposes of leadership camps in fostering better race relations between students from diverse ethnocultural backgrounds. They, too, describe the program design that involved problem identification and analysis. They then proceed to synopsise the strategies for training facilitators, program implementation and the specific use of such techniques as films and participatory exercises that augment intercultural understanding.

Raymond Pavlove, a successful innovator in developing a student interchange model at a Parry Sound elementary school describes his project in a practical and comprehensive manner. He details the various steps that precede the establishment of interchange contact and gives practical suggestions that can be readily employed by the regular classroom teacher in other schools.

Daniel McDougall also focusses on the implementing of programs to reduce prejudice. He draws our attention to the Alberta scene where he is a professor of educational psychology at the University of Calgary. This paper specifically addresses the question of how to train administrators and teachers to foster a better intercultural climate in the classroom. He deals with methods of instruction as well as novel techniques for teaching empathic understanding.

Esmaralda Thornhill's paper is passionate in its denunciation of racism. She does not hesitate to mince her words in meeting the real

issue which she has aptly labelled the “collective mindset” of a large proportion of the Canadian EuroCanadian majority towards visible minorities. As a race relations officer with the Quebec Human Rights Commission, she has incisively pinpointed the crux of the problem – the existence of structural, institutional and personal racism – which must first be addressed if multicultural education is to become anything more than windowdressing.

Ernest Cheng’s paper is fittingly left to the last because his task is to summarize the need for evaluating educational provisions that purport to augment multicultural education. How will we ever know that our strategies and programs succeed without some form of overall evaluation? The paper differentiates between the appraisal of multicultural programs and that of the educational provisions of which the programs are a part. Ernest Cheng illustrates the confusion that could exist in dealing with culturally different children and the importance of evaluating what has actually taken place in the course of the pedagogical enterprise in terms of programs effects, many of which may very well be unanticipated.

All in all, we have tried to produce a book that can be used by faculties of education and by boards of education in their inservice professional development in multicultural education. We have also tried to be as practical as possible and we believe that the papers included in this volume provide the substance, principles and strategies that will help foster the cause of multiculturalism in the schools across Canada.

We have tried to ensure a reasonable degree of representation from all regions of the country, but it is obvious that there is a heavy concentration of writers from Ontario. Nevertheless, we are satisfied that we did bring together a group of specialists from various fields from Newfoundland to Vancouver. The network of concerned workers in the field of multicultural education met together, shared their insights and their knowledge, socialized together, and forged links that should persist. This volume is a testament to that ongoing relationship.

In conclusion, this book is unique in a special way because the editing and production are being shared by two friends who studied together in the years from 1958 to 1961 at the Department of Psychology at the University of Ottawa. We are both agreed that Canada needs the kind of enterprise which this book represents, namely, our own means of publishing materials for the fostering of multiculturalism in Canada. And, to that end, we have established a company entitled Intercultural Social Sciences Publications, Inc. This is the first venture under that joint umbrella and we hope and expect that there will be more to follow.

We are most grateful for the support of the Multiculturalism Directorate of the Department of the Secretary of State for the provision of funds to initiate the symposium and for their assistance in the production of the proceedings. We are grateful for the assistance of Lana Kong and Keith Lowe for undertaking much of the copyediting chores and we thank Betty Shaw for typing the manuscript onto the Micom disks. Thanks are also due to Ahmed Ijaz for advice. But, above all, we thank our contributors for their participation and for the good papers that we hope and expect to make a significant impact on the cause of multiculturalism in improving the teaching methods in the schools and fostering better programs in the school systems across the country. Finally, we hope our fellow professors, ministry and board administrators and teachers will find this book useful in enhancing teacher training in multicultural education.

R.J.S.

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Contents

LIST OF CONTRIBUTORS	xii
PREFACE	ix
PART I: REVIEWING THE ISSUES	
1. The Politics of Education in Three Multicultural Societies: Germany, South Africa and Canada. <i>K. Adam-Moodley</i> . .	1
2. Teachers' Preparation for Intercultural Education. <i>F. Ouellet</i>	15
3. The Multicultural Policies of Teacher Organizations in Canada. <i>P. McCreath</i>	25
4. Review of the Effects of Learning Styles on Achievement. <i>K. Parsonson</i>	33
PART II: PROFESSIONAL ROLES	
5. The Role of Psychometry in Multicultural Education: Implications and Consequences. <i>R. Samuda</i>	47
6. Multiculturalism and Race Relations: The Role of Teacher Organizations. <i>Ed May</i>	59
7. The role of the Administrator in Multicultural Education. <i>O. Wright</i>	69
8. The Role of the School Counsellor in Multicultural Education. <i>R. Chodzinski</i>	77
9. Effects of Teacher Perception on Achievement. <i>A. Singh</i>	89
PART III: CURRICULUM DEVELOPMENT	
10. Guidelines for Curriculum Writing in a Multicultural Milieu. <i>A. Ijaz</i>	105
11. Methods of Integrating Ethnic Studies into the Curriculum. <i>B. Pachai</i>	115
12. Integrating Multiculturalism in Early Childhood Education from Theory to Practice. <i>K. Mock</i>	123

13. Methods for Integrating Multiculturalism in Elementary Schools. <i>J. Augustine and H. Bochar</i>	135
14. Appropriate Multicultural Pedagogy and its Implementation in the High School. <i>R. Butt</i>	141
15. Integrating Multiculturalism in Correctional Schools. <i>J. Lewis</i>	159

PART IV: TEACHING METHODS

16. Preparing Teachers of French for Multicultural Schools. <i>A. Obadia</i>	171
17. Implementing Multiculturalism in French-as-a-Second-Language. <i>Y. Hebert and Michael O'Sullivan</i>	179
18. Multiculturalism and Social Studies Instruction: Some Models and Guidelines. <i>Dean Wood</i>	191
19. Multiculturalism and Socialcs in Multicultural Schools. <i>R. Ripley</i>	205
20. An English Teacher Faces Multiculturalism. <i>G. Kellway</i> ..	217
21. The Role of Professional Multicultural Support Services in the School and Community. <i>B. Nann</i>	221

PART V: PROGRAM GUIDELINES

22. Implementing Multiculturalism through Leadership Camps. <i>R. Harrison</i>	235
23. Guidelines for Training Students in Race Relations. <i>I. Elliston and T. Ludski</i>	247
24. Some Guidelines for Developing a Student Interchange Model. <i>R. Pavlove</i>	261
25. Implementing Programs to Reduce Prejudice. <i>D. McDougall</i> ..	275
26. Guidelines for Implementing More Visible Partnerships in Schools. <i>E. Thornhill</i>	287
27. The Evaluation of Educational Provisions for Culturally Different Children: Some Issues. <i>E. Cheng</i>	295