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A Message From the Chair of The Charter for Public Education Panel

Welcome to an adventure in citizen democracy. Following is the report of the Charter for Public Education. This report arose from a process that took place in the Province of British Columbia, Canada in 2002-2003.

The British Columbia Teachers' Federation (BCTF) annual meeting in 2002 asked a panel of citizens committed to public education to tour the Province and engage with people about the principles of public education. The panel once formed was independent and worked out the process of the hearings and questions they would ask.

The nature of the hearings can be described best as a conversation. Certainly, some made formal submissions. However, many presenters made oral presentations. Some had booked time and many spoke spontaneously. The panel engaged with students informally about the things that mattered to them regarding public education. The panel attempted to set aside time at each hearing to invite dialogue among those who were present so that they could respond to each other's ideas. The role of the panel was to listen, ask clarifying questions, open up further ideas regarding principles, press for deeper dialogue, and at times offer insight.

The hearings were carried out in a respectful manner inviting comment from people with divergent views. Where there was disagreement among people attending the hearings, the Chair or other panel members asked for respectful listening in the midst of differences.

The panel heard time and time again that the hearings were energizing to people who attended. Most often, the majority of people stayed for the full afternoon or evening. People told the panel how helpful it was to be in a room with others who cared about public education, talking about what really mattered, about principles, about values and ethics.

At times there were students, teachers, a principal, parents, school board trustees and community members all in the same room hearing each other's insights and commitment to education. The hearings were often like a living room conversation. They were citizen and community democracy in action -- people gathering and hearing what was of vital importance to others. A key ingredient in all of this was respectful listening, something that many people alluded to as central to democracy and vital to public education.

On behalf of the panel, I would like to thank the British Columbia Teacher's Federation for their vision in initiating such a process. It took courage to hand such a task over to a community panel. It was a risk in democracy. It was a creative opportunity for all of the panel members.

The Charter is now in the public domain. It is "owned" by the people of British Columbia. What we call the "popular" version of the Charter, which is in poster form, was released in March 2003. The poster is available at charter@publiced.ca. The panel has presented the Charter to many organizations in the Province of British Columbia, nationally and internationally. It is now available for individuals and groups to use to continue the vital conversation regarding public education.

The web site, <www.charter.publiced.ca> includes the Charter in French and English, as well as a full copy of this report. It will continue to be developed so that it can become interactive.

The panel will initiate follow-up so engagement in this unique adventure in citizen democracy can be deepened. Thank you to all who made presentations and to those who brought their music and art to delight us.

Sincerely,
The Rev. Margaret Marquardt
(Chair of the Charter for Public Education Panel)

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Acknowledgements

The **Charter** panel would like to express our heartfelt thanks to Rose Ann Mollard who provided clerical and administrative support, and whose smile and good humour were always there for each of us. We are indebted to Karen Steel for her work on the graphic design and layout of the **Charter**. With skill, creativity and artistry Karen captured the passion and wisdom the panel experienced in listening to submissions across British Columbia. Gaye Ross took on an immense amount of technical and organizational work with impressive professionalism.

Mike Mooney, Louis Isidoro, Joanne Enquist and Whitney Burgess provided timely and much-needed technical support. Lise West answered all the questions we could think of asking. Nancy Knickerbocker and Moira Mackenzie gave thoughtful and professional advice.

Kim Howland and David Denyer looked at an early draft of the Charter and gave us valuable suggestions which improved the document substantially. Thanks to Don Teeuwsen, Viki Vinaric and Braeden Caley for their participation and support. Michael Zlotnik was our most faithful presenter, and inspired us with his challenging and courageous perspectives.

BC School Trustees' Association President Gordon Comeau was kind enough to attend the Princeton hearing, share BCSTA documents with us, and make an important submission.

Special thanks to the TV production class at Elphinstone Secondary School and their teacher Linda Doerksen. We had the enormous pleasure of hearing twice from the Glen Eagles Secondary School Jazz Choir, both at our hearing in Coquitlam and at the press conference where the **Charter** was launched. The choir members and their teacher, Evan Bueckert, are to be congratulated for their inspiring music and for their useful and provocative opinions.

The British Columbia Teachers' Federation had the vision to initiate the **Charter** process and the courage to allow us complete independence. We thank them for the wonderful opportunity they provided for us. Thanks also to the BCTF local presidents who helped organize the hearings in communities across the province.

Finally, and most importantly, we would like to express our profound thanks to those hundreds of British Columbians who took the time and energy to help us in this process. In particular, we were privileged to speak with and learn from so many of the outstanding young people of our province. They are an inspiration.

To the extent that this report is useful to us as British Columbians it is as a result of the contributions of all those mentioned above. Any errors or weaknesses are, of course, the responsibility of the panel.

Introduction, Background and Process

During the winter of 2001-2002, the leadership of the British Columbia Teachers' Federation began a process which was to lead eventually to the development of the **Charter for Public Education**. The BCTF Executive Committee felt that discussion about education in the province was often too narrowly focused on the immediate. The anxiety, anger and pain which characterized much of the debate regarding public education often obscured the bigger picture. British Columbians would benefit, the BCTF leaders believed, from engaging one another on the principles underpinning the public education system.

Certainly the stakeholders and education partner groups, as well as the wider community, would have a continuing desire and responsibility to participate in the vital day-to-day political and social policy debates which inform the current context. Nevertheless, broader and more fundamental discussion, it was felt, was needed.

The idea of an independent commission which would travel the province, hear from and speak with British Columbians and then report back in the form of a **Charter**, was brought to the BCTF Annual General Meeting in March 2002. It is worth noting that the concept was met, initially, with some skepticism. Many teachers, and their leaders, were not convinced that their resources should be expended in this way. Why, they asked, should teachers pay for a commission which they would not control, which would operate independently and which would report to BCTF at the same time as to the rest of the province? Nevertheless, after much debate and discussion, the 670 teacher delegates to the Annual General Meeting approved the initiative overwhelmingly. Later in the spring of 2002 the BCTF Representative Assembly approved a budget for the Charter.

The BCTF Executive Committee set several criteria for selection of members of the **Charter** panel. One of the five was to be a teacher. For the others, the requirements included that they not have any connection with the BCTF either currently or in the past, that they represent the diversity of the community, that they be credible as individuals and that they be supporters of the public education system. This last point was important. The **Charter** process was always seen in the context of a strong and vibrant public education system. Still, the attitude of the panel members to any particular issue or controversy, or indeed their views on what constituted the principles of public education, were

unknown when they were requested to participate, nor were they asked about any of these before they were chosen.

The **Charter** panel members were selected, except in one case, during the spring of 2002. The Reverend Margaret Marquardt, George Watts, Kathy Whittam and David Chudnovsky agreed to participate during this period. Unfortunately, a fifth panel member became ill and was required to withdraw in late August of 2002. Dr. John Moss was asked to participate in September and became a member of the panel.

It was understood that the budget was to be administered by the members of the **Charter** panel. Similarly, once the panel was put in place, it was responsible for all administrative and policy decisions. The expectation of the five panel members was that they were responsible for the writing of the Charter, a comprehensive report, recommendations to the BCTF and an accounting of the budget and expenditures.

Logistics

Given budget and time constraints, the panel could hold hearings in a limited number of locations. Therefore much thought was given to choosing a range of communities which reflected the diversity of British Columbia. Large cities were represented by, for instance, Vancouver, Surrey, Victoria, Kelowna, Nanaimo, Prince George and Coquitlam among others. Smaller urban centres included Campbell River, Cranbrook, Fort St. John, Maple Ridge, Chilliwack, Penticton and a number of others. The panel insisted on hearing from residents of very small communities as well. As a result, hearings were held in locations like Port McNeil, McBride, Masset, Princeton and Sparwood. Care was taken to plan hearings in communities where the panel was likely to hear from First Nations people.

Advance notice of the hearings in each community was provided in several ways. Advertisements were placed by the Charter in local newspapers. Press releases were prepared and often picked up by local media. The panel chair, Reverend Margaret Marquardt, made herself available for media interviews, letters were sent to Parent Advisory Councils, local teachers' associations, school trustees, unions, community organizations, service clubs, chambers of commerce, MLAs, MPs and others. A colour poster, indicating the time and place of hearings, was prepared and posted in communities.

The **Charter for Public Education** website, www.charter.publiced.ca included an introduction to the **Charter** process and an invitation to

participate, a short description of the panel members and a schedule of the times and locations of the hearings. An e-mail address, charter@publiced.ca, was made available to the media and during all of the advance publicity and promotion. Many people communicated with the **Charter** in this way.

The complete list of hearings is as follows:

October 23, 2002 – Gibsons
October 24, 2002 – North Vancouver
October 29, 2002 – Kimberley
October 29, 2002 – Cranbrook
October 30, 2002 – Sparwood
October 30, 2002 – Fernie
November 4, 2002 – Fort St. John
November 6, 2002 – Vancouver East Side
November 7, 2002 – Vancouver East Side
November 13, 2002 – Prince Rupert
November 14, 2002 – Terrace
November 20, 2002 – Creston
November 20, 2002 – Nelson
November 25, 2002 – Prince George
November 26, 2002 – McBride
December 4, 2002 – Skidegate
December 5, 2002 – Masset
December 10, 2002 – Princeton
December 10, 2002 – Merritt
December 11, 2002 – Penticton
December 11, 2002 – Kelowna
January 8, 2003 – Revelstoke
January 8, 2003 – Salmon Arm
January 9, 2003 – Kamloops
January 15, 2003 – Langley
January 16, 2003 – Hope
January 16, 2003 – Chilliwack
January 22, 2003 – Whistler
January 22, 2003 – Squamish
January 23, 2003 – Maple Ridge
January 27, 2003 – Port McNeil
January 28, 2003 – Campbell River
January 29, 2003 – Victoria
February 4, 2003 – Nanaimo
February 5, 2003 – Coquitlam
February 6, 2003 – Richmond

February 6, 2003 – Delta
February 12, 2003 – Surrey South End
February 13, 2003 – Surrey North End
February 14, 2003 – Alberni
February 17, 2003 – Vancouver West Side
February 18, 2003 – Vancouver West Side

The Hearing Process

The **Charter** panel members met in late September 2002 to determine the process to be used for gathering the views of the people of British Columbia at hearings from October 2002 to February 2003. Submissions would also be accepted by e-mail, regular mail and in more informal discussions.

From the outset there was agreement that the **Charter** document should be visionary, capturing the essence/principles of what British Columbians believe public education should be about. The panel members realized that, in the current context, they would hear much about the painful experiences of students, parents, teachers, trustees, and others involved in the system. This was, however, not the mandate of the **Charter**. The panel determined, therefore, that it was their task to draw out the principles behind the pain.

This would be no easy task if the panel relied simply on what individuals and groups brought to the hearings. It is hard to exaggerate the depth of feeling, concern and anxiety expressed by participants about current challenges and controversies. Therefore the panel members decided to pose a number of questions to the participants at every public hearing.

“What is an educated person?” The panel asked attendees to think about someone in their lives who they considered to be a truly educated person and to list the characteristics that drew them to that conclusion. Participants were asked to share those characteristics and engage in a discussion about them. Arising from this discussion the panel went on to ask, *“Which of those characteristics are developed through the public schools?”*

“What is an educated community?” was the next question posed by the panel. The expectation was that participants would identify what was important to them about their communities and how one could recognize those characteristics.

“What are the principles of public education?” was the final question posed by the panel. The purpose was to draw from participants their conception of public education’s role in developing educated people and educated communities. The responses to these questions and the discussion at each community meeting would, the panel hoped, contribute material additional to submissions for establishing the public vision for education and the kind of community people desired for themselves and successive generations.

The panel often used an additional technique for re-framing the discussion in a way appropriate to its mandate. Very often a participant in the process would begin his or her presentation with expressions of anger, frustration or bitterness about current conditions in a particular school or school district, or with a criticism of current public policy. One or another member of the panel would remind the presenter of the mandate of the **Charter**, and would ask them to restate their concern, except in a positive way by expressing a principle rather than stating a criticism. Nevertheless, the frequent articulation of great anxiety about current conditions posed a challenge for the panel in terms of accurately reporting what it heard.

The panel was committed to the notion that the term “public education” should be interpreted in its broadest sense, rather than referring only to the K – 12 public school setting.

Community Meetings

The **Charter** panel held public hearings in 42 communities throughout the province. It was agreed that, as much as possible, at least three panel members would attend each hearing, and, particularly in the larger communities, all five panel members would do their best to attend. In only one case, McBride, two members of the panel attended.

Local arrangements for hosting the hearings were generally made by the local teachers’ association president. In some cases, particularly in the greater Vancouver area, arrangements were made directly by the **Charter** panel and staff. The panel was impressed by the reception in each community, the great interest and support shown by local people for the process and the personal gestures and hospitality afforded to them. The panel ate a home-cooked supper provided by a principal in the school staff room, visited numerous homes, lunched and dined with local community members and was very well received. It became clear that people were proud of their communities and their schools.

The **Charter** panel requested that, wherever possible, the early part of each hearing should involve students, either in presentations, through performances or by displaying work. Often, the engagement with students, both through their performances and work, and during discussions, was the highlight of the hearing. The panel variously attended classes, enjoyed performances by choirs, dancers, poets, and dramatic groups, viewed artwork and received graphic illustrations of student expressions of the principles of education.

The submissions to the **Charter** panel took many forms. Some were written reports delivered by an individual or representatives of a group or organization. Others were graphic illustrations, such as one with paper cutouts of students representing the wide range of student needs in a class. Many were group presentations, some amusing and entertaining and others emotional and touching. All were sincere and well thought through. Submissions were made by a complete cross-section of the community. This included students, teachers, teacher organizations, principals and vice-principals, school district staff and superintendents, trustees and their provincial organization, parents and parent organizations, seniors, business people, First Nations organizations, municipal representatives, college and university students and faculty, community health nurses, early childhood educators and other interested members of the public.

In addition to formal presentations, attendees often became presenters as they listened to and engaged in discussion during the hearing. Often these impromptu interjections were very personal stories and experiences, which illustrated principles at the core of beliefs about public education. The panel found that, once engaged in the discussion, very few people left the hearing until its conclusion, with many discussions continuing on past the formal deadline for the end of the session.

The **Charter** panel requested that, wherever possible, hearings take place in schools, either in a library, a classroom or multipurpose room. In some communities the meetings were held in the local library, recreation centre or community hall. The names and addresses of all attendees were recorded to enable the panel to communicate the results of the process back to all participants. Notes of all sessions were taken by each individual panel member. Each presentation was numbered, as were the written and email submissions received during the period of public hearings. This enabled easy cross-referencing for preparation of the **Charter** and this report.

Submissions

*(Every effort has been made to verify the names of those who made submissions and the spelling of these names. The **Charter** panel apologizes for any errors.)*

Gibsons

101.1 – Elphinstone Secondary
School Stage Band
101.2 – Norm Gleadow
101.3 – Gerry Ward
101.4 – Dan Grey, Jessica
Sutherland, Brent Watson, Katelyn
Weston, Elisha Stracker, Johanna
Dagliesh,
101.5 – Linda Purcell
101.6 – Elphinstone Secondary
School Student Presentation
101.7 – Steve Sleep, Linda
Doerksen, Sam Heppell
101.8 – Bob Paulin
101.9 – Des Sjoquist
101.10 – Sunshine Coast Student
Choir
101.11 – Lynn Chapman
101.12 – Alix James
101.13 – Dave Stoddart
101.14 – Alice Lutes
101.15 – Judith Wilson
101.16 – Joan Yunker

North Vancouver

102.1 – Misaki Kitahara, Gillian
Edwards
102.2 – Joel Thompson
102.3 – Aaron Andrews
102.4 – Shawn Addie
102.5 – Paul Mason
102.6 – Tristan Lambert
102.7 – Wayne McIntyre
102.8 – Pat Heal
102.9 – Viki Vinaric
102.10 – Chris Dorais
102.11 – Frank Tusko
102.12 – Dave Gouthro
102.13 – Merrikay Snelgrove
102.14 – Sheilagh Martin, Wendy
Evans
102.15 – Yanive Feiner
102.16 – Dan Meakes
102.17 – Kit Krieger

102.18 – Judy Marshal
102.19 – Diane Nelson

Kimberley

103.1 – Alison Tucker
103.2 – Darren Lewis
103.3 – Nancy Ballard
103.4 – Stacey DeCosse
103.5 – Larry Ballard
103.6 – Alisa Peebles
103.7 – Brian Green
103.8 – Jamie Lee, Linda Lee

Cranbrook

104.1 – Patti Radies, Carla
Erichsen, Larry Dureski
104.2 – Carol Johns
104.3 – Joyce Beek
104.4 – Janis Mayer, Collette
Grasdall, Miriam Saville
104.5 – Marian Hurd
104.6 – Barb Heathfield
104.7 – Gretchen Zinkan, Jenn
Hess
104.8 – Paul Knipe
104.9 – Flo Reid, Patti Mitchell,
Chris Olsen, Darrell Taylor
104.10 – Rod Osiowy
104.11 – Tom Volkers

Sparwood

105.1 – Roy McLean
105.2 – Geri Rothel
105.3 – Ray Marshal
105.4 – Sandy Cervo
105.5 – David Pidgeon
105.6 – Yvonne Miller

Femie

106.1 – George Popp
106.2 – Brian Glover
106.3 – Len Kosick

Fort St. John

107.1 – Hector Campbell
107.2 – Jim McKnight
107.3 – North Peace Secondary School, gr. 11/12 leadership class
107.4 – Linda Boyd
107.5 – Dave Constable
107.6 – North Peace Secondary School, gr. 12 history class
107.7 – North Peace Secondary School, gr. 11 social studies class
107.8 – Linda Burkholder
107.9 – Rita Churchill
107.10 – Carol Tahsuda
107.11 – Open Discussion, Bert Ambrose Elementary School, Fort St. John

Vancouver East Side

108.01 – Nathan Lusignan
108.2 – Uli Rasehorn
108.3 – Emily Sutherlans, Richard Hoover, Susan Lambert, Grace Hoover
108.4 – Christine Ellis, Ben West, Christian Botelho
108.5 – Barbara McGeough
108.6 – Open Discussion, Charles Dickens Elementary School, East Vancouver
108.7 – Kim Le, Hang Truong, Lourdes Cua, Dean Shima
108.8 – Susanne Cruikshank
108.9 – Student art submission, Hastings Elementary School, French Immersion, Division 23
108.10 – Marisa Artiga, Jasmine Khin, Hannah, Vincent Liu
108.11 – Jackie Gingras
108.12 – Michael Zlotnik
108.13 – Rick Coe, Rob Clift
108.14 – Noel Heron, Jane Bouey
108.15 – Kevin Milsip
108.16 – Kelly Read
108.17 – Donna Peterson
108.18 – Debbie Little, Shelly Boychuck, Kenny Brett, Jennifer Young, Patricia Gudlaugson
108.19 – John Tregilges
108.20 – Roslyn Kellett

108.21 – Paul Orłowski
108.22 – Donna Chang
108.23 – Lois Sanford

Prince Rupert

109.1 – Rod Kingsfield
109.2 – Terry Petrie, Kathy Murphy, Steve Riley, Joe Brown
109.3 – Louisa Sanchez
109.4 – Terri-Lynne Huddleston
109.5 – Bill White
109.6 – Debbie Leighton Stephens
109.7 – Lorne Clerihue, Jean Clerihue
109.8 – Brian Kangas
109.9 – Joy Thorkelson
109.10 – Shelley Stafford
109.11 – Donna MacNeil
109.12 – Herb Pond
109.13 – Gary Coons
109.14 – Oliver Clifton
109.15 – James Cook, Chiara Berton, Ashley Cook
109.16 – Rebecca Dundas, Dean Masecar, Tracy Shaw, Rickie-Lee Keiko Sugiyama, Tiffany Martin, Frederick Hachkevich
109.17 – Peter Northcott
109.18 – Brian Johnson
109.19 – Angus MacDonald
109.20 – Colleen Fitzpatrick
109.21 – Russell Wiens
109.22 – Nick Adey
109.23 – Judy Riddell
109.24 – Doug Yearwood
109.25 – Tsimshian Tribal Council
109.26 – June Lewis
109.27 – Christopher Paul
109.28 – Isabel Howard

Terrace

110.1 – Richard Eckert
110.2 – Greer Kaiser, Anya Carrel, Daryl McDicken, Estelle Mitchell, Wendy Giesbrecht, Frank Rowe
110.3 – Greer Kaiser
110.4 – Arlene Shepherd
110.5 – Anya Carrel
110.6 – Darlene Westerman
110.7 – Daryl McDicken

110.8 – Walter Thorne
110.9 – Estelle Mitchell
110.10 – Veralynn Munson
110.11 – Helmut Giesbrecht
110.13 – Frank Rowe
110.14 – Coco Schau
110.15 – Tosh Yamashita
110.16 – Marj Brown
110.17 – John Perras
110.18 – Diane Penner

Creston

111.1 – Jason Marriott
111.2 – Jessica Dickerson
111.3 – Stephanie Adelman
111.4 – Jody Dutcher
111.5 – Ambur-Rae Blobel
111.6 – Alanna Novak
111.7 – Ebby Gregory
111.8 – Derek Kemle
111.9 – Tiffany Vachon, Tammy
Van Dusen
111.10 – Amanda Daybell
111.11 – Sacha Kassner
111.12 – Shauna Panton
111.13 – Ashley Wiens for Garret
Smith and Jordan Ryckman
111.14 – Erin Harris
111.15 – Sabrina Romano for Sarah
Lowen
111.16 – Brittney Panton
111.17 – Kathy Wiebe
111.18 – Shawna Krisher
111.19 – Tiffany Vachon for
Keisan Goldsmith
111.20 – Open discussion, Adam
Robertson Elementary School
111.21 – Bob Ewashen

Nelson

112.1 – Regina Day
112.2 – Herb Couch, Katherine
Couch
112.3 – Ingrid Hierck
112.4 – Grace Wilson
112.5 – Ron Butler
112.6 – Carol Westmacott
112.7 Geoffrey Burns
112.8 – Cottonwood Community
Choir

Prince George

113.1 – Sharon Toohey
113.2 – Bev Hosker
113.3 – Carolyn Rowland
113.4 – Marilyn Hannah
113.5 – Pam Demontigny
113.6 – Kathy Millard
113.7 – Lorraine Prouse
113.8 – Elizabeth Eakin
113.9 – Colleen Davis
113.10 – Mike Millard
113.11 – Anne Lyle
113.12 – Lisa Martinson
113.13 – Dick Gilbert
113.14 – Judith Gilbert
113.15 – Jo Beattie
113.16 – Frerya Enemark

McBride

114.1 – Sharon Griffith
114.2 – Carol Hammar
114.3 – J. Blouin
114.4 – Rick Thompson
114.5 – Laverne Remmelg
114.6 – Jill Howard
114.7 – Rose Anne Forester
114.8 – Harold Edwards
114.9 – Pete Amyoony
114.10 – Kevin O'Brien
114.11 – Tim Dunn
114.12 – Carol Hammar
114.13 – Rick Thompson
114.14 – Laverne Remelg
114.15 – Kairyn Russell Janicke
114.16 – Marilyn Wheeler
114.17 – Mary Henderson Betkus
114.18 – Kjell Valestrand
114.19 – Harold Edwards
114.20 – Tim Forster
114.21 – Shannon Elliott, Maddy
Storie, Caren Nelson, Michelle
Smith Shannon

Skidegate

115.1 – Duncan White
115.2 – Heather George
115.3 – Audrey Putterill
115.4 – Russ Fleming
115.5 – Heidi Bevington
115.6 – Ceitlynn Epnors

115.7 – Vonnie Hutchingson
115.8 – Marnie Younger
115.9 – Jennifer White
115.10 – Keith Moore

Masset

116.1 -- Cody Hillier
116.2 – Lorrie Joron
116.3 – Charlotte Smith
116.4 – Stephanie Tarr
116.5 – Craig Kestle
116.6 – Donna Bouchard
116.7 – Mary Wilson
116.8 – Jeff King
116.9 – Tim Wolthers

Princeton

117.1 – Ken Carlson
117.2 – Jacqueline Rowe
117.3 – Carol Johnston, Deanna Wong, Madison Johnston, Laura Robbins, Jessie Cook, Carley Brewer
117.4 – Johanna Nott
117.5 – Gordon Comeau
117.6 – Open discussion, Princeton Secondary School, Princeton
117.7 – Keri Petschl
117.8 – Karen Kunderman
117.9 – Carol Bertrand
117.10 – Dianne Rodewoldt
117.11 – Dawn Johnson
117.12 – Carol Clarke
117.13 – Ken Heuser
117.14 – Susan Hamilton
117.15 – Shirley Low

Merritt

118.1 – Brent Herman
118.2 – Ken Ellis
118.3 – Rob Ruttenberg
118.4 – Gordon Swan
118.5 – Terry Scheitel
118.6 – Ingrid Davis
118.7 – Peter Vogt
118.8 – Lori Robinson

Penticton

119.1 – Randy Jopling
119.2 – Matt Nielson

119.3 – Christie Araujo
119.4 – Tara Scaullor
119.5 – Mellisa Lemoooin
119.6 – Brittany Moorehouse
119.7 – Prabhjat Pannu
119.8 – Amandeep Rai
119.9 – Don Henry
119.10 – Gary Litke
119.11 – Russel Werk
119.12 – Ray Pitt
119.13 – Suzanne Chavarie
119.14 – Daryl Meyers
119.15 – Don Henry

Kelowna

120.1 – Video presentation – Kelowna/BCIT Program
120.2 – Carly Saar
120.3 – Melissa McMurphy
120.4 – Graham Vaselenak
120.5 – Robin Winninger
120.6 – Jennifer Carter
120.7 – Connie Quaeddlieg
120.8 – Rachel Steeves
120.9 – Dwight Wendel
120.10 – Kay Treadgold
120.11 – Brian Perry
120.12 – Joan Eaton
120.13 – Alice Rees
120.14 – Peggy Salaberry
120.15 – Joe Jamison
120.16 – Tom Potts

Revelstoke

121.1 – Jan Jorgenson, Silvie Richard, Amanda Mackie, Scott Cancellioiere, Josef Kollman
121.2 – Judy Cowan
121.3 – George Benwell
121.4 – Alan Chell
121.5 – Sue Leach
121.6 – Jeff Nicholson
121.7 – Ann Cooper
121.8 – Stephanie Kollman
121.9 – Doug Hamilton
121.10 – George Benwell Jr.
121.11 – Sally Thomson
121.12 – Debbie Bott
121.13 – Lyn Barisoff

Salmon Arm

122.1 – Sheena Godbout, Ari Johnson, Mike Bellamy
122.2 – Dave Nordstrom
122.3 – Diane Parnel
122.4 – Norma Jean Gomme
122.5 – Yolanda Jontz
122.6 – Karen Horton
122.7 – Reid Fowler
122.8 – Diane Ambil
122.9 – Candice Roggeveen
122.10 – Steve Naylor
122.11 – Janet Latendre
123.1 – Candace Coupland, Brittney Froese, Angela Laird
123.2 – Karen Cerniuk
123.3 – Tom Friedman
123.4 – John Sterling
123.5 – Dave Scott
123.6 – Dr. Lal Sharma
123.7 – Rod Andrew
123.8 – Joyce Christianson
123.9 – Larry Bancroft
123.10 – Dick Dickens
123.11 – Sheila Park
123.12 – Nathalie Jones
123.13 – Fawn Knox
123.14 – Kathryn McNaughton
123.15 – Rick Turner
123.16 – Sharon Harra
123.17 – Donna Crossman

Langley

124.1 – Alison McVeigh
124.2 – Dan Peebles
124.3 – Don Truscott
124.4 – Sharon von Hollen
124.5 – Brian Junek
124.6 – Les Seward
124.7 – Jackie Erickson
124.8 – Craig Spence
124.9 – Shannon Spence
124.10 – Helena Worrall
124.11 – Laurence Greeff
124.12 – Hattie Hogeterp
124.13 – Sharon von Hollen
124.14 – Julia Mint
124.15 – Dave Hall
124.16 – Diane Pona

Hope

125.1 – Cornell Stefaniuk
125.2 – Peter Andres
125.3 – Joan Bridgeman
125.4 – Al Fraser
125.5 – Terry Watson
125.6 – Marvin Cope

Chilliwack

126.1 -- Webster
126.2 – Amanda Franks
126.3 – Kyle Stephens
126.4 – Devon Remington
126.5 – Leona Gardiner, Marnie McGrath, Dolores Lees, Barbara Black, Betty Lou Barth, Leanne Gillette, Carrie Hinterberger, Randi Hermans, Margaret Bramble, Elizabeth Gillies
126.6 – Taryn Lang, Zac Waddington, Jen O'Rourke, Anna Despotovska, Katie Stephenson, Krystal Burr
126.7 – Scott Wallace
126.8 – Gwen Point
126.9 – Zoltan Karolyi
126.10 – Shirley Dargatz
126.11 – Sue Vandelagemaat
126.12 – Dana Tomes

Whistler

127.1 – Marjorie Reimer
127.2 – Bianca Duval
127.3 – Marina Featherstone
127.4 – Alexandra Arcalean
127.5 – Molly Andrew
127.6 – Maddi MacDonald

Squamish

128.1 – Grade 1-4 students, Garibaldi Highlands Elementary School
128.2 – Colin Chafer
128.3 – Marian Kelly
128.4 – Paul Harrington
128.5 – Janet Kindree
128.6 – Marjorie Reimer
128.7 – Constance Rulka
128.8 – Doug Morrison

Maple Ridge

129.1 – Ian Strachan
129.2 – Michael Daniels
129.3 – Lucinda Tooker
129.4 – Jane Roxborough
129.5 – Tracy Quinsey
129.6 – Julie Zoney
129.7 – Sieglinde Steida
129.8 – Janet Amsden, Wanda Richards
129.9 – Karen Delong, Wendy Langridge
129.10 – Maureen Mason
129.11 – Irene Ives
129.12 – Martin Hart, Phyllis Schnider
129.13 – Pamela Keeley Nolan
129.14 – Laurie Geschke
129.15 – Mary Caros, Nicholas Caros, Sam Watkins

Port McNeil

130.1 – Bill Shephard
130.2 – Ardie Bazinet
130.3 – Jeff Field
130.4 – Heather Johnson
130.5 – Ann Hory
130.6 – Len Merriman
130.7 – Jennifer Auld
130.8 – Lorna Welch
130.8 – Drew Nielson
130.9 – Cassandra Van Mierlo, Alex Smith, Cory Hanson
130.10 – Kathie Woodley
130.11 – Kathy Desrochers
130.12 – Lorne Voysey, Trish Voysey
130.13 – Dana Plett
130.14 – Bill Heidrick
130.15 – Marilyn Walmsley
130.16 – Shawn Gough
130.17 – General discussion, North Island Secondary School
130.18 – Fred Robertson
130.19 – Kelly Carson
130.20 – Doug Lemmon

Campbell River

131.1 – Laverne Kelly
131.2 – Dave Wills

131.3 – Nicole Baikie
131.4 – Barb Berger
131.5 – Alex Turner
131.6 – Brian Walker
131.7 – Dave Harper
131.8 – Vicki Simmons
131.9 – Jan Won
131.10 – Marilyn McPhee
131.11 – Janet Walker
131.12 – Noni Caffisch
131.13 – Jean Kotcher

Victoria

132.1 – Musical presentation, Millstream Elementary School, Sooke
132.2 – Musical presentation, PACE Musical Theatre Program, Sooke
132.3 – Bob Stoddart
132.4 – Penny Kellett, Linda McDaniels
132.5 – Rafe Sunshine
132.6 – Elaine Jacobsen
132.7 – Pauline Goveil
132.8 – Sheena Hurn
132.9 – Norm Scott
132.10 – John Boan-Mitchell, David Denyer
132.11 – Darren Alexander
132.12 – Lynn Thompson
132.13 – Karen Leahy-Trill
132.14 – Paul Waterlander
132.15 – Jim McDermitt
132.16 – Kerry Steinemann
132.17 – Brian Bradley
132.18 – Michael Hayes
132.19 – Viva Moodley
132.20 – John Henry
132.21 – Bob Yates

Nanaimo

133.1 – Carol McNamee
133.2 – Jacquie Howardson
133.3 – Joan Merrifield
133.4 – Kim Howland
133.5 – Nelson Allen
133.6 – Marlene Crozier
133.7 – Drena Wieler
133.8 – Ian Mathews

133.9 – Peter Harris
133.10 – Dave Hobson
133.11 – Gerry Gale
133.12 – Violet Shade

Coquitlam

134.1 – Eric Severinson
134.2 – Laura Sahaydak
134.3 – Chris Stebbing
134.4 – Mark Turpin
134.5 – Carley Fossen
134.6 – Emily Fenton
134.7 – Brigitte Drescher
134.8 – Amanda Williamson
134.9 – Evan Bueckert
134.10 – Sharon Wu
134.11 – Monique Kassa
134.12 – Brian Robinson
134.13 – Gail Alty
134.14 – Teresa Grandinetti
134.15 – Melissa Hyndes
134.16 – Diane Strandberg
134.17 – Glenda Ottens
134.18 – Doug Rolling
134.19 – Kathleen Thomson
134.20 – Chris King
134.21 – Joy Langdon
134.22 – Marilyn Mowatt
134.23 – John Solano
134.24 – Christine Lambie
134.25 – Kathy Fester
134.26 – Sheila Ramsey
134.27 – Brad West
134.28 – Dave Truss
134.29 – Julie Rogers

Richmond

135.1 – Braeden Caley
135.2 – Ray Saintonge
135.3 – Mark Porter
135.4 – Kitty Tang
135.5 – Kevan Hudson
135.6 – Brittany Baum, Shannon Lum, Sascha Verdi
135.7 – Chris Kelly
135.8 – Jo Anne Gray
135.9 – Sandra Bourque
136.1 – Keuth Brown
136.2 – Colin Pawson
136.3 – Val Windsor

136.4 – Dale Clark, Dell Catherall
136.5 – Barb Burkell
136.6 – Al Klassen
136.7 – Donelda Henderson

Surrey South End

137.1 – Victor Guenther
137.2 – Delora Harper
137.3 – Harjinder Gupta
137.4 – Marcel Leroux
137.5 – Rupinder Kaur
137.6 – Salvadore Guerina
137.7 – Byung Jin Kim
137.8 – Rashminder Ranghi
137.9 – Lorraine Lintag
137.10 – Lynda Brown
137.11 – Gil Pambid
137.12 – Dustin Thompson
137.13 – Wendy Moore
137.14 – Jack Brown

Surrey North End

138.1 – Eric Driscoll
138.2 – Victor Guenther, Ann McDonald
138.3 – Grade 6 students, William Watson Elementary School
138.4 – James Chamberlain, John Wadge
138.5 – Sylvie Liechtele
138.6 – Michael Zlotnik
138.7 – Marc Jaworski
138.8 – Filip Jaworski
138.9 – Jane Carnahan-Schultz
138.10 – Ravinder Dharni
138.11 – Patti Turner
138.12 – Victor Guenther
138.13 – Moira Mackenzie
138.14 – Lynne Sinclair

Port Alberni

140.1 -- Rhys Nye, Paul Hey, Andrew Hurley
140.2 – Maquinna Elementary School
140.3 – Diane Cheetham
140.4 – Justin Johannessen, Lisa Radetic
140.5 – Doug Lindores, Jesse Anderson, Jordan Shimell

140.6 – Don Stevenson, Linus
Lucas, Enrica Marshall, Lynnsey
Amos, Lee Lucas
140.7 – Juanita Flaatten
140.8 – Dawn Onyschtschuk, Erin
Onyschtschuk, Tyler Onyschtschuk
140.9 – Winston Joseph
140.10 – Erica Schubart
140.11 – Nathalie Van Viegen
140.12 – Lynette Barbosa
140.13 – Blair Thompson
140.14 – Susan Merivirta
140.15 – Jack Granneman
140.16 – Judith Hutchison
140.17 – Lori Duquette

Vancouver West Side

141.1 – Neil Worboys
141.2 – Valerie Dare
141.3 – Marcie Toms
141.4 – Danielle Jung
141.5 – Zachary Harper
141.6 – Kathryn Shipley
148.7 – David Greve
148.8 – Veda Hotel
141.9 – Noble Kelly
141.10 – Marianne Dodds
141.11 – Kenzie Ross
141.12 – Jing Wong
141.13 – Steve Lebel, Debra
Sutherland, Noble Kelly
141.14 – Fawn Johnson
141.15 – Wayne Peppard
141.16 – Ed McCauley
141.17 – Betty Friesen
141.18 – Mary Locke, General
Gordon Elementary
141.19 – Hilary Smith
141.20 – Case de Ridder
141.21 – Tiana Gale
141.22 – Debra Shares
141.23 – Catherine MacIntyre
141.24 – Lisa Martin
141.25 – Daniel Norton
141.26 – Dawn Glyckherr
141.27 – Max Glyckherr
141.28 – Sarah Goble
141.29 – Marie Bourgeois
141.30 – Amila Bendriss
141.31 – Maryline Nevy

141.32 – Cynthia Olomide
141.33 – Patricia Gudlaugson
141.34 – Mary Locke
141.35 – Don Teeuwssen
141.36 – Vereena Foxx
141.37 – Adrienne Montani
141.38 – Jack Allen
141.39 – Mary Locke
141.40 – Daryl Sturdy, Mary Locke,
Jack Allen
141.41 – Hebba Ghobrial
141.42 – Christina Schut, M.J.
Moran, Yvonne Toomer, Pat
Gudlaugson, Josh Cortens, Vesta
Writing Group
141.43 – Murray Warner
141.44 – Elain Jaltema
141.45 – Rick Coe, Dileep Athaide,
Rosanne Moran, Coalition for
Public Education
141.46 – Geof Peters

Written Submissions

150.1 – Heather Cooper
150.2 – Dale Townsend
150.3 – Deveena Martin
150.4 – Lyle Philips
150.5 – Hal Muxlow
150.6 – Clay McLeod
150.7 – Rod Millican
150.8 – Andrea Reimer
150.9 – James Martin
150.10 – Annie McKitrick
150.11 – Melody Hughes
150.12 – Ann Henkelman
150.13 – Deberah Shears
150.14 – John A. Young
150.15 – Sarah Kipp
150.16 – Bill Bargeman
150.17 – Con Van Laerhoven
150.18 – Gerry McIntyre
150.19 – Hasting Elementary
School, Parents and Principal
150.20 – Lori Lach
150.21 – L. Cloutier, CUPE
150.23 – First Nations Education
Steering Committee
150.24 – Darlene Jacobi
150.25 – Michelle Gibbs
150.26 – Claudia Semaniuk

150.27 – S. D. Green
150.28 – Penny Tees
150.29 – Hastings Elementary
School, French Immersion gr. 1, art
submission

150.30 – Lynne Reside
150.31 – Faith Mackay

Developing the Charter

In December 2002 the panel met to begin discussing the format of the **Charter** and to review progress to date. It was determined that there should be at least two forms for the **Charter**. One, which became known as the “popular version” would be in a poster format, easily read and accessible with a copy sent to every participant in the process. The other would be a longer, detailed report.

The panel met again at the end of January 2003 to reach consensus on a broad list of key belief statements that had emerged from the hearings to date. This process enabled the panel members to begin thinking about the content and format of the **Charter’s** popular version.

During the last week of February the panel again met and spent several days working on a first draft of the **Charter**. While this was not an easy task, there was considerable agreement among the panel members on the form and content. This was a result of fundamental areas of consensus which became increasingly clear as the hearings progressed and the panel heard more and more presentations.

Prior to signing off the final version of the **Charter**, the panel called upon a small number of individuals who had participated in the public hearings to review the document and to make comments and suggestions. A parent, trustee, teacher and university faculty member each responded with thoughts and suggestions which were then incorporated into the final version of the **Charter**.

Release of the Charter

Consistent with the original intent of the BCTF, the panel took its independent role in the development of the **Charter** very seriously. On Monday March 10, 2003, a press conference was held at the Vancouver Public Library to officially release the **Charter** to the public. The various media outlets showed great interest and the **Charter** received considerable attention, especially from radio and television and community print media. Following the press conference, television and radio interviewed several of the panel members. The press conference was also attended by a number of interested parties including students, parents, teachers, school trustees, college and university faculty and representatives of education organizations.

The Report

The task of compiling this report began in March with two of the panel members, David Chudnovsky and John Moss delegated the responsibility for writing, in consultation with the other panel members, by the end of April 2003. This deadline proved somewhat idealistic, and the report was completed at the end of June 2003. Throughout the public hearing process, detailed notes of each presentation were recorded. Each presenter and presentation was numbered for future referencing, e.g. hearing #101 was held at Elphinstone Secondary School, Gibsons on the Sunshine Coast, October 23 2003. Presentation #101.1 was made by members of the stage band who performed for the panel and then engaged in discussion. Each subsequent presenter was numbered consecutively.

It was agreed that, to the greatest extent possible, this report would reference those individuals and groups who spoke during the public hearings. The report was to make clear that what was written in the **Charter** actually reflected the consensus beliefs of those British Columbians who presented at the hearings across the province. To this end, a notation system was designed to cross-reference each participant's comments to specific sections of the **Charter**.

Reading the Report

The report is organized, fundamentally, to reflect the structure of the **Charter** itself. First, is a section devoted to exploring the international, national and provincial literature to provide a **Context** for the discussion of the principles of public education. Next is a section entitled **Representative Submissions**. Excerpts from these nine submissions present a helpful summary of the **Charter** experience and point very clearly to the areas of consensus that emerged.

Each of the four elements of the **Charter** is then dealt with in turn. The **Opening Paragraph** and the sections on **Rights, Promises** and **Expectations** are noted and the understandings the panel derived from the presentations which were made to it, are laid out. The discussion explores each of these four sections in detail and attempts to indicate the breadth and depth of the submissions. Next to each section of analysis are found numerical notations. These are references to the submissions during the hearings. They can be cross-referenced by checking the list of presenters found above. So, for example, if next to a section the number 102.2 appears, the reader will know that Joel Thompson's presentation backs up, agrees with or substantiates the analysis presented. Similarly, if the number 133.4 is noted, then Kim Howland's presentation is being referenced. Sometimes a number will appear more than once beside a particular paragraph or section. This is because more than one point is being made in that section. As a result, presenters are referenced for each issue or principle they put forward to the panel.

As indicated above, one of the techniques used by the panel was to ask the same questions of participants in the process across the province. The next sections of the document reflect the responses to these questions: **What is an educated person? What is an educated community?** It is noteworthy, but not surprising, that the responses reported to these two questions are consistent with the basic principles enunciated in other ways by participants in the hearings.

It was necessary to deal with two areas of interest for many presenters in separate sections of this document. So the next two chapters deal with **Early Childhood Education**, and **Post-Secondary Education** respectively. There is no doubt that these are somewhat artificial divisions in two ways. First, the transitions from one stage of life -- one level of the public education system -- to another, is not nearly as crisp, clean and straight-forward as we would often like to believe. Nor are, or should be, the transitions between the educational institutions we build. Second, the principles underlying all of these stages are often similar or

identical. Nonetheless, it was decided for practical and organizational purposes to separate the discussions.

As has been indicated above, the panel met with many British Columbians who were, to use diplomatic language, very anxious about the current situation in their schools. This presented a dilemma. On the one hand, the mandate of the **Charter** was clear. It was to reflect on the principles of public education. On the other hand, a commitment of the **Charter** panelists to hundreds of presenters was that their perspectives would be accurately reflected. The panel decided that these critical expressions would be inappropriate in the **Charter** itself, but that a section of this report, **Current Challenges**, would be devoted to a discussion of these submissions.

Much of this report is made up of the very words of presenters and their submissions. This is no accident. The panel asserts that the **Charter for Public Education** itself, together with this report, are expressions of the principles enunciated by hundreds of British Columbians who invested time and effort, and very often passion and emotion, to participate. While the words of the Charter were written by the panel, the principles are those of the presenters. Therefore it was felt that, as much as possible, this document should include the always thoughtful and often inspiring direct quotations of the participants in the **Charter** process. The quotations are attributed in each case.

The panel has been careful to ensure that both the **Charter** and the analysis found in this report are true and accurate reflections of what was heard in presentations across the province. It is, of course, impossible to reflect every opinion on every question. As a general rule, points of view put forward by a minimum of 1%-2% of those who made submissions are reflected somewhere in the report. Emphasis, as might be expected, is given to those ideas and principles which were widely shared and expressed by presenters.

The Context

Our hopes and dreams for the public education system in British Columbia are often coloured by current challenges and anxieties. Too often we forget that there is a rich international context of debate and growing consensus regarding the principles of public education. Similarly, much can be learned from discussions in other Canadian provinces, and from the history of policy making here in British Columbia.

Two things are striking about the international, national and provincial context as they relate to the submissions made to **the Charter for Public Education**. First, it is noteworthy that throughout the literature, whether United Nations documentation, Canadian commentary or B.C. materials, the principles that are enunciated are consistent and overlapping. Second, the opinions, values and principles in these documents and studies are reflected time and again in submissions that were made to the **Charter** panel.

A basic document is the ***International Convention on the Rights of the Child***, which in Article 28 (see Appendix I) recognizes education as a right, speaks to the issues of availability, equity and accessibility and calls for education to be free. Literacy, scientific and technical knowledge are emphasized, and modern teaching methods are called for. (pp 14-15) The ***World Declaration on Education for All*** (see Appendix II) is consistent with the ***Convention***, and lays out fundamental principles.

UNESCO is the most important international forum for discussion of public education principles. In ***Learning: The Treasure Within – Report to UNESCO of the International Commission on Education for the Twenty-first Century***, Jacques Delors and his colleagues articulate four pillars for public education – learning to know, learning to do, learning to live together, and learning to be. (see Appendix III)

While it is sometimes assumed that UNESCO initiatives are more relevant and meaningful for the developing countries of the South rather than our own ‘developed’ society, the experience of the panel indicates otherwise. The extent to which the hundreds of British Columbians who made submissions to the **Charter** replicated and elucidated Delors’ four pillars is striking.

Consistent with the four pillars, UNESCO calls on the international community to take account of the following, among others, all of which

are themes brought to the attention of the **Charter** panel in many submissions. (See Appendix IV)

- The need to show regard for diversity and individuality.
- The task of giving everyone, "... throughout life, the ability to play an active part in envisioning the future of society." In other words, civic education and the practice of citizenship must be central preoccupations of public education.
- The importance of Early Childhood Education.
- The dual responsibility for governance which must be shared by the state and local communities.
- The expectation that the curriculum be diverse and broadly based.
- The need for appropriate vocational guidance.

Delors insists, as did numerous presenters to the **Charter**, that the overriding goal of the system must be to deal with the problems of students disadvantaged by educational or social challenges. (see Appendix V)

The ***World Declaration on Education for All: Meeting Basic Learning Needs***, arose from an international Conference convened by the World Bank, UNESCO, UNICEF and UNDP. The ***Declaration***, again consistent with the preponderance of submissions to the **Charter**, takes particular note of the issues of access and equity. The statement, widely known as the ***Jomtien Declaration***, calls for an active commitment to removing educational disparities facing the poor, rural and remote populations, indigenous people, and ethnic, racial and linguistic minorities among others. (Article 3)

All of the international documents pay special attention, as did many of those British Columbians who presented to the **Charter**, to the importance of lifelong learning. (see for instance ***World Declaration on Education for All Article 1***; Delors pp. 99-111)

The submissions made by British Columbians to the **Charter** panel are also consistent with analyses of public education in our own country. ***The Schools We Need*** is a significant recent report on education policy in Ontario. The authors, professors at the Ontario Institute for Studies in Education, University of Toronto, posit three central components in their vision for public schools.

The schools we need must:

- *meet the aspirations of all children*
- *address a broad range of goals for both students and the larger community*
- *produce high levels of both equity and excellence in the achievement of these goals. (pg 15)*

Moreover, ***The Schools We Need***, rejects the notion that equity and achievement are mutually exclusive goals. (See Appendix VI)

Polling data from an OISE/UT survey indicate broad public support for goals of the public education system consistent with the submissions in British Columbia to the **Charter**. These include as the top six goals: ability to make ethical and moral judgements (19.2% of respondents); preparation for the world of work (19.1%); developing responsible citizens and parents (16.6%); ability to lead healthy, well-adjusted lives (14.1%); preparation for post-secondary education (13.7%); developing creative and critical thinking skills (11.8%). (pg. 17)

The report confirms that Ontarians believe schools have the responsibility, "... for training youth for the world of work and creating good citizens." (pg. 5) Skepticism about the impact of so-called 'accountability measures' includes the fear they are, "... unlikely to lead to substantial positive change, especially in the face of scarce resources and hasty implementation." (pg. 9) More bluntly, "... testing, on its own, cannot improve student learning..." (pg. 12) "At present, there is too much testing for its own sake rather than as part of a coherent plan to point the way to more effective learning for all students." (pg.26) In general, the authors warn of policies which they see as 'unproductive'. Again, these are initiatives that are looked upon with a mixture of skepticism and fear by most British Columbians who made submissions to the **Charter**.

These reforms include many of the 'choice' policies that have been experimented with around the world -- teacher testing, larger school districts, the closure of small schools, and the implementation of school councils unconnected to other forms of parent involvement. (pg. 24) The authors report that smaller class sizes, smaller schools and smaller school districts can all be positive factors in improving student learning. (Speech by Kenneth Leithwood, one of the authors of ***The Schools We Need*** to BCTF AGM, March 17, 2003)

The purposes of the authors of ***The Schools We Need*** were, of course, quite different from the mandate for the **Charter for Public Education**. Nevertheless, the policy recommendations of the Ontario report are

underpinned by principles which are substantially in agreement with the vast majority of submissions made to the **Charter** panel.

While the mandate of the **Charter for Public Education** was to look at principles rather than any immediate anxiety about the system in British Columbia, the panel could not ignore the expressions of concern of the great majority of those who made submissions. Here, it is important simply to note that British Columbians' assessments are very similar to those reported in the Ontario study. (See Appendix VII)

Similar assessments to those who participated in the **Charter** process have been made in Quebec. The Centre des Syndicats du Quebec has identified four 'targets' in their **Campaign for Education, (Education a Public Asset** CSQ News, September-October 2002) each of which is explicitly dealt with in the **Charter** as a result of numerous submissions to the panel. These include a broad and responsible vision, the enhancement of basic and special non selective projects, strengthened public funding, and access to public education and public services. (See Appendix VIII)

Falling Through the Cracks, a report commissioned for the Alberta Teachers' Association, identifies as issues, among others, equity in rural schools, services for students with special needs, class size, the limitations of computer technology, the negative consequences of standardized provincial testing, and funding levels. Each of these was of concern to many who made submissions to the **Charter** panel.

An important contribution to the discussion has been made by His Excellency, John Ralston Saul. In an article entitled **In Defence of Public Education**, (Horizons, Fall/Automne 2002) many of the concerns Saul expresses, and the principles he puts forward, replicate precisely the contributions of British Columbians to the **Charter** process. Indeed, Saul was cited and quoted dozens of times in submissions to the panel. Among the key elements of Saul's argument are: public education is the primary foundation of civilized democracy, private fundraising by public schools contributes to inequality and is the first step to introducing a class based society, it is the obligation of government to raise the funds and deliver universal public education and the strength of our public education system is that it is capable of enormous diversity. Saul also insists on the place of the public school in building and consolidating community and democracy. (see Appendix IX)

Clearly then, the participants in the process leading to the **Charter for Public Education** in British Columbia expressed concerns, spoke about issues, and ultimately put forward principles for public education consistent with the preponderance of opinion both at the international

and national levels. Their submissions were also in line with thinking in British Columbia over at least the last two decades.

The perspectives of the **Sullivan Royal Commission** report, ***A Legacy for Learners***, written fifteen years ago, still resonate with British Columbians. A key theme was the need for education to be an “active” process. Sullivan reported that “good” schooling for many with whom he spoke meant,

... schooling that would allow youngsters to express their innermost feelings, to ask imaginative questions, to discriminate wisely among choices, to acquire a sense of the consequences of action, to know their culture and the culture of others, to enjoy their own and other's sensibilities, to make their way in the world, and, ultimately, to contribute to the wider social, economic, and spiritual good of the community. (pg. 10)

Partnership, access, lifelong learning, recognition of diversity, the need to accommodate the special needs, interests and talents of students, the availability of appropriate choices and the need for the system, students and parents all to be responsible and accountable for their participation and their actions, were all identified by Sullivan as among those attributes of schools desired by British Columbians. (pp. 9-12)

Significantly, Sullivan anticipated the argument of Saul with respect to public schools and their importance in building community. (see Appendix X)

Sullivan insisted, throughout ***A Legacy for Learners***, that the foundation goals of education continue to be, as they have been for more than 2,000 years, intellectual, vocational, social and individual. Indeed, many who made submissions to the **Charter** referred specifically to ***A Legacy for Learners*** and indicated their belief that the Sullivan principles continue to be relevant and significant for BC public education.

Arising from the work of the Sullivan Commission, and from the experiences and knowledge gained by professional practitioners, was the ***Primary Program***. Revised in 2000, it articulated three goals of education consistent with ***A Legacy for Learners*** -- intellectual development, human and social development and career development. (pg.4) The ***Primary Program*** asserted that in the first years of schooling human and social development are especially important. Accordingly, school should focus on the “whole child” and integrate the following areas of development:

- *aesthetic and artistic*
- *emotional and social*
- *intellectual*
- *physical development and well-being*
- *social responsibility* (**Primary Program** pg. 15)

The program also set out principles of learning: learning requires the active participation of the student, people learn in a variety of ways and at different rates, learning is both an individual and a group process. (pg. 15) Again, all of these themes and principles were repeated on numerous occasions in submissions to the panel and are reflected in the **Charter** itself.

The guiding document for public education in British Columbia is the **School Act**. Its preamble is completely consistent with the international declarations and covenants, the Canadian literature, the precepts of **A Legacy for Learners** and the **Primary Program**, and, significantly, the preponderance of submissions to the Charter for Public Education. (See Appendix XI)

Representative Submissions*

The thoughtfulness of the more than 620 presentations made to the **Charter for Public Education** was inspiring. The great majority of these submissions are referenced at some point in this report. Nevertheless, there were some submissions which stood out, not so much because they were more meaningful than others, but because they were representative of the whole. Together, they provide a kind of summary of the findings of the panel, and point directly to the principles and vision articulated in the **Charter**. It is instructive to note the tremendous diversity and breadth of the groups and individuals cited among these representative submissions.

** Some editing of these submissions has been done to facilitate the flow of ideas, and to reduce their length. Great care was taken in the editing process to ensure that the substance of the ideas is as the original authors intended.*

Kim Howland, District Parent Advisory Council (DPAC) Chairperson, Nanaimo

DPAC in Nanaimo has been hoping to see the government work with all partners of the community and the education system towards a basic quality of education.

Some of the issues we have been trying to address within our district that we would like to see addressed province-wide are:

- Working for the student's benefit first and foremost in all decisions.
- Equity in course selections.
- Reaching all styles of learners – visual, intellectual, tactile, experiential, with emphasis on academic, fine arts and science.
- Early intervention programs.
- A safe environment for students and staff.
- A provincial Abuse Protocol to protect students' rights.
- A system that allows parents and students to address concerns on a fair, safe and respectful level.
- Mandating programs from the BC Safe Schools Facility.
- Respect for all education partners.

- Clean, healthy environments for learning.
- Teaching to the student and not the curriculum.
- Inclusion that is supported by full funding.
- Standards for class size with a realistic look at class composition.
- Creating a critical thinking adult.
- A basic standard of education and a standard for funding. The concern is that public education is being lost and the future of the best quality education will be solely for those who can afford it, or whose parents care and advocate for it or whose school has the most active PAC and parent group.
- Supporting poverty initiatives within districts. Recognize that children do not learn if they are not fed. It is impossible to teach children if socio-economic factors are not considered.
- Working to create healthy and socially responsible communities in schools that will transfer out into the overall community.

Angela Laird, Brittany Froese, Candace Coupland,
Students at Kamloops Secondary School

(These three students wrote and performed a short play for the **Charter** panel. The script is found below, together with the students' explanatory notes.)

What is an Educated Person?

Angela: (sitting in waiting room reading book)

Brit: (walks into Candace's office with flute) Hi! My name's Brittany. I'm here for the job interview.

Candace: Hello, what is that you have?

Brit: My flute, I just came from a lesson.

Candace: Ah, I see. Do you have a resume?

Brit: Yes, here it is.

Candace: (reads resume) Tell me a bit about yourself Brittany.

Brit: Well, I am responsible, honest and reliable. I am a hardworking student at Kam-High. I do several volunteer activities – at the SPCA, the hospital and the Salvation Army throughout –

Candace: (interrupts) Ooh, well I don't really need to hear about those things. Since we're looking for a well educated person, all that really matters is your grades. So, what sorts of grades do you get?

Brit: Oh, mostly B's and C's. I have a record of my grades if you'd like to see it. Candace: (looks it over) Hmm. (frowns disapprovingly) I see ...

Do you have any letters of reference?

Brit: Yes, I do. (hands papers to Candace)
Candace: (looks them over) So, why do you want this job Brittany?
Brit: Well, it wouldn't pay as well as my previous job, but since I have so many activities in the area and can't afford a car it's more convenient. I also think I will enjoy this type of work a lot.
Candace: Thank you, I'll give you a call if anything comes up.
(Brit leaves office. Angela gets up and hides book)
Brit: Hi Angela! You're applying for this job too?
Angela: Yes, I am.
Brit: Cool! By the way do you still have that book I lent you a few weeks ago?
Angela: Book ... Umm ... What book?
Brit: You know, Watership Down.
Angela: What are you talking about? I never borrowed your book. I don't even read.
Brit: Oh, okay then. See you later.
(Angela goes into office)

THE NEXT DAY

Candace: Congratulations! You've got the job.
Angela: Great!
Candace: As soon as I saw your grades I knew I had a well educated person on my hands. Your grades were higher than anyone else who applied and since that was the most important factor you got the job of course!
Angela: Thank you very much. When do I start?
Candace: Tomorrow morning.
Angela: See you then!

Comments on the Play from the Students

You may think that this scenario of an untrustworthy person who lacks knowledge of current events, lies at the drop of a hat, and still gets hired merely on the assumption that if they get good grades they must be well educated seems ridiculous and unrealistic, but the fact is that it does happen. It is a common occurrence for people to be judged as educated or not, based solely on how good their grades are. Like many others in our society today, the interviewer focused too much on intellectual strength and didn't consider equally important qualities such as honesty, good morals, work ethic, creativity and musical and interpersonal abilities. The intellectual aspect is important, of course, because one must have the ability to become educated and learn new things, but we believe that for someone to be well educated he/she must be well

rounded, have insight into other cultures, have a wide range of experiences, and have knowledge in many areas.

Langley School District Graduate Profile, Presented to the Charter panel by Alison McVeigh, School Trustee

The Graduate Profile is a vision statement for the district. Its purpose is to describe the attributes of students graduating from Langley schools. All curriculum, administrative and teacher practice, assessment, evaluation and reporting processes, will be directed toward the achievement of this vision. While there is a recognition of the diversity and developmental stages of students, high standards of performance will be expected. With the modeling and support of the family and community, Langley students will be:

Ethical and Respectful Citizens

Who act in caring, principled and responsible ways, respecting the diversity, gender, race, ability and cultural heritage of all people and the rights of others to hold different ideas and beliefs.

Democratic Participants

Who, as Canadian and global citizens, make knowledgeable decisions, and take actions which consider the needs of others, show historical awareness and are in accordance with the principles, laws, rights and responsibilities of a democracy.

Self-directed Individuals

Who in pursuit of personal and career goals display a strong work ethic, initiative, responsibility and a commitment to life long learning while maintaining a balance in their lives.

Skilled and Knowledgeable Learners

Who demonstrate high standards of performance in reading, writing, listening and speaking; mathematics; the natural, applied and social sciences; the fine arts; the applied skills and information technologies.

Collaborative Workers

Who demonstrate communication skills and commitment in pursuing group goals and purposes.

Quality Contributors

Who contribute to the development of quality ideas, products and performance through learning, talent, creativity, flexibility, critical thinking and problem solving skills.

Adrienne Montani, Chairperson, Vancouver School Board

Schools as learning communities must first and foremost be places of profound respect for children and youth, staffed by people who are knowledgeable and supportive of children's rights, of their developmental needs and optimistic about each child's ability to learn and reach their full potential.

... we must also support teachers and all others who work in schools to be able to teach and nurture children in an environment imbued with respect and caring. They must also be supported in expressing their passion for teaching and for partnering with their students in a learning journey.

At the same time as the carpet is getting pulled out from under the feet of schools, many students are coming to school far needier. Social assistance cuts (rate decreases, eligibility restrictions) are increasing the depth of poverty for families on welfare, and creating greater instability for families – including food insecurity and housing insecurity. Other supports and community services are disappearing or becoming unable to keep up with the demand for their help.

There is a consistent attempt to shake the public's confidence in public education (with a lot of help from the corporate media) by groups like the Fraser Institute, who would like to see the "monopoly" of public education dismantled, and a "marketplace of consumer choice" replace the comprehensive neighbourhood public school.

But this new rhetoric of choice comes with an agenda that values competition, not community building, and we all know which families and students are most likely to win a consumers' race, and which are most likely to lose.

Schools with well-stocked and staffed libraries, with smaller class sizes and teachers able to give attention to individual student learning styles and needs, with social supports built in to the staff team in sufficient numbers to be effective, with school buildings that are safe places to learn, with a rich curriculum, fully resourced, that includes academic subjects, fine arts, athletics and opportunities for personal exploration and risk-taking, with an inclusive, caring school community, these are just

some of the things in my vision of what public schools should be. In this vision, many things that are currently distracting so many of us from focusing on education, would be gone, e.g. incessant fund-raising demands on parents and school boards, agonizing decisions on what to cut next, and the contradiction between knowing the importance of having curricula that reflect the experiences and realities of the students we are teaching and the inability of our schools to purchase learning materials that don't contain the historical biases and omissions that exclude and embarrass some of our students.

I would argue that BC must stop looking to the worst examples, where privatization and commodification of education have been imposed, and look instead to the countries, for example in parts of Europe, that have strongly supported public education systems from pre-school through post-secondary.

The stakes are very high in this struggle between competing visions of education. It would be a tremendous loss to our hopes for sustaining a cohesive, caring society if the competitive, privatized and class stratified vision of education won.

The principles of equity, inclusion, democracy, high quality learning environments and student engagement have not always been fully realized in our public schools, but we have, I think, worked from a shared belief in their value.

First Nations Education Steering Committee

Given the numerous challenges that exist, FNESC respectfully asserts the following recommendations to ensure greater success for First Nations Students.

1. British Columbians must fully recognize the unique place of First Nations people and their inherent rights.
2. The racism that exists in the public education system must also be honestly admitted and addressed.
3. Public schools, school curricula, textbooks, and learning materials must be more reflective of First Nations people.
4. There is a pressing need for more First Nations people in schools and in the public education system administrative structure.
5. It must be recognized that targeted Aboriginal Education funding has contributed significantly to efforts to address all of the issues noted above.
6. The public education system must more fully recognize First Nations jurisdiction for education.

7. The public education system must continue to emphasize mechanisms such as Local Education Agreements.
8. The public education system must make concerted efforts to inform and consult with First Nations parents.
9. The BC public education system must continue to track data and measure results.
10. Greater attention must also be paid to provincial special education statistics and the serious over-representation of First Nations students.

Bill Shephard, Chair, Regional District of Mount Waddington

As the major communities, hamlets as well as municipalities, evolved around and away from the logging and fishing camps that served the area and the industry, the establishment of the public school was the landmark event that set the tone of the settlement.

A school lost leaves a community without a heart, a community where it will be difficult to attract growing families. A community without a school is a community without a real future. We also insist that the school have a teacher, as well. The idea of “distance education” with computer connection to the outside, is not the answer that we can accept for our children in small settlements.

The first thing we expect of the public educational system is the knowledge that our children will need to advance to higher education or to a successful level of trade skills.

... we hope that a public education charter will call for a broad smorgasbord of knowledge, with an emphasis on the outdoors and nature. We hope that there can be enough flexibility to allow for creativity in teaching the 3 “Rs”. I think that a lot of people would like to feel that the system drew the kids into the practical knowledge of the local forest and ocean environment.

Your challenge in developing this aspect of the charter is to balance desirable social components of the system with the time and effort demands of the 3 “R” curriculum both for students and staff. From my point of view there needs to be enough flexibility to achieve community social goals at the level of our small schools. There also needs to be sufficient contact at a community and school level, between the parents, the community as a whole, and the formal and NGO agencies that social issues bring into the question.

It is extremely important to foster appreciation for the fine arts and to discover and nurture latent artistic talent. We need to outline the opportunities that exist for a fuller, richer, cultural lifestyle, even at the level of a community with a one-room school. A formal statement in your charter, on suggested community obligations for developing joint use arts and sports amenities and programs, would be useful.

Finally, I suggest that the school system has a direct role to play in maintaining the historical record of the community and integrating that history into the broader historical context. How do we codify this wonderful tapestry and put it into the local “socials” curriculum? Please include something in your charter that will allow that to happen in all of rural BC and you will make our small communities richer places to live in.

So long as the Public System has a broad and inclusive program, it will always set the standards and serve most of the students in the province. So long as the Public School System maintains its broad focus and is sensitive to the needs of the community, no matter the size of the community, it will be the foundation of learning.

Carol Clarke, Vice-president Canadian Union of Public Employees Local 847, Nicola Similkameen

In School District #58 there are 110 plus proud members of the Canadian Union of Public Employees, (Canada’s largest education union).

They are committed to quality education and work hard to achieve it despite the pressures created by frozen education funding and the threat of privatization.

They work together to support the education of our youth to produce well-rounded individuals who hopefully will reach their full potential, who will continue to learn throughout their lives, and who will make meaningful contributions to society as “educated persons.”

They work towards providing quality education and a safe and caring environment, with respect for students and staff, without discrimination and with fairness for all, principles that Public Education could and should work towards.

Richmond Association of School Administrators,
presented to the Charter panel by Mark Porter,
President

An educated person is one who continues to develop, within the scope of their individual potential, the understandings, skills, and attitudes that provide that individual not only the means to develop a meaningful and contributing life in society, but the means to participate in changing and shaping the future of that society.

An educated person is one who understands how the world works and how they fit into that world. An educated person is one who can give critical thought to issues and events and make sound decisions about them. An educated person is one who values and respects different ideas and beliefs and can support or reform their own ideas when the ones they hold close are challenged. An educated person is a learner for life.

- someone who can think critically
- someone who has gained the skills to become a life long learner
- someone who can think beyond self to the greater good

The Principles of public education:

- 1) the value of the **individual**
- 2) the **inclusion** of all individuals
- 3) respect of individual **rates and styles** of learning
- 4) learning is both an **individual and group process**
- 5) learning requires the **active participation** of the learner
- 6) the education of an individual is a **shared responsibility** of both the home and the school environments.

Like the principles of learning, public education should recognize that learning requires the active participation of the student, people learn in a variety of different ways and at different rates, learning is both an individual and a group process and that everyone is entitled to an education regardless of race, ethnicity, challenges, age, gender, or socio-economic background. Public education should prepare/facilitate the development of an educated person.

- inclusivity
- valuing and honouring diversity (of individuals and groups)
- the betterment of society through critical reflection, discourse, and action

British Columbia Teachers' Federation, presented to the Charter panel by Neil Worboys, President

Among the many challenges facing our public education system will be that of:

- securing fair and adequate funding for public education, on a stable basis.
- maintaining a balance between preparing students for work and preparing students for living full lives as responsible citizens in a democracy.
- resisting privatization and commercialization in the public school system.
- avoiding the trend to commodify the educational experience, to use the language and standards of the market to drive educational decision making.
- recognizing the value of lifelong learning and supporting this learning with opportunities and resources.
- ensuring an equal emphasis on intellectual, social, emotional, and physical growth in students.

Opening Paragraph

Public education is a sacred trust. It became evident to the **Charter** panel very early in the process that there was something very special about the discussion of public education. The depth of emotion and feeling expressed by individual presenters left the panel in no doubt that public education is at the core of our society and the communities in which we live.

Education has been recognized as important to individuals and society since ancient times. Many of our current views have their roots in the work of such philosophers as Aristotle, Socrates and Plato. Education was seen as preparation of the young for their role in a world characterized by a separation into a private sphere of family and home and a public sphere of politics where people determined what was good and right. The private sphere was for reproduction, nurturing the young and taking care of basic needs for physical well-being and emotional support.

Hannah Arendt described the great dichotomy of private and public life and saw plurality as the basis for politics and the basis for judging goodness of action in the public sphere. Through speech, unique individuals with unique ideas could discuss and debate, and through action together, change the world. That each individual has unique ideas, capacities and possibilities forms the basis of human life itself, providing agency, democracy and freedom.

Children are born into the world as individuals, but according to Arendt, without the capacity to participate in the adult world of speech and action. First, children must develop, in private, protected from the adult world. Children grow and are shaped in a sheltered environment where they are subject to the authority of their parents and other adults as they learn about the world and develop the skills to participate in that world. This preparation takes place first in the home and then in the school as well as in the community. Education is a preparation for the time when children are ready for freedom, to participate with others in speech and action to make their own unique contribution to the world.

Education is the point at which we decide whether we love the world enough to assume responsibility for it and by the same token save it from ruin which, except for renewal, except for the coming of the new and the young, would be inevitable. And education, too, is where we decide if we love our children enough not to expel them from the world and leave them to their own devices, nor to strike from their hands their chance of understanding something new,

something unforeseen by us, but to prepare them in advance for the task of renewing a common world.

(Arendt, 1968, The Crisis in Education, p. 168)

Consistent with these ideas, the panel heard from British Columbians the overwhelming importance of public education for the good of each individual as well as for the good of society. Presenters were united in the belief that public education is a sacred trust – each successive generation entrusted with the lives of the young and for their role in the world.

102.8, 102.9, 103.1, 103.7, 103.8, 104.5, 106.1, 108.4, 108.13, 108.14, 108.17, 108.18, 108.19, 108.20, 108.24, 110.16, 111.14, 113.2, 113.6, 113.9, 113.13, 113.14, 114.4, 114.9, 114.15, 117.10, 117.11, 117.12, 118.2, 118.5, 118.6, 119.12, 119.13, 119.14, 120.9, 120.11, 120.13, 120.14, 120.16, 121.1, 121.2, 121.4, 121.9, 121.12, 122.3, 122.4, 122.5, 122.6, 122.7, 122.8, 122.10, 123.3, 123.4, 123.5, 123.6, 123.7, 123.9, 123.10, 123.12, 123.13, 123.14, 123.15, 123.16, 123.17, 124.1, 124.2, 124.4, 124.6, 124.8, 124.10, 124.11, 124.12, 124.13, 124.15, 124.16, 125.1, 125.2, 125.3, 125.4, 126.10, 127.1, 128.4, 128.7, 128.8, 129.1, 129.2, 129.3, 129.4, 129.5, 129.6, 129.8, 129.9, 129.10, 129.11, 129.13, 129.14, 130.1, 130.3, 130.4, 130.5, 130.6, 130.7, 130.8, 130.9, 130.11, 130.13, 130.14, 130.15, 130.16, 130.18, 130.19, 130.20, 131.1, 131.2, 131.3, 131.4, 131.5, 131.6, 131.8, 131.10, 131.11, 132.3, 132.4, 132.5, 132.6, 132.7, 132.8, 132.9, 132.10, 132.11, 132.12, 132.13, 132.14, 132.15, 132.16, 132.18, 132.19, 132.20, 132.21, 133.1, 133.2, 133.3, 133.4, 133.5, 133.6, 133.8, 133.9, 133.10, 133.11, 133.12, 134.12, 134.13, 134.14, 134.17, 134.18, 134.19, 134.20, 134.21, 134.22, 134.26, 134.27, 134.28, 134.29, 135.1, 135.2, 135.3, 135.4, 135.5, 135.6, 135.8, 135.9, 136.1, 136.2, 136.3, 136.5, 136.6, 136.7, 137.1, 137.2, 137.9, 137.10, 137.12, 137.14, 138.1, 138.2, 138.4, 138.5, 138.6, 138.7, 138.9, 138.10, 138.11, 138.12, 140.1, 140.6, 140.7, 140.8, 140.9, 140.10, 140.11, 140.12, 140.14, 140.15, 141.1, 141.2, 141.6, 141.7, 141.8, 141.13, 141.15, 141.17, 141.18, 141.26, 141.29, 141.30, 141.33, 141.34, 141.35, 141.36, 141.37, 141.41, 141.42, 141.44, 141.45, 141.46, 150.2, 150.24

Public education is provided by society for the public good. It is intended for all members of society, regardless of their socio-economic background, intellectual, social, physical or spiritual development and regardless of where they might live. The panel heard many presentations on the importance of providing an equitable level of public education. They also heard how important it is to sustain a “public” system of education that meets the needs of individuals **and** society, rather than the needs of individuals only or corporate interests.

Education is the soul of our society and it's the building block for a civil society... if you weaken public education you weaken democracy... a strong public education system enables individuals to transcend the differences between them.

Fawn Knox, Kamloops



As a community we promise to prepare learners for a socially responsible life in a free and democratic society. We live in communities both locally and globally and it is the responsibility and the promise of these communities to prepare learners to live with one another. Equally, British Columbians expect that this life will be a socially responsible one, which recognizes the communal need to live and work together. Many presenters spoke of *the United Nations Convention on the Rights of the Child* to affirm the importance of preparation for a socially responsible life:

101.15, 102.8, 102.17, 102.19, 103.2, 105.1, 107.11, 108.1, 108.4, 108.15, 109.8, 109.17, 112.1, 114.7, 114.11, 114.16, 114.17, 114.18, 115.8, 117.3, 117.7, 117.9, 117.11, 117.13, 118.2, 118.5, 119.13, 120.9, 120.11, 120.13, 120.14, 120.16, 121.1, 121.2, 121.4, 122.3, 122.4, 122.6, 122.7, 122.8, 122.9, 122.10, 123.5, 123.6, 123.7, 123.8, 123.9, 123.10, 123.12, 123.13, 123.14, 123.15, 124.1, 124.2, 124.4, 124.11, 124.12, 124.13, 124.16, 125.1, 125.2, 125.3, 125.4, 126.10, 127.1, 128.4, 128.7, 128.8, 129.2, 129.3, 129.4, 129.7, 129.8, 129.9, 129.10, 129.11, 129.13, 130.1, 130.2, 130.3, 130.4, 130.5, 130.7, 130.8, 130.9, 130.11, 130.13, 130.14, 130.16, 130.18, 130.20, 131.2, 131.4, 131.5, 131.6, 131.8, 132.3, 132.4, 132.5, 132.6, 132.7, 132.8, 132.9, 132.10, 132.11, 132.12, 132.14, 132.18, 132.19, 132.20, 132.21, 133.1, 133.2, 133.4, 133.5, 133.8, 133.9, 133.10, 134.12, 134.13, 134.17, 134.18, 134.19, 134.26, 134.28, 134.29, 135.1, 135.2, 135.3, 135.4, 135.5, 135.6, 135.8, 136.1, 136.2, 136.3, 136.5, 136.6, 137.1, 137.5, 137.6, 137.8, 137.9, 137.10, 137.12, 137.13, 137.14, 138.2, 138.4, 138.5, 138.7, 138.9, 138.10, 138.12, 138.14, 140.6, 140.8, 140.9, 140.10, 140.11, 140.14, 140.15, 141.1, 141.2, 141.5, 141.6, 141.7, 141.8, 141.15, 141.17, 141.26, 141.29, 141.31, 141.36, 141.37, 141.46, 150.2, 101.1, 101.7, 101.5, 101.9, 102.20, 103.2, 105.1, 105.2, 106.2, 107.11, 108.1, 108.4, 108.6, 108.12, 108.14, 108.21, 108.22, 109.13, 111.4, 111.5, 111.6, 111.21, 112.4, 114.2, 114.7, 114.8, 114.17, 114.18, 114.20, 115.3, 115.4, 116.1, 117.3, 117.7, 117.11, 117.12, 119.1, 119.2, 119.3, 120.4, 120.9, 120.13, 120.14, 120.16, 121.1, 121.5, 121.11, 122.9, 123.1, 123.8, 123.9, 123.12, 123.13, 123.14, 123.15, 124.1, 124.11, 124.12, 124.13, 124.14, 124.15, 124.16, 125.1, 125.4, 126.2, 126.3, 126.4, 126.6, 126.9, 126.11, 126.12, 128.4, 128.7, 128.8, 129.2, 129.4, 129.10, 129.13, 129.14, 130.5, 130.14, 130.19, 131.2, 131.4, 131.6, 132.3, 132.11, 132.12, 132.14, 133.2, 134.16, 134.25, 134.27, 134.29, 135.2, 135.8, 136.5, 136.6, 137.3, 138.6, 138.8, 138.9, 140.8, 140.9, 140.11, 140.14, 140.15, 140.16, 141.2, 141.4, 141.5, 141.7, 141.8, 141.17, 141.26, 141.37, 141.43, 141.44, 150.3



...the education of the child shall be directed to: (d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin; Article 29 1(d)

Many submissions to the **Charter** referred to our free and democratic society. These are key values that British Columbians want to protect and strengthen and public education is seen as the critical instrument in ensuring this.

Public education is the foundation of our democratic system.

Judith Wilson, Sunshine Coast

Without public education there would be no democracy.

Peter Northcott, Prince Rupert

The public education system is the strength of a democratic society.

Regina Day, Nelson

107.6, 107.11, 108.1, 108.15, 109.13, 111.14, 111.21, 112.5, 114.8, 114.9, 114.18, 114.19, 116.2, 117.11, 118.2, 118.6, 119.3, 119.6, 120.13, 122.9, 123.1, 123.12, 123.14, 125.2, 126.1, 126.10, 127.1, 130.14, 130.20, 131.3, 131.8, 132.2, 132.11, 132.14, 133.2, 133.11, 134.29, 135.1, 135.2, 135.4, 135.5, 135.8, 136.3, 136.5, 136.6, 137.12, 138.3, 138.5, 138.7, 138.9, 138.10, 140.8, 140.15, 140.16, 141.2, 141.8, 141.24, 141.26, 141.30, 141.31

Learners prepare **to participate in a world which each generation will shape and build.** Public education provides the tools for individuals to take their place in the world so that they can understand what is and what might be. Through their families and public education learners gain the skills to see and understand their world and to make changes to improve it for their own generation and those to come.

We make an impact seven generations from now. All we say and do impacts the next seven generations, so we need to leave them something so they can enjoy what we enjoy.

Gwen Point, Chilliwack



We promise a public education system which provides learners with knowledge and wisdom... The panel heard over and over again the importance of both knowledge and wisdom to the development of an educated person. Without knowledge wisdom is hollow. Without wisdom, knowledge lacks humanity.



Education is the ability to make wise decisions...you can have all kinds of knowledge but education is knowing what to do with that knowledge.

Grade 11 Social Studies
class discussion, Fort St.
John

Knowledge is not the purpose of education, it's a means for achieving the real purpose of education.

Michael Zlotnik,
Vancouver

Clearly, presenters believed a key component of the public education system is the transfer of knowledge. This knowledge is passed on from teachers and other significant adults, gleaned from reading books and other learning materials, and from the variety of life experiences. The panel heard a great number of presentations on the importance of libraries and librarians, as repositories for materials and connections to the world of resources where knowledge can be obtained. However, many presenters stressed that knowledge needs to be accompanied by the skills of analysis and evaluation and the wisdom to make choices about what is right and good.

105.6, 107.3, 107.11, 108.15, 111.1, 111.7, 113.1, 113.11, 113.13, 114.2, 114.6, 114.7, 114.8, 114.9, 114.10, 114.11, 114.12, 114.13, 114.16, 114.17, 115.1, 115.2, 115.3, 115.4, 115.7, 115.8, 115.9, 116.2, 117.6, 117.7, 117.8, 117.13, 117.14, 118.2, 119.9, 119.13, 120.4, 120.7, 120.9, 120.11, 120.13, 121.1, 121.3, 121.10, 122.2, 122.3, 122.6, 122.7, 122.8, 123.6, 123.11, 123.12, 123.13, 123.15, 123.16, 123.17, 124.1, 124.2, 124.3, 124.5, 124.8, 124.11, 124.12, 124.13, 124.16, 125.1, 125.5, 126.1, 126.2, 126.4, 126.6, 126.8, 126.9, 128.4, 128.7, 129.1, 129.4, 129.5, 129.6, 129.9, 129.10, 129.11, 129.12, 129.13, 129.14, 130.1, 130.3, 130.4, 130.6, 130.8, 130.9, 130.11, 130.14, 130.18, 130.20, 131.1, 131.3, 131.4, 131.5, 131.8, 131.9, 131.10, 131.11, 131.13, 132.3, 132.5, 132.7, 132.9, 132.11, 132.19, 132.20, 133.2, 133.4, 133.7, 133.11, 134.2, 134.4, 134.5, 134.13, 134.14, 134.16, 134.17, 134.18, 134.19, 134.25, 134.28, 135.2, 135.3, 135.8, 136.2, 136.3, 136.5, 136.6, 136.7, 137.1, 137.2, 137.5, 137.7, 137.10, 137.11, 137.14, 138.2, 138.5, 138.11, 138.13, 140.3, 140.4, 140.7, 140.9, 140.10, 140.11, 140.12, 140.14, 140.16, 141.3, 141.4, 141.7, 141.8, 141.11, 141.15, 141.17, 141.18, 141.26, 141.32, 141.35, 141.37, 141.38, 141.39, 141.41, 141.42, 141.44, 150.4, 150.5

104.2, 104.3, 105.2, 105.6, 107.11, 109.15, 109.22, 113.13, 114.2, 114.9, 114.16, 114.21, 115.1, 115.2, 115.3, 115.8, 115.9, 116.2, 116.3, 117.1, 117.13, 117.14, 118.1, 119.9, 120.3, 120.5, 120.9, 120.13, 122.1, 122.2, 122.7, 122.8, 122.9, 123.12, 123.14, 123.15, 123.16, 123.17, 124.1, 124.2, 124.3, 124.8, 124.11, 124.12, 124.13, 124.16, 125.1, 125.5, 125.6, 126.1, 126.6, 126.8, 126.9, 126.10, 126.12, 128.7, 129.1, 129.2, 129.5, 129.6, 129.7, 129.8, 129.9, 129.10, 129.11, 129.12, 129.13, 130.1, 130.2, 130.10, 130.11, 130.13, 130.14, 130.17, 130.20, 131.3, 131.4, 131.5, 131.8, 131.10, 131.11, 132.2, 132.4, 132.7, 132.18, 132.20, 132.21, 133.2, 133.4, 133.7, 134.3, 134.4, 134.5, 134.6, 134.7, 134.8, 134.9, 134.10, 134.11, 134.12, 134.14, 134.16, 134.17, 134.19, 135.1, 135.2, 135.6, 135.9, 136.4, 136.7, 137.10, 137.12, 137.13, 137.14, 138.3, 138.7, 138.9, 138.13, 140.1, 140.3, 140.4, 140.6, 140.9, 140.12, 140.16, 141.1, 141.5, 141.7, 141.17, 141.21, 141.26, 141.34, 141.35, 141.37, 141.38, 141.39, 141.42, 141.44, 150.19

A key theme throughout the hearings was the need for public education which ... **protects and nurtures their [learners'] natural joy of learning...**

What we want is the love of learning.
Geri Rothel, Sparwood



Many presenters expressed concern that, particularly as learners progress through the public system, they lose some or all of this natural joy or passion for learning. In discussions about the “educated person,” presenters frequently talked of a passion for learning which lasts through life, not just the early years of schooling.

Wonder should permeate the early years. So much of our learning is with our heart.

Carol Johns, Cranbrook

...passion for beginning reading...should be joy in the classroom...children filled with the joy for their empowerment...

Joyce Beck, Cranbrook

Public education **encourages them** [learners] **to become persons of character, strength and integrity.** During the presentations the panel heard a great deal about “the educated person” and the characteristics of such a person. Embedded in these beliefs were notions of character, strength and integrity. Character suggests a person who stands out from the crowd, is passionate about life and has compassion for others. Strength is the ability to wisely choose from amongst many options, stand firm when taking a position, and yet listen and learn from others. Integrity suggests one who knows, accepts and models values of what is right and good. The **Charter** panel heard considerable discussion regarding the teaching of values in the public education system; respecting the right and responsibility of parents to inculcate a value system in their children while at the same time ensuring that the values of society are encouraged and supported.

101.3, 112.5, 108.4, 112.6, 112.7, 113.14, 114.7, 114.16, 115.1, 115.2, 115.3, 115.4, 116.1, 116.2, 116.3, 116.5, 117.2, 117.6, 117.12, 117.13, 118.4, 119.2, 119.3, 119.4, 119.9, 120.6, 120.8, 120.9, 120.10, 120.11, 120.13, 121.5, 121.7, 121.10, 121.11, 121.13, 122.2, 122.7, 122.9, 122.10, 123.1, 123.6, 123.9, 123.12, 123.13, 123.17, 124.1, 124.7, 124.10, 124.12, 124.13, 124.16, 125.1, 125.2, 125.4, 125.5, 126.1, 126.2, 126.4, 126.7, 126.8, 127.1, 127.3, 128.7, 129.2, 129.5, 129.8, 129.9, 129.10, 129.11, 129.14, 129.15, 130.3, 130.6, 130.11, 130.16, 130.17, 130.19, 130.20, 131.2, 131.3, 131.5, 131.8, 131.10, 131.11, 132.2, 132.4, 132.5, 132.7, 132.10, 132.12, 132.13, 132.14, 132.15, 132.18, 132.20, 132.21, 133.1, 133.2, 133.3, 133.4, 133.8, 133.12, 134.1, 134.3, 134.4, 134.5, 134.6, 134.8, 134.10, 134.11, 134.12, 134.13, 134.15, 134.16, 134.17, 134.18, 134.19, 134.20, 134.22, 134.23, 134.27, 134.28, 134.29, 135.1, 135.2, 135.7, 136.5, 136.6, 137.3, 137.7, 137.10, 137.11, 137.12, 137.13, 138.2, 138.4, 138.7, 138.9, 138.11, 138.13, 140.1, 140.3, 140.4, 140.5, 140.8, 140.7, 140.10, 140.12, 140.14, 140.15, 141.1, 141.3, 141.13, 141.14, 141.18, 141.26, 141.29, 141.32, 141.35, 141.37, 141.41, 141.43, 150.5

Integrity suggests one who knows, accepts and models values of what is right and good. The **Charter** panel heard considerable discussion regarding the teaching of values in the public education system, respecting the right and responsibility of parents to inculcate a value system in their children while at the same time ensuring that the values of society are encouraged and supported.

...important values – honesty, responsibility, integrity, compassion, freedom – would be a consensus of society.

Michael Daniels, Maple Ridge

Public education has to nurture the soul and character as well as the body and mind.

Tom Volkers, Cranbrook

102.20, 104.1, 104.11; 105.3, 107.9, 108.8, 108.12, 108.20, 112.7, 113.8, 114.1, 114.2, 114.3, 114.6, 114.8, 114.9, 114.11, 114.12, 114.15, 114.16, 114.18, 114.21, 115.1, 115.2, 115.3, 115.4, 115.7, 115.8, 115.9, 115.10, 116.1, 116.2, 116.5, 117.3, 117.5, 117.6, 117.1, 117.11, 117.12, 117.13, 118.7, 118.8, 119.1, 119.2, 119.3, 119.5, 119.9, 119.11, 119.12, 119.13, 119.14, 120.6, 120.9, 120.10, 120.11, 120.13, 120.15, 121.1, 121.5, 121.7, 121.11, 122.1, 122.2, 122.3, 122.6, 122.7, 122.9, 122.10, 123.1, 123.10, 123.12, 123.13, 123.14, 124.1, 124.3, 124.4, 124.5, 124.6, 124.7, 124.8, 124.9, 124.10, 124.11, 124.12, 124.13, 124.14, 124.15, 124.16, 126.1, 126.2, 126.5, 126.6, 126.7, 126.8, 126.10, 127.1, 128.1, 128.4, 128.7, 128.8, 129.1, 129.2, 129.3, 129.5, 129.6, 129.8, 129.9, 129.10, 129.11, 129.12, 129.13, 129.14, 129.15, 130.1, 130.2, 130.3, 130.4, 130.5, 130.6, 130.7, 130.8, 130.9, 130.11, 130.13, 130.14, 130.15, 130.16, 130.17, 130.19, 131.1, 131.2, 131.3, 131.4, 131.5, 131.6, 131.8, 131.10, 131.11, 132.2, 132.4, 132.5, 132.6, 132.7, 132.8, 132.9, 132.10, 132.11, 132.12, 132.13, 132.14, 132.15, 132.18, 132.19, 132.20, 132.21, 133.1, 133.2, 133.3, 133.4, 133.7, 133.8, 133.9, 133.12, 134.1, 134.2, 134.3, 134.4, 134.5, 134.6, 134.7, 134.8, 134.9, 134.10, 134.11, 134.12, 134.13, 134.14, 134.16, 134.18, 134.19, 134.20, 134.21, 133.22, 134.23, 134.24, 134.25, 134.28, 134.29, 135.1, 135.2, 135.6, 135.7, 135.8, 135.9, 136.1, 136.2, 136.3, 136.4, 136.5, 136.6, 136.7, 137.1, 137.2, 137.4, 137.10, 137.11, 137.12, 137.13, 137.14, 138.1, 138.2, 138.3, 138.4, 138.7, 138.8, 138.9, 138.11, 138.13, 138.14, 140.1, 140.3, 140.4, 140.5, 140.6, 140.7, 140.8, 140.9, 140.10, 140.11, 140.12, 140.14, 140.15, 140.16, 140.17, 141.1, 141.2, 141.3, 141.4, 141.5, 141.7, 141.8, 141.10, 141.11, 141.12, 141.13, 141.14, 141.15, 141.17, 141.18, 141.19, 141.20, 141.21, 141.22, 141.23, 141.24, 141.25, 141.26, 141.27, 141.28, 141.29, 141.30, 141.33, 141.34, 141.35, 141.37, 141.39, 141.41, 141.42, 141.43, 141.44, 150.3, 150.9, 150.15, 150.24, 102.12, 105.2, 109.11, 108.12, 110.18, 114.6, 114.18, 114.20, 123.15, 125.2, 126.11, 128.7, 129.4, 129.14, 130.2, 131.2, 131.3, 131.11, 132.3, 132.6, 132.10, 132.16, 136.6, 138.7, 141.6, 141.37, 141.44, 150.4

Public education **infuse[s] them [learners] with hope and with spirit.** It is essential that each successive generation have hope for its future, both as individuals and as a society and the will or spirit to make the world a better place. Inherent in many of the presentations to the panel was the idea that the new generation will challenge many of the current societal norms, and will work to bring social justice to the future of the world its peoples.



The education system needs to teach children how to be effective members of our society. They need ethics and morals, self-discipline, effective social skills, a sense of place within the universe, a sense of themselves within our society and how to make our society stronger and more vibrant instead of weaker and more violent.

James Martin, Written submission

The panel witnessed some of the commitment and spirit of the young people who attended, presented and performed at the various **Charter** hearings around the province. The students were articulate, informed, aware, and full of hope and expectation for their local communities and their place in the world.

Public education **guides them** (learners) **to resolute and thoughtful action**. Many submissions expressed deep concern about the current influence of the media, corporations and the global economy, especially upon the young. Presenters expressed concern that, without critical thinking and problem solving skills, learners would be unable to see the “big picture” as the world becomes a global village.

107.6, 107.11, 108.1, 108.15, 109.13, 111.14, 111.21, 112.5, 114.8, 114.9, 114.18, 114.19, 116.2, 117.11, 118.2, 118.6, 119.3, 119.6, 120.13, 122.9, 123.1, 123.12, 123.14, 125.2, 126.1, 126.10, 127.1, 130.14, 130.20, 131.3, 131.8, 132.2, 132.11, 132.14, 133.2, 133.11, 134.29, 135.1, 135.2, 135.4, 135.5, 135.8, 136.3, 136.5, 136.6, 137.12, 138.3, 138.5, 138.7, 138.9, 138.10, 140.8, 140.15, 140.16, 141.2, 141.8, 141.24, 141.26, 141.30, 141.31

...main media is shaped by corporations, but the larger umbrella includes the internet and other sources ...the media is delivered and directed AT us, and is profit oriented...instead of graduating consumers, we should graduate critical thinkers.

Darren Alexander, Victoria

The global village was my school...critical thinking should come first – we need to make good choices in a democratic society ... we must include critical thinking for democracy and business ... the education system has to be a pillar for that.

Nathan Lusignan, East
Vancouver

Without the active participation of citizens, economic and corporate agendas will dominate, by-passing the very democracy and freedom that our society holds so dear. Through speech and action, however, even small groups of concerned citizens can influence events at the local and global level. Clearly, many presenters saw it as the role of public education to prepare and guide learners so that they could see and understand local and global events, form firm opinions and act with others to bring about positive change.

Rights

Everyone has the right to a free quality public education.

The Charter panel was surprised and delighted at the number of presentations that called for education to be recognized as a right. Most of us assume that every British Columbian will have available to them the Kindergarten to grade 12 system at least during their childhood and adolescent years. Yet there is both a desire to assert the right to this education as a principle and anxiety that increasingly this "right" is being undermined.

102.8, 102.9, 103.1, 103.7, 103.8, 104.5, 106.1, 108.4, 108.13, 108.14, 108.17, 108.18, 108.19, 108.20, 108.24, 110.16, 111.14, 113.2, 113.6, 113.9, 113.13, 113.14, 114.4, 114.9, 114.15, 117.10, 117.11, 117.12, 118.2, 118.5, 118.6, 119.12, 119.13, 119.14, 120.9, 120.11, 120.13, 120.14, 120.16, 121.1, 121.2, 121.4, 121.9, 121.12, 122.3, 122.4, 122.5, 122.6, 122.7, 122.8, 122.10, 123.3, 123.4, 123.5, 123.6, 123.7, 123.9, 123.10, 123.12, 123.13, 123.14, 123.15, 123.16, 123.17, 124.1, 124.2, 124.4, 124.6, 124.8, 124.10, 124.11, 124.12, 124.13, 124.15, 124.16, 125.1, 125.2, 125.3, 125.4, 126.10, 127.1, 128.4, 128.7, 128.8, 129.1, 129.2, 129.3, 129.4, 129.5, 129.6, 129.8, 129.9, 129.10, 129.11, 129.13, 129.14, 130.1, 130.3, 130.4, 130.5, 130.6, 130.7, 130.8, 130.9, 130.11, 130.13, 130.14, 130.15, 130.16, 130.18, 130.19, 130.20, 131.1, 131.2, 131.3, 131.4, 131.5, 131.6, 131.8, 131.10, 131.11, 132.3, 132.4, 132.5, 132.6, 132.7, 132.8, 132.9, 132.10, 132.11, 132.12, 132.13, 132.14, 132.15, 132.16, 132.18, 132.19, 132.20, 132.21, 133.1, 133.2, 133.3, 133.4, 133.5, 133.6, 133.8, 133.9, 133.10, 133.11, 133.12, 134.12, 134.13, 134.14, 134.17, 134.18, 134.19, 134.20, 134.21, 134.22, 134.26, 134.27, 134.28, 134.29, 135.1, 135.2, 135.3, 135.4, 135.5, 135.6, 135.8, 135.9, 136.1, 136.2, 136.3, 136.5, 136.6, 136.7, 137.1, 137.2, 137.9, 137.10, 137.12, 137.14, 138.1, 138.2, 138.4, 138.5, 138.6, 138.7, 138.9, 138.10, 138.11, 138.12, 140.1, 140.6, 140.7, 140.8, 140.9, 140.10, 140.11, 140.12, 140.14, 140.15, 141.1, 141.2, 141.6, 141.7, 141.8, 141.13, 141.15, 141.17, 141.18, 141.26, 141.29, 141.30, 141.33, 141.34, 141.35, 141.36, 141.37, 141.41, 141.42, 141.44, 141.45, 141.46, 150.2, 150.24, 101.5, 102.8, 102.9, 102.10, 104.5, 104.11, 106.1, 107.9, 108.3, 109.2, 109.7, 109.13, 109.19, 109.20, 109.21, 110.6, 110.12, 111.10, 111.12, 113.14, 114.8, 114.10, 114.11, 114.15, 114.17, 117.2, 117.11, 117.13, 118.2, 119.13, 120.9, 120.11, 120.12, 120.13, 120.14, 120.16, 121.2, 122.3, 122.7, 122.8, 122.10, 122.11, 123.5, 123.6, 123.9, 123.13, 123.14, 123.15, 124.11, 124.12, 124.13, 124.15, 125.1, 125.4, 127.1, 128.4, 128.8, 129.2, 129.8, 129.11, 130.1, 130.2, 130.3, 130.4, 130.5



A good quality public education is part of being Canadian. It's like a right. It's what the world expects of us.

Darlene Westerman, Terrace

Significantly, many presenters connected the notion of education as a right, to the ability and responsibility of a relatively wealthy country like Canada to provide that right.

If we can't maintain a strong education system in Canada, how are they going to do it in Brazil, or Argentina or Afghanistan.

Candace Roggeveen, student,
Salmon Arm

A large number of participants in the Charter process stressed the distinction between a commercialized and commodified model of education on the one hand and a public and community service model on the other in asserting the principle that education is a right.

Education is not for sale. It's a right.

Christine Ellis, Ben West, Christian
Botelho, Vancouver

The question of the cost of education to learners, their families and their communities was dealt with by many of the presenters to the **Charter**, both in formal submissions and in informal discussion. Two motivations were apparent in the commonly asserted principle that education be free. The first was a philosophical predisposition that educational services be provided free to British Columbians.

130.7, 130.8, 130.11, 130.14, 130.16, 131.4, 131.5,
131.6, 132.3, 132.4, 132.5, 132.6, 132.8, 132.10,
132.11, 132.14, 132.18, 132.21, 133.1, 133.2,
133.4, 133.5, 133.8, 133.9, 133.10, 134.12, 134.13,
134.18, 134.19, 134.26, 134.27, 134.28, 134.29,
135.1, 135.2, 135.4, 135.5, 135.8, 136.1, 136.2,
136.3, 136.5, 136.6, 137.1, 137.8, 137.9, 137.10,
138.2, 138.7, 138.9, 138.12, 138.14, 140.8, 140.10,
140.11, 140.14, 141.1, 141.2, 141.8, 141.15,
141.26, 141.37, 150.2, 150.19

Every child is entitled to a free education.

Pat Heal, North Vancouver

Second, presenters saw a system which requires school fees, widespread fund-raising, school boards operating as profit-making enterprises or a combination of these as inimical to another fundamental principle widely supported - that of equity. That is, there was a view that to the extent that funding is dependent on these processes the principle of equity is threatened.

My ability to learn shouldn't depend on whether the market is up or down.

Brad West, student, Coquitlam

Indeed, there was real fear that the public system is threatened by the need for these alternate funding mechanisms.

We are being left to bleed a slow death through fund-raising

Barb Berger, Campbell River

Presenters to the Charter were clear about their views regarding the source of resources for the public education system. British Columbians believe that a progressive income tax system is the proper way to fund education.

Funding should come from provincial and federal income taxes, and it should be escalating with the wealthy paying more.

Reid Fowler, Salmon Arm

Many participants in the Charter process connected the principle of full funding supported by taxation to anxiety about potential privatization of the public education system or parts of it.

Free public access funded by the community through taxation, not a place for privatization.

Linda Purcell, Gibsons

106.3, 108.15, 109.17, 109.21, 110.4, 110.13, 113.13, 114.10, 116.2, 117.12, 118.1, 118.5, 119.11, 120.16, 121.2, 122.6, 122.7, 122.8, 122.10, 124.6, 124.11, 124.13, 125.2, 127.1, 128.5, 128.8, 132.5, 132.14, 132.18, 132.20, 133.3, 133.4, 133.8, 135.4, 135.5, 136.1, 136.3, 138.7, 141.26, 150.2

In addition, many presenters expressed dissatisfaction with continued public funding of private schools.

Together with concern about privatization came warnings about the potential negative consequences of including education in international trade agreements like the General Agreement on Trade in Services under the WTO.

A Charter for Public Education in British Columbia must become a catalyst to demand firm action from the federal and provincial governments "to provide effective GATS safeguards", so that the current round of re-negotiations will not worsen the threats that the current international agreement already poses for public education systems.

Sieglinde Stieda, Maple Ridge

Participants were convinced that resources are available to adequately fund the public education system, but that political decision-makers needed to make education a priority.

Perhaps the most telling point in this regard was made to the Charter panel by a student who said,

Education shouldn't be so much about saving dollars. It should be about making sense.

Braeden Caley, student, Richmond

With respect to the principle of quality, presenters made several points. First, they called for excellence, which they most often described as “the best we’re able to give.” Second, was a belief that high expectations on the part of families, teachers, the school system and learners themselves are an important contributing factor to quality public education. Finally, quality was associated with self-confidence, pride and self-esteem, and a belief that the system has a responsibility to encourage and build these attitudes.

101.3, 102.12, 102.13, 102.19, 103.6, 105.1, 108.4, 108.14, 108.20, 109.1, 110.8, 112.3, 112.7, 113.9, 113.13, 113.14, 114.1, 114.4, 114.9, 114.10, 114.16, 114.18, 115.8, 115.9, 115.10, 116.2, 116.4, 116.5, 117.6, 117.1, 117.10, 117.11, 117.12, 117.13, 118.2, 118.4, 118.5, 119.9, 120.9, 120.11, 120.12, 120.13, 120.16, 121.1, 121.2, 122.6, 122.7, 122.8, 123.6, 123.7, 123.12, 123.13, 123.14, 124.2, 124.8, 124.10, 124.11, 124.12, 124.13, 124.14, 124.15, 124.16, 126.12, 128.8, 129.2, 129.4, 130.1, 130.2, 130.13, 130.5, 130.13, 130.16, 130.17, 131.5, 131.10, 132.4, 132.8, 132.15, 132.18, 132.19, 132.21, 133.1, 133.2, 133.4, 133.8, 133.10, 133.12, 134.12, 134.17, 134.18, 134.29, 135.2, 136.3, 136.6, 136.7, 137.2, 138.5, 138.13, 138.14, 140.3, 140.9, 140.12, 141.1, 141.25, 141.30



101.9, 101.11, 102.17, 105.1, 107.9, 108.21, 109.4, 109.5, 109.6, 109.11, 109.14, 109.17, 109.18, 109.20, 113.13, 115.2, 115.7, 115.9, 116.2, 116.3, 117.5, 117.11, 118.4, 120.6, 121.13, 123.10, 123.13, 123.16, 125.2, 126.8, 127.1, 130.1, 130.4, 130.6, 131.1, 131.3, 132.14, 132.20, 133.1, 133.4, 133.12, 136.1, 138.6, 140.6, 140.7, 140.12, 141.15, 150.23

Each First Nation has the right to be recognized and respected by those within the educational institutions located in their traditional territory.

Two of the most important concepts for Aboriginal people are “respect” and “recognition of territory.” The **Charter** panel witnessed, in Alberni, for instance, how these concepts are being carried out in the public school system. At A. W. Neil School, which is in the traditional territory of the Hupacasath people, Chief Judith Sayer was asked to give opening remarks and an elder from the community did the opening prayer at a district wide professional development day which the panel attended. No matter where Aboriginal people travel they always thank the local Aboriginal people for the privilege of speaking in their territory. If Aboriginal people are going to feel comfortable in the public education system then these two concepts when practiced go a long way to meeting that goal.

Since contact, education has been used as a primary vehicle for the devaluation and disruption of First Nations people. The history of First Nations people in Canada has been one of oppression and colonization with aggressive legislation and policy aimed at eradicating the language and culture of First Nations people. The legacy of residential schools is still evident today. Despite the oppressive history, First Nations people have persevered to remain a distinct people with distinct rights recognized in the constitution.

Robert Hill, Prince Rupert



We promise:

There was a wide range of ideas, issues and principles covered in submissions to the **Charter** panel. Some of these were so deeply felt, and repeated so many times, that the panel came to see them as “promises” or commitments that the people of the province wished to make to themselves, to the public education system and especially to students.

We promise to recognize the learner is at the centre of public education.

Those who made submissions to the **Charter** were consistent in their desire to see the needs of learners at the centre in education policy-making and in the consideration of principles underlying public education.

Every child is somebody's dream, or should be.

Sharon Harra, Kamloops

Schools must be organized and operated according to how and under what conditions they lead to effective learning for each individual child.

John Young, Victoria

This was a perspective shared across the province regardless of geography, size of community or role in or outside of the system. For many, the work of the **Sullivan Royal Commission** was a touchstone in this regard, as were the principles and implementation of the **Primary Program**.

103.6, 104.2, 108.8, 108.12, 109.19, 110.6, 118.1, 118.8, 120.11, 124.12, 124.13, 125.6, 129.6, 131.5, 135.3, 140.10

As a culture we have to come back to those bottom beliefs, that every child is worth it.

Kim Howland, Nanaimo

102.20, 104.1, 104.11; 105.3, 107.9, 108.8, 108.12, 108.20, 112.7, 113.8, 114.1, 114.2, 114.3, 114.6, 114.8, 114.9, 114.11, 114.12, 114.15, 114.16, 114.18, 114.21, 115.1, 115.2, 115.3, 115.4, 115.7, 115.8, 115.9, 115.10, 116.1, 116.2, 116.5, 117.3, 117.5, 117.6, 117.1, 117.11, 117.12, 117.13, 118.7, 118.8, 119.1, 119.2, 119.3, 119.5, 119.9, 119.11, 119.12, 119.13, 119.14, 120.6, 120.9, 120.10, 120.11, 120.13, 120.15, 121.1, 121.5, 121.7, 121.11, 122.1, 122.2, 122.3, 122.6, 122.7, 122.9, 122.10, 123.1, 123.10, 123.12, 123.13, 123.14, 124.1, 124.3, 124.4, 124.5, 124.6, 124.7, 124.8, 124.9, 124.10, 124.11, 124.12, 124.13, 124.14, 124.15, 124.16, 126.1, 126.2, 126.5, 126.6, 126.7, 126.8, 126.10, 127.1, 128.1, 128.4, 128.7, 128.8, 129.1, 129.2, 129.3, 129.5, 129.6, 129.8, 129.9, 129.10, 129.11, 129.12, 129.13, 129.14, 129.15, 130.1, 130.2, 130.3, 130.4, 130.5, 130.6, 130.7, 130.8, 130.9, 130.11, 130.13, 130.14, 130.15, 130.16, 130.17, 130.19, 131.1, 131.2, 131.3, 131.4, 131.5, 131.6, 131.8, 131.10, 131.11, 132.2, 132.4, 132.5, 132.6, 132.7, 132.8, 132.9, 132.10, 132.11, 132.12, 132.13, 132.14, 132.15, 132.18, 132.19, 132.20, 132.21, 133.1, 133.2, 133.3, 133.4, 133.7, 133.8, 133.9, 133.12, 134.1, 134.2, 134.3, 134.4, 134.5, 134.6, 134.7, 134.8, 134.9, 134.10, 134.11, 134.12, 134.13, 134.14, 134.16, 134.18, 134.19, 134.20, 134.21, 133.22, 134.23, 134.24, 134.25, 134.28, 134.29, 135.1, 135.2, 135.6, 135.7, 135.8, 135.9, 136.1, 136.2, 136.3, 136.4, 136.5, 136.6, 136.7, 137.1, 137.2, 137.4, 137.10, 137.11, 137.12, 137.13, 137.14, 138.1, 138.2, 138.3, 138.4, 138.7, 138.8, 138.9, 138.11, 138.13, 138.14, 140.1, 140.3, 140.4, 140.5, 140.6, 140.7, 140.8, 140.9, 140.10, 140.11, 140.12, 140.14, 140.15, 140.16, 140.17, 141.1, 141.2, 141.3, 141.4, 141.5, 141.7, 141.8, 141.10, 141.11, 141.12, 141.13, 141.14, 141.15, 141.17, 141.18, 141.19, 141.20, 141.21, 141.22, 141.23, 141.24, 141.25, 141.26, 141.27, 141.28, 141.29, 141.30, 141.33, 141.34, 141.35, 141.37, 141.39, 141.41, 141.42, 141.43, 141.44, 150.3, 150.9, 150.15, 150.24

We promise to offer learners a broad-based education which includes aesthetic, artistic, cultural, emotional, social, intellectual, academic, physical and vocational development in order that they can find and follow their hopes, dreams and passions.



To offer learners a broad-based education which includes aesthetic, artistic, cultural ... The desire for a system that provides a broad-based, “liberal” education was one of the most commonly expressed principles.

101.1, 101.4, 101.10, 101.11, 102.5, 102.6, 102.7, 102.10, 102.12, 103.2, 103.3, 103.7, 103.8 104.1, 104.10, 105.1, 105.2, 105.4, 106.1, 107.1, 107.3, 107.7, 107.9, 107.11, 108.2, 108.5, 108.6, 108.11, 108.14, 108.20, 109.7, 109.15, 109.16, 109.22, 110.4, 110.5, 110.7, 110.15, 111.20, 112.4, 112.5, 112.7, 113.3, 113.4, 113.8, 114.1, 114.3, 114.8, 114.9, 114.12, 114.15, 114.16, 114.21, 115.1, 115.3, 115.6, 115.7, 115.8, 115.9, 116.1, 117.10, 117.11, 117.12, 117.13, 118.4, 119.1, 119.3, 119.14, 120.10, 120.11, 120.13, 122.3, 122.10, 123.10, 124.4, 124.13, 124.14, 124.16, 126.1, 128.2, 128.3, 128.4, 128.8, 129.2, 129.3, 129.13, 130.1, 130.2, 130.5, 130.12, 130.13, 130.17, 132.18, 132.19, 133.1, 133.4, 133.8, 133.9, 134.2, 134.3, 134.4, 134.5, 134.6, 134.7, 134.8, 134.10, 134.11, 134.12, 134.13, 134.17, 134.18, 134.26, 134.27, 135.2, 135.9, 136.1, 136.3, 136.4, 136.6, 137.1, 137.2, 137.10, 137.13, 138.3, 140.3, 140.4, 140.7, 141.1, 141.2, 141.7, 141.23, 141.25, 141.26, 141.27, 141.28, 141.37, 141.44, 150.7, 150.15
112.7, 114.18, 115.2, 115.8, 115.9, 119.3, 119.6, 119.11, 126.1, 126.4, 126.10, 130.3, 130.16, 131.3, 132.2, 133.2, 134.2, 134.3, 134.4, 134.5, 134.10, 134.13, 134.17, 140.3, 140.4, 141.2, 141.7, 141.24, 141.34



The education system should be round and rich and liberal.
Steve Naylor, Salmon Arm

In particular, British Columbians placed tremendous value on the fine arts, and were fearful that in the current context the humanities, music, drama, visual arts and other programs which focus on culture and aesthetics are at risk.

If we cut out the creative parts of school we're not going to have anything to read or write about.

Laura Sahaydak, student,
Coquitlam

The panel was struck by the commonly held view that worthwhile lives include an interest in and focus on artistic pursuits, and that the education system has an important role in inculcating this understanding and providing experiences which nurture it.

Music is one of the parts of the curriculum that speaks to our spirits. Every fibre of your being comes alive.

Justin Johannessen and Lisa
Radetic, students, Port Alberni

You very seldom hear about a guy robbing a store with a banjo.
Hector Campbell, Fort St. John

107.11, 112.5, 113.9, 114.1, 114.6, 115.3, 115.4, 115.5, 115.10, 116.1, 117.11, 119.12, 119.15, 123.11, 127.4, 130.1, 130.9, 132.14, 133.4, 133.12, 140.5, 140.6, 141.2, 141.27, 141.28, 150.15

... **emotional, social, intellectual, physical** ... Consistent with the principles laid out in ***A Legacy for Learners*** and the ***Primary Program***, the panel heard calls for education of the “whole child.”

We have to make it possible for people to have an equal opportunity for jobs, for information, for dreams.
Judith Wilson, Gibsons

102.20, 104.1, 104.11; 105.3, 107.9, 108.8, 108.12, 108.20, 112.7, 113.8, 114.1, 114.2, 114.3, 114.6, 114.8, 114.9, 114.11, 114.12, 114.15, 114.16, 114.18, 114.21, 115.1, 115.2, 115.3, 115.4, 115.7, 115.8, 115.9, 115.10, 116.1, 116.2, 116.5, 117.3, 117.5, 117.6, 117.1, 117.11, 117.12, 117.13, 118.7, 118.8, 119.1, 119.2, 119.3, 119.5, 119.9, 119.11, 119.12, 119.13, 119.14, 120.6, 120.9, 120.10, 120.11, 120.13, 120.15, 121.1, 121.5, 121.7, 121.11, 122.1, 122.2, 122.3, 122.6, 122.7, 122.9, 122.10, 123.1, 123.10, 123.12, 123.13, 123.14, 124.1, 124.3, 124.4, 124.5, 124.6, 124.7, 124.8, 124.9, 124.10, 124.11, 124.12, 124.13, 124.14, 124.15, 124.16, 126.1, 126.2, 126.5, 126.6, 126.7, 126.8, 126.10, 127.1, 128.1, 128.4, 128.7, 128.8, 129.1, 129.2, 129.3, 129.5, 129.6, 129.8, 129.9, 129.10, 129.11, 129.12, 129.13, 129.14, 129.15, 130.1, 130.2, 130.3, 130.4, 130.5, 130.6, 130.7, 130.8, 130.9, 130.11, 130.13, 130.14, 130.15, 130.16, 130.17, 130.19, 131.1, 131.2, 131.3, 131.4, 131.5, 131.6, 131.8, 131.10, 131.11, 132.2, 132.4, 132.5, 132.6, 132.7, 132.8, 132.9, 132.10, 132.11, 132.12, 132.13, 132.14, 132.15, 132.18, 132.19, 132.20, 132.21, 133.1, 133.2, 133.3, 133.4, 133.7, 133.8, 133.9, 133.12, 134.1, 134.2, 134.3, 134.4, 134.5, 134.6, 134.7, 134.8, 134.9, 134.10, 134.11, 134.12, 134.13, 134.14, 134.16, 134.18, 134.19, 134.20, 134.21, 133.22, 134.23, 134.24, 134.25, 134.28, 134.29, 135.1, 135.2, 135.6, 135.7, 135.8, 135.9, 136.1, 136.2, 136.3, 136.4, 136.5, 136.6, 136.7, 137.1, 137.2, 137.4, 137.10, 137.11, 137.12, 137.13, 137.14, 138.1, 138.2, 138.3, 138.4, 138.7, 138.8, 138.9, 138.11, 138.13, 138.14, 140.1, 140.3, 140.4, 140.5, 140.6, 140.7, 140.8, 140.9, 140.10, 140.11, 140.12, 140.14, 140.15, 140.16, 140.17, 141.1, 141.2, 141.3, 141.4, 141.5, 141.7, 141.8, 141.10, 141.11, 141.12, 141.13, 141.14, 141.15, 141.17, 141.18, 141.19, 141.20, 141.21, 141.22, 141.23, 141.24, 141.25, 141.26, 141.27, 141.28, 141.29, 141.30, 141.33, 141.34, 141.35, 141.37, 141.39, 141.41, 141.42, 141.43, 141.44, 150.3, 150.9, 150.15, 150.24

Clearly, there is a desire for the “basics” of literacy and numeracy to be emphasized, and for achievement in those areas to be a key focus of the public education system. In addition, however, many submissions stressed emotional and social development and the important place these must have in school programs if learners are to mature in a balanced way. Empathy, understanding, compassion and fairness were all seen as important components of this emotional and social aspect of education. Similarly, physical development, physical education and sports were described as vital aspects of the public education system. There was strong support for the voluntarily provided extra-curricular programs that supplement curricular offerings in all of these areas, and particular emphasis placed on the need for these programs to be available at both elite and participatory levels.

“The whole person comes to learning, not just the intellectual part.”
Vicki Simmons, Cambell River



The panel was reminded on numerous occasions, and very often by students, that school is a social experience. Presenters believe that social experience should be valued and nurtured. They argued that school is a place for learning about classmates, making friends, and having fun. In addition, many called on schools to provide learners with social and teamwork skills and methods for building cooperation and the ability to work together.

101.6, 107.7, 112.7, 113.1, 114.1, 114.15, 114.21, 115.2, 115.4, 115.10, 116.1, 117.3, 119.1, 119.2, 119.3, 119.7, 119.12, 119.13, 120.9, 120.13, 121.3, 121.10, 122.2, 123.1, 123.12, 123.14, 124.1, 124.8, 124.11, 124.13, 124.14, 125.4, 126.1, 126.2, 126.3, 126.4, 126.6, 128.1, 128.7, 129.9, 129.11, 129.12, 130.17, 131.3, 131.5, 131.8, 131.11, 132.2, 132.4, 132.12, 132.13, 132.14, 132.18, 133.2, 133.3, 133.4, 133.7, 134.1, 134.4, 134.5, 134.6, 134.10, 134.11, 134.14, 134.16, 134.18, 134.23, 134.25, 134.27, 135.7, 135.8, 136.7, 137.2, 137.14, 138.1, 138.3, 138.13, 140.3, 140.4, 140.5, 140.7, 140.11, 140.15, 141.4, 141.13, 141.14, 141.24, 141.42, 141.43, 141.44

A number of presenters reminded the panel that the curriculum should be “relevant” to learners’ experience and to their needs. Relevance was described to include materials that are not just university or business driven, broad enough to provide learners with choice, and Canadian rather than American in origin.

111.1, 112.7, 113.2, 113.3, 113.14, 114.4, 114.8, 115.1, 115.4, 116.2, 116.5, 117.6, 118.6, 119.5, 119.11, 120.9, 120.11, 120.12, 120.15, 121.5, 121.10, 122.6, 122.7, 123.2, 123.12, 123.14, 123.15, 123.17, 124.1, 124.3, 124.4, 124.11, 124.12, 124.13, 124.14, 125.1, 125.6, 126.6, 126.8, 126.10, 128.4, 128.7, 128.8, 129.2, 129.4, 129.10, 129.11, 129.15, 130.1, 130.2, 130.3, 130.4, 130.5, 130.6, 130.7, 130.11, 130.14, 130.15, 131.1, 131.2, 131.4, 131.5, 131.6, 132.10, 132.11, 132.14, 132.18, 132.19, 133.2, 133.4, 134.4, 134.5, 134.13, 134.19, 134.21, 134.27, 134.29, 135.1, 135.2, 135.6, 135.7, 136.3, 137.9, 137.12, 137.13, 138.1, 138.2, 138.11, 138.13, 140.1, 140.3, 140.7, 140.9, 140.12, 140.13, 140.14, 140.15, 141.7, 141.9, 141.10, 141.12, 141.15, 141.37, 150.3

School needs to be made more interesting for students and a strong emphasis made to prepare all students, whether interested in post-secondary education or not, to be productive members of society.

Deveen Martin, Written submission

Many called for curriculum materials which include First Nations and working people, not simply focusing on rulers and wars. There was, as well, a demand for materials with a local, regional and national orientation. Learners themselves, not surprisingly, told the panel that they prefer that learning resources and lessons be exciting, interesting and, at least to some extent, based on elements of their real life experience.

111.1, 112.7, 113.2, 113.3, 113.14, 114.4, 114.8, 115.1, 115.4, 116.2, 116.5, 117.6, 118.6, 119.5, 119.11, 120.9, 120.11, 120.12, 120.15, 121.5, 121.10, 122.6, 122.7, 123.2, 123.12, 123.14, 123.15, 123.17, 124.1, 124.3, 124.4, 124.11, 124.12, 124.13, 124.14, 125.1, 125.6, 126.6, 126.8, 126.10, 128.4, 128.7, 128.8, 129.2, 129.4, 129.10, 129.11, 129.15, 130.1, 130.2, 130.3, 130.4, 130.5, 130.6, 130.7, 130.11, 130.14, 130.15, 131.1, 131.2, 131.4, 131.5, 131.6, 132.10, 132.11, 132.14, 132.18, 132.19, 133.2, 133.4, 134.4, 134.5, 134.13, 134.19, 134.21, 134.27, 134.29, 135.1, 135.2, 135.6, 135.7, 136.3, 137.9, 137.12, 137.13, 138.1, 138.2, 138.11, 138.13, 140.1, 140.3, 140.7, 140.9, 140.12, 140.13, 140.14, 140.15, 141.7, 141.9, 141.10, 141.12, 141.15, 141.37, 150.3

101.3, 107.8, 113.4, 117.12, 118.5, 122.6, 123.2, 123.17, 124.13, 124.16, 128.4, 128.7, 130.3, 130.5, 130.11, 131.5, 131.6, 132.5, 133.6, 134.21, 136.2, 140.1, 140.7, 140.11, 141.15, 101.2, 101.4, 101.15, 102.1, 102.10, 102.12, 102.16, 103.1, 103.2, 103.8, 105.5, 107.6, 107.8, 107.11, 108.4, 108.11, 108.12, 108.13, 108.21, 109.19, 109.22, 110.11, 110.16, 112.1, 112.5, 112.7, 113.11, 113.13, 114.1, 114.2, 114.4, 114.7, 114.8, 114.9, 114.10, 114.11, 114.16, 114.18, 114.20, 115.1, 115.3, 115.4, 115., 115.10, 116.1, 116.2, 116.9, 117.3, 117.6, 117.7, 117.1, 117.8, 117.10, 117.11, 117.12, 117.13, 117.14, 118.5, 119.9, 119.11, 119.12, 119.13, 120.9, 120.11, 120.13, 121.1, 121.2, 121.3, 121.11, 122.2, 122.3, 122.4, 122.6, 122.7, 122.8, 122.10, 123.2, 123.3, 123.6, 123.10, 123.11, 123.12, 123.13, 123.14, 123.15, 123.17, 124.1, 124.2, 124.3, 124.4, 124.8, 124.10, 124.11, 124.12, 124.13, 124.16, 125.1, 125.2, 125.4, 126.4, 126.8, 126.9, 126.11, 126.12, 128.4, 128.7, 128.8, 129.2, 129.7, 129.9, 129.10, 129.11, 129.12, 130.1, 130.2, 130.3, 130.5, 130.6, 130.9, 130.11, 130.14, 130.16, 130.17, 130.20, 131.1, 131.2, 131.3, 131.6, 132.2, 132.4, 132.5, 132.6, 132.10, 132.12, 132.14, 132.15, 132.18, 132.21, 133.1, 133.2, 133.3, 133.4, 133.9, 134.1, 134.2, 134.5, 134.8, 134.10, 134.12, 134.13, 134.19, 134.20, 134.21, 134.27, 134.29, 135.1, 135.2, 135.5, 135.6, 135.7, 135.8, 136.5, 136.6, 137.4, 137.6, 137.9, 137.12, 137.13, 138.1, 138.6, 138.9, 138.10, 138.13, 140.1, 140.4, 140.5, 140.8, 140.9, 140.12, 140.14, 140.15, 141.7, 141.11, 141.15, 141.16, 141.19, 141.26, 141.29, 141.31, 141.33, 141.35, 141.37, 141.43, 141.45, 150.3, 150.15, 101.2, 101.6, 102.7, 103.8, 104.8, 107.3, 107.7, 107.8, 107.11, 108.20, 109.5, 109.20, 109.21, 109.23, 109.27, 109.28, 110.13, 110.16, 111.10, 111.13, 113.2, 114.1, 116.3, 116.9, 117.1, 123.2, 124.16, 128.4, 129.2, 130.3, 130.5, 130.11, 131.1, 131.2, 131.5, 132.5, 133.2, 134.13, 134.19, 134.21, 135.2, 135.4, 135.6, 137.4, 137.9, 137.13, 138.1, 138.9, 140.1, 141.12, 141.15, 141.16, 150.3

... vocational development ... Many submissions pointed out the need for the system to recognize that the great majority of students will not go to university. Indeed, there is a commonly held view that the system de-emphasizes the importance of vocational education. Therefore some learners do not receive the preparation they would want or need to help them succeed in a practical skill or trade.



We need to start to talk about building things and start to appreciate glue sticks and pieces of paper just as much as words and numbers. It's about varieties of careers, not just funneling people who can't make it in academia.

Wayne Pepard, Vancouver

Together with this perspective many submissions warned against rigid and early streaming. These were often the same people who expressed concern about the lack of support for vocational education.

High school is not a time for specialization. It's a time for exploration.

Dan Grey, Jessica Sutherland,
Brent Watson, Katelyn Weston,
Elisha Stracker, Johanna Dalgliesh,
Students, Gibsons

The panel was reminded that *every* student, including those who don't go to college or university, should have the opportunity for broad-based educational experiences including an appreciation for literature and fine arts.

The last thing I'd want to see is a streamed system where you write an exam at a certain age and that's going to control your destiny.

Jeff Field, Port McNeil

In emphasizing the vocational component of the public education system, a number of submissions (from students, parents, teachers and others) focused on providing more opportunities for “hands-on” experiences, whether that meant work experience programs, or practical, vocationally oriented programs based in the school with outreach into communities.

Another theme in this regard was the repeated call for “life skills” education. Again, this concern was often accompanied by a caution that practical skills not be taught at the expense of a rich and well-rounded liberal education.

If we reduce it to training for jobs we're losing the best of what schools have to offer.

Russell Wiens, Prince Rupert

Rather, many presenters saw these aspects as complementary. The panel was reminded of the expectation in much of Europe that skilled tradespeople be among the intellectual elite of cultures and communities.

We need trades courses but we also need to be developing a society where everybody counts. If we don't teach that in our schools, where do we teach it?

Ann Hory, Port McNeil

More generally, presenters called for more involvement of the school in the community and more involvement of the community in the school. An increase in this mutual involvement was seen as an important community development aspect of the public education system and a way to increase the relevance of and level of interest in the curriculum.

We need community to build schools and we need schools to build community.

Fawn Knox, Kamloops

104.2, 104.3, 105.2, 105.6, 107.11, 109.15, 109.22, 113.13, 114.2, 114.9, 114.16, 114.21, 115.1, 115.2, 115.3, 115.8, 115.9, 116.2, 116.3, 117.1, 117.13, 117.14, 118.1, 119.9, 120.3, 120.5, 120.9, 120.13, 122.1, 122.2, 122.7, 122.8, 122.9, 123.12, 123.14, 123.15, 123.16, 123.17, 124.1, 124.2, 124.3, 124.8, 124.11, 124.12, 124.13, 124.16, 125.1, 125.5, 125.6, 126.1, 126.6, 126.8, 126.9, 126.10, 126.12, 128.7, 129.1, 129.2, 129.5, 129.6, 129.7, 129.8, 129.9, 129.10, 129.11, 129.12, 129.13, 130.1, 130.2, 130.10, 130.11, 130.13, 130.14, 130.17, 130.20, 131.3, 131.4, 131.5, 131.8, 131.10, 131.11, 132.2, 132.4, 132.7, 132.18, 132.20, 132.21, 133.2, 133.4, 133.7, 134.3, 134.4, 134.5, 134.6, 134.7, 134.8, 134.9, 134.10, 134.11, 134.12, 134.14, 134.16, 134.17, 134.19, 135.1, 135.2, 135.6, 135.9, 136.4, 136.7, 137.10, 137.12, 137.13, 137.14, 138.3, 138.7, 138.9, 138.13, 140.1, 140.3, 140.4, 140.6, 140.9, 140.12, 140.16, 141.1, 141.5, 141.7, 141.17, 141.21, 141.26, 141.34, 141.35, 141.37, 141.38, 141.39, 141.42, 141.44, 150.19

... in order that they can follow their hopes, dreams and passions.

Many presenters focussed the thinking of the panel on the need for education to inculcate a joy and passion for learning, and to be a preparation for more than economic or further educational endeavours. This might best be summarized in a quotation from Blake, brought to the Charter panel by Michael Zlotnik.

*Bring me my chariot of fire.
I will not cease from mental fight,
Nor shall my sword sleep in my hand
Till we have built Jerusalem
In England's green and pleasant land.
William Blake*



We promise to nurture and value critical thinking so that learners are equipped to be reflective and analytical global citizens.

We promise to nurture and value critical thinking. The importance of critical thinking to those who made submissions to the Charter panel cannot be over-emphasized. The call for an education system that values and nurtures critical thinking was part of a consistent theme expressed by presenters that education not be seen as simply a matter of learning facts.

101.7, 101.10, 102.3, 102.14, 103.1, 103.2, 103.8, 104.10, 107.8, 107.11, 108.1, 108.3, 108.4, 108.12, 108.21, 108.22, 108.23, 108.24, 110.4, 111.1, 112.5, 112.6, 113.11, 114.6, 114.7, 114.8, 114.9, 114.10, 114.11, 114.12, 114.16, 115.1, 117.6, 120.2, 120.3, 120.9, 120.10, 120.12, 120.13, 120.16, 121.1, 122.7, 122.8, 122.10, 123.3, 123.6, 123.13, 123.14, 123.15, 123.17, 124.1, 124.3, 124.7, 124.13, 124.16, 125.1, 125.2, 125.3, 126.1, 126.2, 126.4, 126.5, 126.8, 126.9, 126.10, 127.1, 128.4, 128.7, 129.3, 129.4, 129.10, 129.12, 129.14, 129.15, 130.1, 130.3, 130.10, 130.11, 130.17, 130.18, 130.19, 130.20, 131.2, 131.4, 131.5, 131.8, 131.9, 131.10, 131.13, 132.5, 132.7, 132.9, 132.10, 132.11, 132.13, 132.14, 132.18, 132.19, 132.21, 133.1, 133.2, 134.3, 134.4, 134.5, 134.10, 134.18, 134.27, 134.28, 135.1, 135.2, 135.4, 135.5, 135.7, 135.8, 136.4, 136.5, 136.6, 137.10, 137.12, 137.14, 138.2, 138.3, 138.4, 138.7, 138.9, 138.12, 138.13, 140.3, 140.4, 140.5, 140.8, 140.9, 140.10, 140.11, 140.14, 140.15, 140.16, 141.1, 141.3, 141.15, 141.17, 141.31, 141.32, 141.37, 141.43, 141.45, 150.3, 150.6, 150.15, 150.16, 150.22, 150.25



We want skills and processes, not just a body of knowledge.
Sandy Cervo, Sparwood

There was no commonly expressed definition of critical thinking presented to the panel. There were, however a series of understandings associated with critical thinking repeated often by presenters. The first of these was the notion that learners must be encouraged in their self-confidence and ability to reason and think independently.

You have to learn how to think for yourself, and we need to ask ourselves if this is really what we are teaching the young ones today.
Constance Rulka, Squamish

Additionally, British Columbians expect that schools will teach the value of questioning, challenging and, when appropriate, differing with peers and even with those in authority. In this context, many presenters referred to the need for schools to help learners deal critically with the mass media, to differentiate among facts, analysis, opinion and

propaganda. School libraries and teacher librarians were seen as key in achieving this goal.

Libraries should be the hub of critical thinking within the school, and schools should be the hub of our communities.

Viva Moodley, Victoria

A great deal of concern was expressed that the media and other institutions treat learners as easily manipulated consumers. Our schools were called on to help prepare students to deal effectively with this reality.

Society needs to understand consumerism and be able to interpret fact from fiction. This understanding should definitely be taught to the biggest target audience of consumerism – the youth.

Shirley Dargatz, Chilliwack

101.1, 101.7, 103.1, 103.8, 107.9, 108.4, 108.12, 108.13, 108.14, 108.15, 108.19, 108.21, 109.13, 110.9, 110.11, 110.16, 112.3, 113.11, 114.7, 114.8, 114.9, 114.11, 114.13, 114.16, 114.17, 114.18, 114.19, 114.20, 115.3, 115.4, 116.2, 117.2, 117.7, 117.11, 118.4, 119.3, 119.12, 120.2, 120.8, 120.9, 120.13, 120.16, 121.1, 121.11, 122.7, 122.8, 122.10, 123.3, 123.5, 123.6, 123.13, 123.14, 123.15, 123.17, 124.1, 124.13, 124.16, 125.1, 125.2, 125.3, 126.4, 126.8, 126.9, 126.10, 128.4, 128.7, 128.8, 129.2, 129.3, 129.4, 129.10, 130.1, 130.3, 130.5, 130.9, 130.10, 130.11, 130.13, 130.14, 130.16, 130.18, 130.19, 130.20, 131.4, 131.5, 131.8, 131.11, 131.12, 132.2, 132.3, 132.5, 132.7, 132.10, 132.11, 132.14, 132.18, 132.19, 132.20, 132.21, 133.1, 133.2, 133.4, 133.11, 134.1, 134.4, 134.5, 134.12, 134.18, 134.19, 134.21, 134.26, 134.28, 134.29, 135.1, 135.2, 135.3, 135.4, 135.5, 135.6, 136.2, 136.3, 136.6, 137.3, 137.6, 137.9, 137.10, 137.12, 137.14, 138.7, 138.9, 138.10, 138.12, 138.13, 138.14, 140.1, 140.4, 140.7, 140.8, 140.9, 140.10, 140.11, 140.14, 140.15, 140.16, 141.1, 141.6, 141.7, 141.15, 141.17, 141.26, 141.36, 141.37, 141.43, 150.2, 150.3, 150.15, 150.19, 114.5, 114.8, 114.9, 114.11, 114.13, 114.18, 114.19, 114.20, 115.1, 116.3, 118.5, 120.12, 120.16, 123.3, 123.6, 123.8, 123.9, 123.13, 123.15, 124.11, 124.13, 125.1, 125.2, 126.10, 128.4, 128.7, 128.8, 129.2, 129.3, 129.4, 129.7, 130.9, 130.11, 130.14, 131.3, 131.4, 131.5, 131.6, 132.5, 132.7, 132.9, 132.10, 132.11, 132.14, 132.18, 132.19, 132.20, 132.21, 133.2, 133.4, 133.8, 133.10, 134.14, 134.18, 134.19, 134.27, 134.28, 135.2, 135.5, 136.2, 136.3, 136.5, 136.6, 137.10, 137.12, 138.9, 138.12, 140.5, 140.16, 140.17, 141.2, 141.15, 141.17, 141.26, 141.37, 150.2

Connected to this view was the concern expressed that the purposes of public education not be reduced to preparation of consumers for a marketplace, workers for industry, or even students for post-secondary institutions.



I want a system that understands the consumer of students is society not just the post-secondary system and business.

Dave Gouthro, North Vancouver

Education is about opening up children's minds and helping them develop as human beings, not as consumers and future workers.

Colin Pawson, Delta

The panelists were reminded, more broadly, that public education should not be seen predominately as preparation, but as a valuable experience in itself. This perspective is clearly an assumption in the **Primary Program**, and a fundamental aspect of the work of many early childhood educators. Concern was expressed that the public education system as a whole adopt this understanding.

101.3, 107.8, 113.4, 117.12, 118.5, 122.6, 123.2, 123.17, 124.13, 124.16, 128.4, 128.7, 130.3, 130.5, 130.11, 131.5, 131.6, 132.5, 133.6, 134.21, 136.2, 140.1, 140.7, 140.11, 141.15, 103.1, 107.10, 108.11, 113.13, 114.6, 114.9, 114.11, 117.4, 117.1, 117.8, 117.11, 120.9, 120.11, 120.12, 122.10, 123.2, 123.3, 123.6, 123.8, 123.12, 123.14, 123.16, 123.17, 124.1, 124.4, 124.11, 124.12, 124.13, 125.1, 126.3, 126.4, 126.6, 126.8, 127.4, 128.4, 128.7, 129.2, 129.3, 129.4, 129.10, 129.11, 129.12, 129.15, 130.1, 130.3, 130.5, 130.6, 130.20, 131.1, 131.3, 131.5, 131.11, 132.3, 132.10, 132.11, 132.12, 132.14, 132.19, 132.20, 132.21, 133.2, 134.12, 134.21, 134.27, 135.3, 135.5, 135.7, 136.3, 137.12, 138.3, 138.9, 140.6, 140.7, 140.12, 140.15, 141.20, 141.37, 141.43, 150.3

Education is not training for life – it is life itself!

Susan Hamilton, Princeton

... so that learners are equipped to be reflective and analytical global citizens. Many submissions to the **Charter** panel mentioned the importance of education for citizenship.

The right of children to be intellectually stimulated and to be supported in their growth as scholars and citizens.

Larry Ballard, Windermere

The panel was told that every one of us has the responsibility to be an active citizen, so the public education system has the parallel responsibility to encourage and nurture active citizenship. Many submissions focussed, as well, on the need to prepare learners to be responsible global citizens.

I can never quit being a citizen. Sometimes I'm tired. Sometimes I don't want to be. But I can never quit being a citizen. I am unavoidably responsible.

Rick Turner, Kamloops

One additional element of critical thinking commonly articulated by presenters was the need for schools to inculcate social responsibility and deal with social issues. It was an expectation that learners be exposed to global and community issues, controversies and challenges and that they be encouraged to engage in discussion and action arising from this engagement.

It's about always knowing who you are, where you come from and contributing to make the whole community strong.

Debbie Leighton Stephens, Prince Rupert

We promise to respect, encourage and foster the learner's role as a full participant, together with others in the educational community, in developing their own goals, learning activities and curricula.

101.3, 101.4, 101.16, 102.2, 103.1, 107.10, 107.11, 108.1, 108.9, 108.12, 108.15, 114.5, 114.18, 114.21, 115.2, 115.3, 116.2, 116.8, 117.11, 119.4, 120.9, 121.3, 122.9, 123.12, 123.14, 124.1, 126.2, 126.3, 126.6, 126.8, 129.1, 129.10, 129.11, 129.12, 129.15, 130.14, 131.2, 131.3, 131.5, 132.2, 132.5, 132.11, 132.14, 132.21, 133.2, 133.4, 134.9, 134.27, 135.1, 135.2, 135.5, 135.7, 136.5, 136.6, 137.12, 138.1, 138.3, 138.6, 138.13, 141.15, 141.29, 141.37, 141.44, 141.45, 150.6, 150.16, 150.19, 103.8, 105.6, 107.3, 109.16, 109.14, 112.3, 114.10, 114.17, 114.18, 115.2, 115.10, 116.2, 116.5, 117.1, 117.11, 117.12, 120.11, 120.13, 121.5, 121.8, 121.9, 122.3, 122.4, 122.8, 123.2, 123.4, 123.5, 123.8, 124.7, 124.11, 124.12, 124.13, 124.14, 124.16, 126.7, 126.12, 128.7, 128.8, 129.9, 129.10, 129.11, 129.14, 130.1, 130.2, 130.5, 130.6, 130.11, 130.19, 130.20, 131.2, 131.5, 131.6, 131.11, 132.2, 132.4, 132.6, 132.7, 132.9, 132.10, 132.12, 132.14, 132.15, 132.18, 132.20, 132.21, 133.1, 133.2, 133.3, 133.4, 133.7, 133.8, 133.9, 133.12, 134.12, 134.13, 134.17, 134.18, 134.20, 134.21, 134.22, 134.23, 134.24, 134.25, 134.27, 134.29, 135.5, 135.8, 135.9, 136.2, 136.3, 136.5, 137.1, 137.2, 137.9, 137.10, 137.11, 137.12, 137.13, 138.2, 138.4, 138.6, 138.7, 138.9, 138.13, 140.6, 140.12, 141.1, 141.13, 141.14, 141.18, 141.26, 141.29, 141.30, 141.37, 141.43, 141.44, 150.2, 150.6, 150.16, 150.19

The idea that learners be involved in every aspect of the educational endeavour was expressed in a large number of the submissions to the Charter panel. Interestingly, participants playing virtually every role in the system expressed similar views. A number of reasons were put forward to support learner involvement in a wide range of decision making. First, participants asserted the need simply to listen to the voices of students.



We don't listen to our kids as much as we should.

Kim Howland, Nanaimo

Students in particular articulated this issue in terms of its contribution to a more relevant and interesting curriculum.

We need to engage students in learning rather than teaching them.

Nathan Lusignan, Vancouver

Many submissions focused on the need to model relationships in the classroom that were intended as outcomes. That is, classrooms should be democratic and participatory because among the explicit goals of the system is to inculcate the importance of democracy and citizenship. Therefore, presenters argued, the practice of democracy and citizenship need to be normal parts of classroom life.

You can't teach responsibility without giving it. You can't teach democracy without being a democracy.

Lorrie Joron, Massett

Charter participants argued that education is not just information and data, but also skills and processes. In this context they stressed communication and listening skills.

The value attached to this notion of “student power” or student participation in school life and decision making processes to the extent possible, and in consultation and partnership with others in the educational community, cannot be overemphasized. The panel heard the message often, and it was expressed passionately and powerfully.

The learner must be a witting participant in their own learning.

Michael Zlotnik, Vancouver

A recurrent theme presented to the Charter panel was the importance of taking advantage of the accumulated wisdom of the community, and particularly in respecting and learning from elders.

In my opinion one is not educated until one has traveled the seven seas, learned from his mistakes, learned from the elders, and gained knowledge from those who know more than one knows.

Tiffany Vachon, Tammy Van
Dusen, students, Creston

We promise to create an environment in which each learner can reach their greatest potential, each learning style is affirmed, and the achievements of each learner are measured and assessed accordingly.

Among the many important themes expressed by participants in the **Charter** process was an emphasis on equity. Indeed, of the many principles British Columbians believe should underpin their public education system, equity was identified most often, and the call for equity was articulated most strongly.

105.5, 107.3, 113.9, 114.4, 114.5, 114.9, 114.13, 115.3, 115.4, 115.5, 115.7, 115.8, 115.10, 116.5, 116.8, 117.2, 117.3, 117.6, 117.1, 117.11, 117.13, 118.4, 119.11, 119.13, 120.11, 120.13, 121.7, 121.8, 121.9, 121.10, 121.12, 122.1, 122.2, 122.6, 122.7, 122.9, 123.1, 123.6, 123.10, 123.12, 123.14, 123.17, 124.1, 124.3, 124.4, 124.8, 124.10, 124.11, 124.12, 124.13, 125.1, 125.2, 125.6, 126.5, 126.8, 128.4, 129.1, 129.4, 129.8, 129.9, 129.10, 129.14, 129.15, 130.1, 130.2, 130.3, 130.4, 130.7, 130.11, 130.13, 130.15, 130.16, 130.18, 131.1, 131.2, 131.5, 131.6, 131.10, 131.11, 131.13, 132.2, 132.3, 132.4, 132.7, 132.15, 132.19, 132.21, 133.2, 133.8, 133.9, 134.6, 134.13, 134.17, 134.21, 135.1, 135.2, 135.5, 135.6, 135.7, 136.4, 137.9, 137.11, 137.12, 138.1, 138.2, 138.5, 138.9, 138.10, 140.1, 140.5, 140.8, 140.13, 140.14, 141.7, 141.27, 141.28, 141.29, 141.31, 141.37, 150.19

We promise to create an environment in which each learner can reach their greatest potential ... More than anything else, presenters to the panel believed that every learner, every child, deserves a chance to grow and develop to his/her potential. This desire goes well beyond the traditional call for “equality of opportunity.” Equity, according to the vast majority of those who presented, has more to do with the learner’s ability to reach goals specific and appropriate to their needs and desires. It is not enough, argued presenters from a diverse spectrum of communities across B.C., to provide equal resources and then let students “sink or swim.” Learning opportunities must be provided to meet individual needs so that equity is the outcome.

Every kid has a strength. It's our duty to find those strengths and go with them.

Audrey Putterill, Skidegate

This attitude to equity is founded on a shared understanding of the nature of the public education system. Presenters were proud of, and took comfort in the commitment of public education to the whole community as opposed to the elitist and divisive role of private schools.

We take everybody. We don't turn people away. We take them as they come. That's one of the strengths of public education.

Mark Porter, Richmond

At its simplest and most basic level, the call for equity recognizes the individuality and uniqueness of each learner.

What are the principles of public education?

- *The value of the individual*
- *The inclusion of all individuals*
- *Respect for individual rates and styles of learning*

Mark Porter Richmond

The implications of this understanding are, however, profound. Many presenters reminded the panel that a great number of our students come from disadvantaged backgrounds and consequently a commitment to equity for such learners requires additional resources.

We have to be treating the student who is the most marginalized and providing the greatest resource to that student.

Laurence Greeff, Langley

Presenters reminded the panel that gifted students, as well, should be encouraged to reach their full potential. They expressed the hope that those who can achieve be facilitated in doing so.

102.4, 109.15, 114.16, 117.1, 117.10, 120.11, 123.3, 124.10, 124.11, 124.12, 127.1, 128.7, 129.8, 129.15, 130.8, 132.4, 133.4, 135.6, 138.9

... each learning style is affirmed ... The panel heard from many who wanted to stress that serving diverse needs (as opposed, for instance, to focussing on the academic needs of the most privileged and successful learners) is an expectation and duty of the public education system.

Every single one of those students has a right to put their hands up whenever they need to.

Kim Howland, Nanaimo

Closely linked to this commonly held view of the nature and importance of equity, was the concern expressed again and again that some students come to school with disadvantages arising from their social situations, that these disadvantages have an impact on their ability to learn and that the education system has, among other institutions, a responsibility to deal with these problems. Indeed, presenters suggested that a measure of the success of the education system and the wider community is precisely our attitude to those who are disadvantaged.

The strength of our society rests clearly on the care and demonstrated efforts we put forward to care for the weakest in society.

Rod Osioy, Cranbrook

101.8, 101.12, 101.14, 101.15, 102.8, 102.9, 102.12, 102.13, 102.14, 102.19, 102.20, 103.1, 103.2, 103.4, 103.8, 104.2, 104.4, 104.5, 104.6, 104.9, 104.11, 105.1; 105.3, 106.1, 107.3, 107.5, 107.6, 107.8, 107.9, 107.10, 107.11, 108.3, 108.5, 108.8, 108.14, 108.15, 108.18, 108.19, 108.20, 108.22, 108.24, 109.2, 109.8, 109.13, 109.21, 109.28, 110.2, 110.3, 110.13, 110.16, 110.17, 111.14, 112.2, 112.4, 113.6, 113.10, 114.1, 114.4, 114.9, 114.11, 114.15, 114.16, 114.17, 115.1, 115.3, 115.7, 115.8, 115.9, 116.2, 116.5, 117.2, 117.3, 117.4, 117.1, 117.8, 117.10, 117.11, 118.5, 118.7, 118.8, 119.12, 119.13, 119.14, 120.9, 120.10, 120.11, 120.12, 120.13, 120.14, 120.16, 121.1, 121.2, 121.5, 121.7, 121.8, 121.9, 121.10, 122.3, 122.4, 122.6, 122.7, 122.8, 122.9, 122.10, 123.3, 123.4, 123.5, 123.6, 123.8, 123.9, 123.10, 123.12, 123.13, 123.14, 123.15, 123.16, 123.17, 124.1, 124.2, 124.4, 124.6, 124.7, 124.9, 124.10, 124.11, 124.12, 124.13, 124.15, 124.16, 125.1, 125.2, 125.4, 126.8, 126.10, 126.12, 127.1, 128.2, 128.4, 128.7, 128.8, 129.1, 129.2, 129.3, 129.5, 129.6, 129.7, 129.8, 129.9, 129.11, 129.13, 129.15, 130.1, 130.2, 130.3, 130.5, 130.6, 130.7, 130.8, 130.9, 130.11, 130.13, 130.14, 130.15, 130.16, 130.19, 130.20, 131.1, 131.2, 131.3, 131.4, 131.5, 131.8, 131.10, 131.11, 132.3, 132.4, 132.5, 132.8, 132.9, 132.10, 132.11, 132.12, 132.13, 132.14, 132.18, 132.20, 132.21, 133.1, 133.2, 133.3, 133.4, 133.5, 133.6, 133.9, 133.10, 133.12, 134.9, 134.12, 134.13, 134.15, 134.16, 134.17, 134.18, 134.19, 134.21, 134.22, 134.29, 135.2, 135.5, 135.6, 135.8, 135.9, 136.2, 136.3, 136.5, 136.6, 136.7, 137.2, 137.10, 137.11, 137.13, 137.14, 138.4, 138.5, 138.7, 138.9, 138.13, 138.14, 140.6, 140.7, 140.8, 140.9, 140.10, 140.12, 140.15, 141.1, 141.6, 141.7, 141.8, 141.13, 141.14, 141.18, 141.26, 141.33, 141.35, 141.37, 141.39, 141.41, 141.42, 141.43, 141.45, 150.5, 150.19, 150.26

Specifically, a large number of presenters expressed concern about the number of learners who come to school hungry. They wanted the panel to recognize the difficulties students have in learning when they are not getting proper and adequate nutrition.

Children do not learn if we do not feed them.

Kim Howland, Nanaimo



In addition, presenters identified a number of other social impediments to learning. The panel was told on numerous occasions that these problems, and finding solutions to them so that every student is able to reach their potential, is an element in British Columbians' understanding of the principle of equity.

In my view, a pedagogical approach designed to create ideal citizens needs to be based on a realistic assessment of the socio-political context in which students will find themselves, not an idealized conception of what we think it should be like.

Clay McLeod, Written submission

Hungry children can't learn. Fearful Children can't learn.

Lorne and Jean Clerihue, Prince Rupert

An additional element identified in the discussion of equity was the responsibility of the system to meet the individual needs of a diverse population of learners. So, for instance, a large number of presenters spoke about students with special needs (both those defined in Ministry categories and those left out of these descriptors.) There was a great deal of concern expressed about cutbacks to services for these students. This will be discussed in more detail in another section of this report. Here it is sufficient to stress that submissions to the **Charter** panel asserted that students with special needs are entitled to an education which meets those needs, not as a fringe program or add-on, but as a right.

Presenters insisted that one mode of learning, one learner's set of abilities and disabilities, should not be valued over another's. Rather, the principle was asserted that each learner and his/her learning style and abilities should be valued and celebrated.

Disabilities are a natural part of being human. These people do not have to be changed, treated or fixed.

Penny Kellett, Linda McDaniels,
Victoria

People seem to think that a bright child will get ahead in spite of everything and this is wrong, because it is not allowing them to reach their potential.

Constance Rulka, Squamish

In addition, support was expressed for the inclusion of students with special needs in regular classrooms and in neighbourhood schools.

One tool in working towards equity that was identified by presenters are interventions to provide early literacy training, especially for those who are reading below grade level and those learners who would particularly benefit from pre-school experiences in reading.

104.7, 113.2, 115.8, 116.5, 117.2, 117.10, 121.1, 121.6, 121.11, 123.6, 123.11, 123.12, 124.5, 124.11, 124.13, 129.5, 129.6, 129.7, 129.11, 130.6, 131.10, 132.6, 132.9, 132.12, 132.13, 132.14, 133.3, 133.4, 133.12, 134.12, 134.22, 134.23, 136.7, 137.10, 137.13, 140.11, 141.41, 141.44, 150.1

This goes along with a more generalized view on the part of Charter participants that an emphasis on literacy skills is key both to individual success and fulfillment and to the health of the public education system.

102.14, 104.3, 105.1, 108.4, 108.10, 108.15, 109.3, 111.16, 113.8, 113.14, 115.8, 116.2, 117.10, 120.2, 120.10, 120.12, 121.1, 121.6, 122.7, 123.12, 124.15, 125.3, 126.5, 128.2, 128.3, 129.2, 129.3, 129.5, 129.6, 129.7, 129.12, 131.5, 131.8, 131.11, 132.6, 132.11, 132.14, 132.19, 133.1, 134.3, 134.14, 134.18, 134.25, 135.2, 135.9, 136.4, 136.7, 137.1, 137.5, 137.8, 137.10, 137.12, 137.13, 138.9, 140.3, 140.17, 141.2, 141.37, 141.38, 141.39, 141.41, 150.1, 150.12, 150.13, 150.15, 150.21

103.3, 107.9, 109.15, 110.9, 119.11, 132.7, 138.5, 138.9, 140.8, 141.29, 141.30, 141.31, 141.32, 150.15

Another important element of equity about which the panel was reminded is French language education. The right of learners to instruction in both official languages was asserted, but perhaps more importantly the value to students as individuals and to our community that derive from our support for French education was stressed.

When I speak French, it's another way of seeing things.
Cynthia Olomide, student,
Vancouver

While equity is often seen in strictly individual terms, that is, the right of individual learners to equitable treatment, the panel was reminded often of the importance of equity at the community level. Many presenters from rural areas and small towns and villages expressed great concern that educational opportunities, services and advantages taken for granted in urban areas were not available to the learners in their communities. This issue is dealt with in some detail in another section of this report.

101.8, 101.12, 101.14, 101.15, 102.8, 102.9, 102.12, 102.13, 102.14, 102.19, 102.20, 103.1, 103.2, 103.4, 103.8, 104.2, 104.4, 104.5, 104.6, 104.9, 104.11, 105.1; 105.3, 106.1, 107.3, 107.5, 107.6, 107.8, 107.9, 107.10, 107.11, 108.3, 108.5, 108.8, 108.14, 108.15, 108.18, 108.19, 108.20, 108.22, 108.24, 109.2, 109.8, 109.13, 109.21, 109.28, 110.2, 110.3, 110.13, 110.16, 110.17, 111.14, 112.2, 112.4, 113.6, 113.10, 114.1, 114.4, 114.9, 114.11, 114.15, 114.16, 114.17, 115.1, 115.3, 115.7, 115.8, 115.9, 116.2, 116.5, 117.2, 117.3, 117.4, 117.1, 117.8, 117.10, 117.11, 118.5, 118.7, 118.8, 119.12, 119.13, 119.14, 120.9, 120.10, 120.11, 120.12, 120.13, 120.14, 120.16, 121.1, 121.2, 121.5, 121.7, 121.8, 121.9, 121.10, 122.3, 122.4, 122.6, 122.7, 122.8, 122.9, 122.10, 123.3, 123.4, 123.5, 123.6, 123.8, 123.9, 123.10, 123.12, 123.13, 123.14, 123.15, 123.16, 123.17, 124.1, 124.2, 124.4, 124.6, 124.7, 124.9, 124.10, 124.11, 124.12, 124.13, 124.15, 124.16, 125.1, 125.2, 125.4, 126.8, 126.10, 126.12, 127.1, 128.2, 128.4, 128.7, 128.8, 129.1, 129.2, 129.3, 129.5, 129.6, 129.7, 129.8, 129.9, 129.11, 129.13, 129.15, 130.1, 130.2, 130.3, 130.5, 130.6, 130.7, 130.8, 130.9, 130.11, 130.13, 130.14, 130.15, 130.16, 130.19, 130.20, 131.1, 131.2, 131.3, 131.4, 131.5, 131.8, 131.10, 131.11, 132.3, 132.4, 132.5, 132.8, 132.9, 132.10, 132.11, 132.12, 132.13, 132.14, 132.18, 132.20, 132.21, 133.1, 133.2, 133.3, 133.4, 133.5, 133.6, 133.9, 133.10, 133.12, 134.9, 134.12, 134.13, 134.15, 134.16, 134.17, 134.18, 134.19, 134.21, 134.22, 134.29, 135.2, 135.5, 135.6, 135.8, 135.9, 136.2, 136.3, 136.5, 136.6, 136.7, 137.2, 137.10, 137.11, 137.13, 137.14, 138.4, 138.5, 138.7, 138.9, 138.13, 138.14, 140.6, 140.7, 140.8, 140.9, 140.10, 140.12, 140.15, 141.1, 141.6, 141.7, 141.8, 141.13, 141.14, 141.18, 141.26, 141.33, 141.35, 141.37, 141.39, 141.41, 141.42, 141.43, 141.45, 150.5, 150.19, 150.26

... and the achievements of each learner are measured and assessed accordingly. The issue of assessment was dealt with at length and passionately by many of the presenters. A key message delivered to the panel was that evaluation of student achievement must be based on the individual needs and abilities of each learner.



Tied to this was the idea that failure is not a useful motivator or teacher. A number of presenters reminded the panel that positive reinforcement has been shown overwhelmingly in the research to be much more useful than negative reinforcement.

The system is structured around failure rather than success. We should be applauding their varying degrees of success.

John Henry, Victoria

Many submissions lamented the negative, individualistic and competitive cultural values that impact on learners and called on the public education system to resist these and offer an alternative.

119.12, 122.8, 123.13, 124.14, 125.6, 128.7, 130.1, 131.5, 132.7, 132.14, 132.18, 132.20, 132.21, 133.2, 135.2, 135.7, 136.5, 136.6, 137.10, 137.12, 138.9, 140.15, 141.3, 141.15, 141.26, 141.37

We need to change the game plan to make sure everyone stays on the island and no one is voted off.

Susanne Cruikshank, Vancouver

We need a system that rewards assists as well as goals.

Dave Gouthro, North Vancouver

Certainly, the **Charter** panel heard from many British Columbians who were skeptical about the value of high stakes standardized testing. There was no doubt from the presentations that parents especially are eager to understand better how their children are progressing at school. Nevertheless, a number of key concerns were put forward regarding the increased emphasis on standardized test score results. The first of these was the tendency of the testing regime to drive the curriculum away from the needs of individual students.

101.2, 101.9, 101.12, 102.8, 102.16, 102.18, 104.2, 104.10, 104.11, 106.1, 107.8, 107.9, 108.3, 108.4, 108.8, 108.12, 108.13, 108.21, 108.23, 109.7, 111.20, 112.4, 113.13, 113.14, 114.2, 114.8, 114.10, 114.15, 114.16, 114.17, 114.18, 115.2, 117.2, 117.1, 117.10, 117.11, 118.6, 118.7, 118.8, 119.11, 120.11, 121.3, 122.7, 123.3, 123.6, 123.7, 123.8, 123.12, 123.13, 123.14, 123.15, 123.17, 124.11, 124.12, 124.13, 125.2, 126.6, 126.9, 128.7, 129.3, 129.9, 129.10, 129.11, 130.3, 130.6, 130.11, 130.15, 130.20, 131.3, 131.4, 132.5, 132.6, 132.14, 132.20, 133.1, 133.2, 133.4, 133.5, 134.14, 134.15, 134.17, 134.18, 134.19, 134.20, 135.2, 135.6, 136.5, 136.6, 137.9, 137.13, 138.9, 138.11, 138.14, 140.3, 140.4, 141.1, 141.7, 141.9, 141.10, 141.26, 141.34, 141.41, 141.42, 150.6, 150.18, 150.22

Do we teach to the child and believe in their unlimited potential or do we teach to the test?

Lori Robinson, Merritt



105.6, 107.3, 107.11, 108.15, 111.1, 111.7, 113.1, 113.11, 113.13, 114.2, 114.6, 114.7, 114.8, 114.9, 114.10, 114.11, 114.12, 114.13, 114.16, 114.17, 115.1, 115.2, 115.3, 115.4, 115.7, 115.8, 115.9, 116.2, 117.6, 117.7, 117.8, 117.13, 117.14, 118.2, 119.9, 119.13, 120.4, 120.7, 120.9, 120.11, 120.13, 121.1, 121.3, 121.10, 122.2, 122.3, 122.6, 122.7, 122.8, 123.6, 123.11, 123.12, 123.13, 123.15, 123.16, 123.17, 124.1, 124.2, 124.3, 124.5, 124.8, 124.11, 124.12, 124.13, 124.16, 125.1, 125.5, 126.1, 126.2, 126.4, 126.6, 126.8, 126.9, 128.4, 128.7, 129.1, 129.4, 129.5, 129.6, 129.9, 129.10, 129.11, 129.12, 129.13, 129.14, 130.1, 130.3, 130.4, 130.6, 130.8, 130.9, 130.11, 130.14, 130.18, 130.20, 131.1, 131.3, 131.4, 131.5, 131.8, 131.9, 131.10, 131.11, 131.13, 132.3, 132.5, 132.7, 132.9, 132.11, 132.19, 132.20, 133.2, 133.4, 133.7, 133.11, 134.2, 134.4, 134.5, 134.13, 134.14, 134.16, 134.17, 134.18, 134.19, 134.25, 134.28, 135.2, 135.3, 135.8, 136.2, 136.3, 136.5, 136.6, 136.7, 137.1, 137.2, 137.5, 137.7, 137.10, 137.11, 137.14, 138.2, 138.5, 138.11, 138.13, 140.3, 140.4, 140.7, 140.9, 140.10, 140.11, 140.12, 140.14, 140.16, 141.3, 141.4, 141.7, 141.8, 141.11, 141.15, 141.17, 141.18, 141.26, 141.32, 141.35, 141.37, 141.38, 141.39, 141.41, 141.42, 141.44, 150.4, 150.5

Counter-posed to the data driven approach was the notion that at the core of education is not facts or information, but rather the need to learn how to learn.

Knowledge is not what we learn, but how we can learn the things we learn.

Ebby Gregory, student, Creston



Many presenters tied their ambivalence to this kind of testing to their enthusiasm for the elements of the curriculum and the educational experience that are difficult, if not impossible, to measure.

The best things in education are not measureable. How do you measure citizenship?

Lorrie Joron, Massett

Charter participants argued that education is not just information and data, but skills and processes. They stressed communication and listening skills.



105.4, 107.3, 108.21, 114.3, 114.6, 114.15, 114.16, 114.21, 115.2, 115.4, 115.10, 116.1, 117.3, 117.4, 117.6, 117.11, 118.7, 119.11, 120.9, 120.10, 120.12, 120.13, 120.15, 121.10, 121.11, 122.7, 122.8, 122.10, 123.1, 123.2, 123.3, 123.6, 123.12, 123.13, 123.14, 123.16, 123.17, 124.1, 124.2, 124.5, 124.10, 124.11, 124.12, 124.13, 124.16, 125.2, 126.1, 126.2, 126.4, 126.5, 126.6, 126.9, 126.10, 126.12, 127.2, 128.2, 128.4, 128.7, 128.8, 129.2, 129.3, 129.4, 129.6, 129.7, 129.9, 129.10, 129.12, 129.15, 130.1, 130.3, 130.6, 130.11, 130.13, 130.14, 130.17, 131.1, 131.2, 131.3, 131.5, 131.6, 131.8, 131.11, 132.4, 132.5, 132.7, 132.9, 132.10, 132.11, 132.14, 132.15, 132.18, 132.19, 132.21, 133.1, 133.2, 134.3, 134.4, 134.10, 134.17, 134.18, 134.19, 134.20, 134.21, 134.23, 134.27, 135.2, 135.3, 135.7, 135.8, 136.4, 136.5, 136.6, 137.2, 137.3, 137.4, 137.7, 137.8, 137.9, 137.12, 137.13, 138.2, 138.3, 138.9, 138.11, 138.13, 140.1, 140.3, 140.4, 140.5, 140.10, 140.12, 140.14, 141.3, 141.7, 141.15, 141.26, 141.32, 141.35, 141.38, 141.41, 141.42, 141.44

Many connected the increasing popularity of high stakes testing with financial pressure on the public education system. They feared that use of these tests, to the exclusion of more broadly based assessment tools used at the classroom level, would lead to a “lowest common denominator” approach to learning.

When we get into a crunch we go back to bean counting.
Susanne Cruikshank, Vancouver

At its root, the ambivalence of presenters regarding the increasing use of high stakes testing was based on the principle expressed in the **Charter** that the system take account of and affirm diverse learning styles, and that learners’ achievements be measured and assessed accordingly. Moreover, the purpose of evaluation was seen to be improvement in our ability to meet the learning needs of individual students rather than, for instance, an attempt to assess schools, teachers or school districts. Indeed, there was much skepticism about the utility of these tests in achieving any of those goals.

Assessment and evaluation should not be standardized but should be used diagnostically, by the classroom teacher using his or her professional judgement, as a foundation to build constructive strategies to facilitate more and better learning.
Clay McLeod, Written submission

Standardized testing supports the system. Diagnostic testing supports the student.

Ken Carlson. Princeton

We promise to provide a safe and respectful environment for life-long learning which celebrates diversity, embraces the physical, spiritual, emotional and intellectual integrity of each individual, recognizes and acknowledges differences and prevents discrimination in all of its forms.

102.11, 102.12, 103.4, 103.6, 103.8, 105.1, 107.11, 108.7, 108.14, 109.13, 109.26, 111.20, 114.1, 115.5, 116.2, 116.6, 123.17, 124.14, 126.8, 127.1, 127.3, 127.4, 129.14, 132.10, 132.12, 132.13, 132.16, 133.3, 133.4, 134.16, 134.19, 134.20, 134.22, 134.23, 134.26, 137.2, 138.4, 138.7, 138.9, 141.13, 141.14, 141.44, 150.5, 150.16, 115.3, 116.2, 116.5, 116.6, 117.7, 117.13, 118.3, 119.2, 119.3, 119.13, 119.14, 120.13, 122.5, 122.11, 123.9, 123.17, 124.7, 124.11, 124.12, 125.2, 126.6, 126.7, 127.1, 127.2, 127.3, 127.4, 129.7, 129.14, 130.1, 130.5, 130.6, 130.14, 131.13, 132.4, 132.9, 132.10, 132.13, 132.14, 132.15, 133.1, 133.3, 133.4, 133.6, 133.7, 134.16, 134.20, 134.22, 134.23, 134.24, 134.26, 134.29, 135.1, 135.2, 135.4, 135.8, 136.2, 136.3, 136.4, 136.5, 136.5, 138.4, 138.9, 140.7, 141.1, 141.13, 141.14, 141.26, 141.37, 141.43, 141.44

We promise to provide a safe and respectful environment ... A theme which presenters returned to many times during the **Charter** hearings was safety. There were, of course, many elements of this issue which were drawn to the attention of the panel. The first was physical safety. There was concern among the presenters that learners are not as safe as they might be, and a shared commitment to taking care of this problem.

Safe schools are a huge issue. Students need to be safe ... their physical safety and safety from bullying. This starts with positive reinforcement of respectful behaviour. The problem includes substance abuse pressures and racism.

Jane Carnahan-Schultz, Surrey

The same presenter, representing the Surrey DPAC, echoed many when she called attention to the particular challenge of encouraging and providing a safe environment in secondary schools. She reminded the panel that it is not only the schools which have responsibility for creating a safe learning environment.

Healthy schools include the students, the family and the community. The healthier the community the better off we all are. It takes a community to raise a child.

Jane Carnahan-Schultz, Surrey

Another element of learner safety dealt with by a number of presenters was nutrition. In addition to the issue of hunger referred to in another section of this report, the panel was reminded of the importance of other important elements of proper nutrition. Issues related to eating disorders, obesity and type 2 diabetes were all discussed, as was the responsibility of the school to provide healthy advice and information and to model responsible eating practices. Concern was expressed about the availability of beverages and foods with high levels of sugar and caffeine (and their negative impact on learning) in schools while at the same time teachers attempt to provide responsible information about healthy lifestyle choices.

107.4, 107.11, 108.11, 144.5, 118.1, 124.13, 129.7, 129.11, 132.14, 133.4, 136.1, 150.20

Nutrition contribute to better attendance, better academic performance and fewer behaviour problems ... It's up to schools to provide an atmosphere that contribute to good health ... Fast food is being brought into cafeterias. Vending machines are full of junk foods. Fundraisers are always selling something unhealthy – often raising money for sports. I'm worried about the message we're sending.

Linda Boyd, Fort St. John

... **life-long learning** ... The **Charter** panel heard many presenters speak of the importance of life-long learning. There were at least three elements to this concept. First was the notion that learning can take place at any time in our lives, and that one of the tasks of formal education is to prepare us to take advantage of this reality.

101.3, 102.13, 102.15, 103.8, 105.1, 105.5, 107.4, 107.10, 107.11, 109.4, 109.6, 110.4, 113.13, 114.9, 114.13, 116.8, 117.12, 120.11, 120.13, 120.15, 123.5, 124.4, 124.13, 125.3, 128.4, 130.3, 130.8, 130.11, 130.14, 134.21, 137.1, 138.1, 138.2, 138.10, 141.36, 150.19

It's about choices and they come at any time in our lives ... If we are given the knowledge to learn how to learn we can go anywhere.

Wayne Peppard, Vancouver

Second was an understanding that education happens in a number of different ways, not all of them arising from the formal system. The argument presented above, that learning how to learn is fundamental, was closely tied to the notion of the informal opportunities that everyone is presented with throughout life to deepen and broaden their education.

Life-long learning is not just sitting in a classroom. It's being confident and not being afraid of what you don't know – a passion for learning no matter where you get it.

Alison McVeigh, Langley

Finally, presenters stressed the importance of learners' individual timetables. Not everyone learns at the same speed, nor is everyone ready at the same time to take advantage of every opportunity. Therefore the education system must be flexible enough to provide learners with the opportunity to access the educational services they need throughout their lives.

The opportunity for all students to get there – eventually.
Sharon Von Hollen, Langley

102.20, 104.1, 104.11; 105.3, 107.9, 108.8, 108.12, 108.20, 112.7, 113.8, 114.1, 114.2, 114.3, 114.6, 114.8, 114.9, 114.11, 114.12, 114.15, 114.16, 114.18, 114.21, 115.1, 115.2, 115.3, 115.4, 115.7, 115.8, 115.9, 115.10, 116.1, 116.2, 116.5, 117.3, 117.5, 117.6, 117.1, 117.11, 117.12, 117.13, 118.7, 118.8, 119.1, 119.2, 119.3, 119.5, 119.9, 119.11, 119.12, 119.13, 119.14, 120.6, 120.9, 120.10, 120.11, 120.13, 120.15, 121.1, 121.5, 121.7, 121.11, 122.1, 122.2, 122.3, 122.6, 122.7, 122.9, 122.10, 123.1, 123.10, 123.12, 123.13, 123.14, 124.1, 124.3, 124.4, 124.5, 124.6, 124.7, 124.8, 124.9, 124.10, 124.11, 124.12, 124.13, 124.14, 124.15, 124.16, 126.1, 126.2, 126.5, 126.6, 126.7, 126.8, 126.10, 127.1, 128.1, 128.4, 128.7, 128.8, 129.1, 129.2, 129.3, 129.5, 129.6, 129.8, 129.9, 129.10, 129.11, 129.12, 129.13, 129.14, 129.15, 130.1, 130.2, 130.3, 130.4, 130.5, 130.6, 130.7, 130.8, 130.9, 130.11, 130.13, 130.14, 130.15, 130.16, 130.17, 130.19, 131.1, 131.2, 131.3, 131.4, 131.5, 131.6, 131.8, 131.10, 131.11, 132.2, 132.4, 132.5, 132.6, 132.7, 132.8, 132.9, 132.10, 132.11, 132.12, 132.13, 132.14, 132.15, 132.18, 132.19, 132.20, 132.21, 133.1, 133.2, 133.3, 133.4, 133.7, 133.8, 133.9, 133.12, 134.1, 134.2, 134.3, 134.4, 134.5, 134.6, 134.7, 134.8, 134.9, 134.10, 134.11, 134.12, 134.13, 134.14, 134.16, 134.18, 134.19, 134.20, 134.21, 133.22, 134.23, 134.24, 134.25, 134.28, 134.29, 135.1, 135.2, 135.6, 135.7, 135.8, 135.9, 136.1, 136.2, 136.3, 136.4, 136.5, 136.6, 136.7, 137.1, 137.2, 137.4, 137.10, 137.11, 137.12, 137.13, 137.14, 138.1, 138.2, 138.3, 138.4, 138.7, 138.8, 138.9, 138.11, 138.13, 138.14, 140.1, 140.3, 140.4, 140.5, 140.6, 140.7, 140.8, 140.9, 140.10, 140.11, 140.12, 140.14, 140.15, 140.16, 140.17, 141.1, 141.2, 141.3, 141.4, 141.5, 141.7, 141.8, 141.10, 141.11, 141.12, 141.13, 141.14, 141.15, 141.17, 141.18, 141.19, 141.20, 141.21, 141.22, 141.23, 141.24, 141.25, 141.26, 141.27, 141.28, 141.29, 141.30, 141.33, 141.34, 141.35, 141.37, 141.39, 141.41, 141.42, 141.43, 141.44, 150.3, 150.9, 150.15, 150.24

... embraces the physical, spiritual, emotional and intellectual integrity of each individual ... British Columbians reminded the **Charter** panel that the purposes and tasks of the public education system are extremely broad. There is, of course, an expectation that intellectual pursuits should be valued, but other kinds of wisdom, knowledge and experience were also valued.



We can use sport to contribute to physical fitness, health, social skills and personal development.

Dave Constable, Fort St. John

Many presenters called for education of and for the spirit and the emotions.

Good teaching honours the spiritual integrity of learners. It calls on teachers to encourage and support students in living with integrity ... The temporality of teacher-student and student-student relationships supports spiritual integrity and reflection on life visions.

Michael Zlotnik, Vancouver

... celebrates diversity ... recognizes and acknowledges differences and prevents discrimination in all of its forms. Many presenters spoke to the issues of diversity and discrimination. Clearly, one of the aspects of the public education system most valued by participants in the **Charter** process is the explicit value placed on diversity.

101.13, 101.4, 101.9, 101.11, 104.6, 106.1, 107.6, 107.10, 107.11, 108.1, 108.2, 108.4, 108.11, 108.14, 108.15, 108.21, 109.6, 109.11, 109.13, 109.16, 109.17, 110.6, 111.8, 111.11, 111.14, 112.1, 112.3, 112.4, 112.5, 114.2, 115.9, 116.1, 117.11, 119.5, 121.13, 124.13, 126.8, 127.1, 127.3, 132.12, 132.13, 133.12, 134.25, 135.8, 136.3, 136.6, 137.2, 138.9, 140.7, 141.6, 141.4, 141.5, 141.26, 141.31, 141.32, 150.16, 150.19, 102.11, 102.12, 103.4, 103.6, 103.8, 105.1, 107.11, 108.7, 108.14, 109.13, 109.26, 111.20, 114.1, 115.5, 116.2, 116.6, 123.17, 124.14, 126.8, 127.1, 127.3, 127.4, 129.14, 132.10, 132.12, 132.13, 132.16, 133.3, 133.4, 134.16, 134.19, 134.20, 134.22, 134.23, 134.26, 137.2, 138.4, 138.7, 138.9, 141.13, 141.14, 141.44, 150.5, 150.16, 108.15, 129.14, 132.10, 132.12, 132.13, 133.3, 138.4, 138.9, 141.13, 141.14, 141.43

Diversity must be honoured above all else.

Alice Rees, Kelowna

This emphasis on diversity and its contribution to public education is closely connected to the call, dealt with in more detail in another section of this report, for citizenship education and the belief that it is only the public education system which can successfully carry out this task.

Schools are the one remaining institution that are the open clubhouse of citizenship ... A strong public education system enables individuals to transcend the differences between them.

Fawn Knox, Kamloops

Among the participants in the Charter process, many reminded the panel of the responsibility of a public education system to go further than simply recognizing and celebrating diversity. The system was called on as well, to be pro-active in preventing discrimination. The panel heard from many presenters who were concerned about preventing racism, as well as

many who stressed the importance of dealing with discrimination on the basis of sexual orientation.

An important theme which became apparent, and which has been referred to earlier, is that in dealing with diversity, discrimination and the learning needs of individuals, there is a distinction to be made between equality and equity. Many presenters preferred the principle of equity which, they felt, better appreciates the differences learners bring with them to their educational pursuits and focuses more appropriately on the ability of the system to meet individual needs.

Equity does not mean equal.

Alice Rees, Kelowna

The panel was reminded that dealing explicitly with educational problems early and proactively is a more efficient and effective method than waiting until they are manifested more dramatically.

Prevention is wholesale. Remediation is retail.

Dr. Lal Sharma, Kamloops

In this context, presenters expressed their support for and commitment to an education system based on principles that acknowledge and celebrate differences, while at the same time protecting individuals from their sometimes negative consequences. One participant related an anecdote about seeing a bus in Vancouver stop and allow a disabled person to enter by lowering its door. She compared that mechanism to the kinds of schools we need.

Buses that kneel so that disabled people can participate! That's what kind of society creates a public education system.

Peggy Salaberry, Kelowna

We Expect:

Many of the presentations made by participants in the **Charter** process referred to the provision of services, resources, the responsibilities of governments at various levels and the participation of others in the public education system. The panel came to refer to these as the expectations of British Columbians for the public education system.

We expect Government to be responsible for fully funding all aspects of a quality education.

It was not surprising that the panel heard in every public meeting concerns about the funding of public education. This is not a new issue by any means. However, recent financial pressures leading to closure of schools and reduction of staff and services, combined with declining enrolments made financial issues a major topic. While some participants acknowledged that funding has been a problem under successive governments, many blamed the current provincial government for the financial ills of the public system. Clearly presenters had the perception that public education is under funded while expectations of what public education, especially schools, can do for society continue to increase. These concerns were reflected across the broad spectrum of representatives including teachers, parents, students, community members, trustees, and school based and district administrators. This issue is discussed in more detail in another section of this report.

101.8, 101.13, 102.2, 102.8, 102.9, 102.10, 102.12, 102.13, 102.15, 102.17, 102.18, 103.8 104.2, 104.6, 104.9, 104.11, 105.2, 106.1, 107.4, 107.9, 107.11, 108.4, 108.7, 108.14, 108.15, 108.18, 108.19, 108.20, 108.22, 109.1, 109.2, 109.3, 109.4, 109.12, 109.13, 109.17, 109.19, 109.20, 109.21, 109.24, 110.1, 110.3, 110.8, 110.12, 110.16, 111.12, 112.4, 113.4, 113.5, 114.8, 114.9, 114.10, 114.14, 114.17, 115.1, 115.3, 115.8, 115.9, 116.6, 116.7, 117.4, 117.10, 117.11, 117.12, 118.1, 118.4, 118.5, 119.12, 119.13, 120.10, 120.11, 120.12, 120.13, 120.16, 121.1, 121.2, 121.7, 121.9, 121.12, 122.2, 122.3, 122.4, 122.7, 122.8, 122.9, 122.10, 122.11, 123.3, 123.4, 123.5, 123.6, 123.9, 123.10, 123.13, 123.14, 123.16, 124.1, 124.4, 124.8, 124.9, 124.11, 124.12, 124.13, 125.2, 125.4, 127.1, 128.4, 128.5, 128.7, 128.8, 129.6, 129.7, 129.8, 129.9, 129.11, 130.5, 130.7, 130.13, 130.15, 131.1, 131.5, 132.3, 132.4, 132.5, 132.6, 132.8, 132.11, 132.13, 132.14, 132.15, 132.18, 133.4, 133.9, 133.10, 134.12, 134.18, 134.23, 135.1, 135.2, 135.8, 136.1, 136.3, 137.1, 137.2, 137.9, 137.10, 137.11, 137.13, 137.14, 138.2, 138.5, 138.7, 138.9, 138.11, 140.6, 140.7, 140.10, 140.14, 141.2, 141.5, 141.15, 141.16, 141.18, 141.26, 141.27, 141.28, 141.35, 141.37, 141.41, 141.42, 141.44, 141.45, 150.8, 150.19, 150.21, 105.1, 107.5, 109.15, 109.16, 111.12, 111.13, 114.21, 115.3, 115.5, 115.6, 115.10, 116.1, 117.1, 117.11, 119.1, 119.3, 119.6, 119.11, 119.12, 119.13, 119.14, 119.15, 121.11, 122.9, 123.1, 123.12, 124.11, 124.13, 130.13, 131.5, 133.9, 135.7, 141.27, 141.28



101.5, 102.8, 102.9, 102.10, 104.5, 104.11, 106.1, 107.9, 108.3, 109.2, 109.7, 109.13, 109.19, 109.20, 109.21, 110.6, 110.12, 111.10, 111.12, 113.14, 114.8, 114.10, 114.11, 114.15, 114.17, 117.2, 117.11, 117.13, 118.2, 119.13, 120.9, 120.11, 120.12, 120.13, 120.14, 120.16, 121.2, 122.3, 122.7, 122.8, 122.10, 122.11, 123.5, 123.6, 123.9, 123.13, 123.14, 123.15, 124.11, 124.12, 124.13, 124.15, 125.1, 125.4, 127.1, 128.4, 128.8, 129.2, 129.8, 129.11, 130.1, 130.2, 130.3, 130.4, 130.5, 130.7, 130.8, 130.11, 130.14, 130.16, 131.4, 131.5, 131.6, 132.3, 132.4, 132.5, 132.6, 132.8, 132.10, 132.11, 132.14, 132.18, 132.21, 133.1, 133.2, 133.4, 133.5, 133.8, 133.9, 133.10, 134.12, 134.13, 134.18, 134.19, 134.26, 134.27, 134.28, 134.29, 135.1, 135.2, 135.4, 135.5, 135.8, 136.1, 136.2, 136.3, 136.5, 136.6, 137.1, 137.8, 137.9, 137.10, 138.2, 138.7, 138.9, 138.12, 138.14, 140.8, 140.10, 140.11, 140.14, 141.1, 141.2, 141.8, 141.15, 141.26, 141.37, 150.2, 150.19

A number of concerns were raised concerning the availability and distribution of education dollars. However, the overwhelming consensus was that government (the provincial government under the terms of the Constitution) should fully fund a quality public education system. It was not as clear what was considered to be quality education or how much money should be provided to the system or who should decide what is important and must be funded versus what might be removed from the public education system's responsibilities.

102.18, 114.8, 114.11, 116.2, 117.11, 117.13, 120.13, 120.16, 122.7, 122.10, 123.14, 123.16, 124.4, 124.12, 124.13, 125.1, 125.2, 125.4, 126.8, 128.4, 128.8, 129.2, 129.7, 129.8, 129.13, 130.1, 130.2, 130.3, 130.4, 130.5, 130.7, 130.8, 130.9, 130.14, 130.16, 130.20, 131.2, 131.4, 131.5, 132.4, 132.5, 132.7, 132.8, 132.9, 132.10, 132.14, 132.17, 132.18, 132.19, 132.20, 132.21, 133.1, 133.2, 133.4, 133.5, 133.6, 133.8, 133.9, 133.10, 133.11, 134.18, 134.19, 134.28, 134.29, 135.1, 135.2, 135.4, 135.5, 135.6, 135.7, 136.1, 136.2, 136.3, 136.6, 137.10, 138.5, 138.6, 138.7, 138.10, 138.12, 140.6, 140.8, 140.11, 140.12, 140.15, 141.1, 141.2, 141.8, 141.15, 141.26, 141.29, 141.36, 141.43, 141.45, 150.2

A number of presenters made the point that Canada is one of the world's wealthiest nations and therefore it is not a shortage of money that is at the root of dissatisfaction with levels of funding, but a question of priorities in the spending of resources.

There has been an absolute increase in wealth at the provincial level – the question is where has that money gone – it's gone elsewhere and that's a political decision.

Nelson Allen, Nanaimo.

If we can't do it right in British Columbia, where can we do it right?

Steve Naylor, Salmon Arm.

102.9, 102.14, 102.19, 104.2, 109.4, 109.20, 113.2, 113.3, 113.4, 116.1, 119.13, 122.3, 122.7, 124.11, 124.14, 125.1, 127.1, 129.2, 129.3, 130.2, 130.9, 130.14, 131.2, 132.14, 132.20, 133.4, 133.9, 135.1, 135.2, 136.5, 137.1, 138.9, 141.1, 141.16, 141.17, 141.26, 141.28, 141.37, 150.2, 150.13

Many presenters, especially representatives from PACs and DPACs, raised concerns about the level of fundraising and fee collection in schools. Clearly at issue here is the inequity which appears to have developed from one community to another. Some schools in disadvantaged communities find it almost impossible to raise additional

funds, while others in wealthy areas raise more than enough to provide computer labs, student travel and extensive additions to library collections.

PAC supplied computers and books for the library – we're not even complaining about that - we should be.

Ardie Bazinet, Port McNeil

Public education should not depend upon where you live in the province – and it does.

Ann Hory, Port McNeil

Some school districts are coming to rely on revenue from students attracted from overseas. Other communities, often more isolated or less attractive to non-resident students cannot bring in foreign students to boost funding. In those districts which are encouraging large numbers of international students some are questioning the impact on the education system.

We are finding it challenging to accommodate many international students in our classrooms; students who are not British Columbians but who are paying for the opportunity to be educated here. These students are taxing an already strained system. The large number and young age of these "private" students are seriously compromising the public nature of our strong education system.

Marjorie Reimer, Squamish.

Teachers and parents frequently pointed out the additional burden that teachers face when they purchase their own classroom supplies because insufficient school funds are made available. They also felt guilty when they had to pass on costs for materials to their students.

Students shouldn't be expected to shoulder the effects of cost cutting measures.

Rick Coe, Dileep Athaide, Rosanne Moran, Vancouver

... less resources for the soft edges of education which is books, automatically included in the past, and now teachers and parents have to become entrepreneurs and fundraisers to meet needs which were once a given.

Cornell Stefaniuk, Hope.

102.1, 102.17, 107.8, 109.17, 111.14, 119.11, 121.2, 124.6, 130.7, 130.11, 130.16, 132.14, 132.18, 132.20, 133.3, 133.4, 133.8, 133.9, 133.10, 135.1, 135.2, 135.6, 136.3, 141.1, 141.8, 141.15, 141.17, 141.26, 141.37, 150.2

A number of presenters were concerned about the perception that funding has been increased to private schools at the expense of the public system. These speakers emphasized their belief that public funds should be used to fund public education and not private institutions that limit their enrolments to those who can afford to pay.

Some discussion took place during the hearings about using a standard measure of wealth of the nation to determine how much we as a society can afford to spend on such basic necessities as education and health care, for instance attaching a percentage of the GDP (or some other agreed upon standard measure of wealth) to education and health care so that should this factor increase, more funds would be available. Should it decrease, then reductions would be made in spending. This was suggested as a way to depoliticize education and health care spending.

109.5, 109.6, 109.16, 109.24, 115.9, 117.5, 117.11, 121.13, 126.8, 130.1, 130.4, 130.6, 130.11, 131.3, 133.12, 138.6, 140.6, 140.7, 140.12, 150.23

We expect the public education system to guarantee each First Nations learner the right to an education respectful of their history, language and culture.

Many presentations to the panel drew attention to the ongoing concern for children from First Nations families. These learners continue to fall well below the norm in public school. Only 40% of First Nations students entering grade 8 will graduate from high school. The other 60% will either never complete high school or complete at a later time. First Nations students are over-represented in all special needs categories with the exception of gifted. Although there have been some gains for First Nations students, overall the quality of their education remains far less satisfactory than for the general population. Presenters brought to the attention of the panel some of the long-standing reasons for this situation.

Of continuing concern is the fact that many of our Nuu-chah-nulth parents and community members still experience discomfort in our school system. When one of our parents walks into the school they do not see their culture and values being reflected in the educating of their children. Their language is not being taught and if their culture is being taught, it is often from someone who teaches using a textbook and is learning about the culture themselves. Our people are taught that their wisdom is not good enough to be taught in the school system unless it comes combined with a teaching certificate, as if that is what makes someone a truly good teacher. Our students see how their culture is disrespected. This effects their sense of pride in their culture and could be a contributing factor to our high drop out rates. Our children are still faced with being forced into someone else's culture with little consideration given to their needs as first nations people.

*Kla-kish-kla-uk-sa (Lynnette
Barbosa), Port Alberni*

Many pointed out that it would take a collective effort of all associated with the public education system to see improvements in the achievement of First Nations learners.

Accountability for improved results of First Nations learners is imperative. . .

The Ministry of Education must commit to providing long-term targeted funding for First Nations programs and services. . . It is critical that First Nations history and culture be integrated into the curriculum, in all subjects and all grades. . . It is important to recognize First Nations have the inherent right to self-government and need to have this right recognized and supported by all levels of government. . . First Nations parents have a long and negative history of involvement with Canada's public school systems. It will require much effort to change this but we can do it collectively and proactively over time. . . It is important to acknowledge that a collective effort is required to improve the results for First Nations learners.

*Debbie Leighton Stevens, Prince
Rupert.*

Focus on improvement in the school experience for Aboriginal learners. British Columbia's public school system is world class. However, it fails to meet the needs of too many Aboriginal learners and their communities.

Kit Krieger, North Vancouver

The panel was often moved by the presentations from First Nations representatives as they expressed their concern for past wrongs and committed to working towards an improved future for First Nations children.

We expect learners, parents, early childhood educators, teachers, support staff, administrators, school boards, post-secondary educators, the Government of British Columbia and communities to work in partnership to meet the needs of all learners.

102.8, 102.11, 102.12, 102.17, 103.6, 103.8, 105.1, 105.5, 105.6, 107.11, 108.7, 108.15, 108.22, 108.24, 109.3, 109.4, 109.20, 109.22, 109.23, 110.16, 111.9, 113.1, 113.2, 113.3, 113.10, 114.2, 113.12, 114.7, 114.20, 115.3, 115.4, 115.7, 115.8, 115.9, 116.1, 116.3, 116.7, 117.7, 117.1, 118.4, 118.6, 121.6, 121.11, 122.3, 122.5, 123.6, 123.8, 124.10, 124.11, 124.12, 124.13, 124.14, 124.16, 125.1, 125.5, 129.5, 129.6, 129.8, 129.9, 129.14, 130.2, 130.13, 130.19, 131.2, 131.5, 131.10, 131.11, 132.4, 132.6, 132.12, 132.14, 132.15, 132.16, 133.2, 133.4, 133.8, 133.11, 133.12, 134.13, 134.22, 134.25, 134.28, 136.5, 136.6, 136.7, 137.2, 137.4, 137.10, 137.13, 138.4, 138.7, 138.9, 138.10, 140.6, 140.10, 141.4, 141.10, 141.12, 141.13, 141.14, 141.26, 141.37, 141.42, 141.46, 150.4, 150.10, 150.18, 150.25, 150.26
102.16, 113.4, 113.10, 114.2, 114.4, 113.12, 113.13, 113.14, 114.7, 114.8, 114.9, 114.10, 114.11, 114.14, 114.15, 114.16, 114.17, 114.20, 115.3, 115.4, 115.7, 115.9, 116.2, 116.5, 116.7, 117.2, 117.4, 117.5, 117.7, 117.1, 117.9,

Clear communication and partnership among all groups to meet the needs of learners was an expectation of most presenters during the hearings. Embedded in this view were many underlying issues which need to be addressed. Some felt that the current provincial government was not listening equally to all partner groups. Others raised the issue of equal representation on School Planning Councils.



School Planning Councils should have equal representatives of teachers and board employees.

Donna Peterson, Vancouver East Side

Still others looked for greater cooperation between governments including the sharing of local resources.

A parent expressed a common concern:

...it would be nice to be part of the process...I got the impression that between parents and teachers there is this great divide...I have been involved in it ... if a group of staff is not comfortable talking about staffing, budget, etc. and if the administration feels they have to go along with it, then we (parents) are left out in the cold.

Helena Worrall, Langley

113.2, 113.6, 113.10, 115.3, 116.2, 121.6, 121.11, 122.5, 123.6, 123.8, 123.11, 123.17, 124.10, 124.11, 124.13, 124.16, 125.5, 129.2, 129.5, 129.6, 129.14, 132.14, 133.4, 134.20, 134.22, 134.29, 135.4, 136.5, 137.13, 138.7, 138.9, 140.12, 141.13, 141.26, 141.37, 150.19, 150.25

Many presenters expressed the hope that communication can be improved among the partners in the system.

It's a difficult time we're living in because people are pulling each other apart for all the wrong reasons - separate bureaucracies, all finger pointing and running in circles.

Marvin Cope, Hope

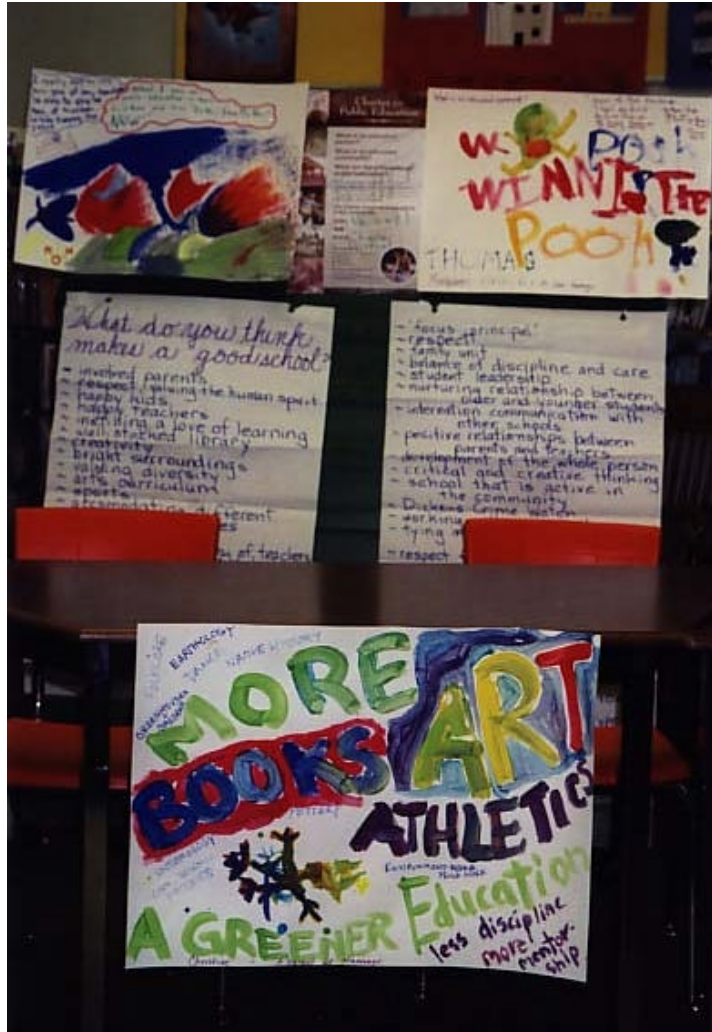
...communication needs to be open, it takes discussion, everyone needs to be there to explain their point of view...

Jane Carnahan-Schultz, Surrey



117.10, 117.12, 117.13, 117.14, 118.1, 118.4, 118.5, 118.6, 118.7, 119.9, 119.10, 119.12, 119.13, 119.14, 120.10, 120.11, 120.13, 120.16, 121.1, 121.2, 121.7, 121.10, 121.11, 122.3, 122.4, 122.5, 122.7, 122.8, 122.9, 123.1, 123.2, 123.5, 123.7, 123.8, 123.9, 123.12, 123.14, 123.17, 124.1, 124.2, 124.4, 124.5, 124.8, 124.9, 124.10, 124.11, 124.12, 124.13, 124.14, 124.15, 124.16, 125.1, 125.2, 125.4, 126.3, 126.5, 126.8, 126.9, 127.1, 128.2, 128.4, 128.7, 128.8, 129.1, 129.2, 129.3, 129.5, 129.8, 129.11, 129.13, 130.1, 130.2, 130.4, 130.5, 130.6, 130.7, 130.11, 130.16, 130.20, 131.2, 131.3, 131.4, 131.5, 132.4, 132.5, 132.6, 132.9, 132.10, 132.12, 132.13, 132.14, 132.15, 132.17, 132.18, 132.19, 132.21, 133.1, 133.2, 133.3, 133.4, 133.5, 133.6, 133.8, 133.9, 134.12, 134.13, 134.14, 134.17, 134.18, 134.19, 134.24, 134.28, 134.29, 135.1, 135.2, 135.4, 135.5, 135.6, 135.8, 136.1, 136.2, 136.3, 136.5, 136.6, 136.7, 137.2, 137.10, 138.4, 138.9, 138.11, 140.6, 140.9, 140.15, 141.1, 141.13, 141.14, 141.15, 141.29, 141.37, 141.41, 141.44, 14101.1, 101.4, 101.7, 101.8, 101.10, 102.1, 102.16, 103.8, 104.11, 105.1, 105.5, 106.2, 107.3, 107.6, 107.10, 107.11, 108.1, 108.2, 108.11, 108.14, 108.15, 108.15, 108.22, 108.24, 109.1, 110.1, 111.9, 111.20, 112.5, 113.2, 113.10, 113.11, 113.12, 113.14, 113.15, 114.1, 114.4, 114.5, 114.6, 114.7, 114.8, 114.9, 114.11, 114.15, 114.18, 114.20, 115.3, 115.4, 115.8, 115.9, 116.1, 116.4, 116.6, 116.8, 116.9, 117.7, 117.9, 117.12, 118.4, 119.3, 119.5, 119.9, 119.10, 119.15, 120.11, 120.13, 121.1, 122.2, 122.3, 122.6, 122.8, 123.1, 123.9, 123.13, 123.14, 124.1, 124.4, 124.8, 124.11, 124.12, 124.13, 124.16, 125.1, 125.3, 126.7, 129.5, 130.1, 130.3, 130.5, 130.8, 130.11, 130.18, 131.2, 131.5, 132.5, 132.9, 132.16, 133.2, 133.5, 134.21, 136.3, 136.6, 138.9, 138.11, 140.7, 140.9, 141.15, 141.16, 141.29, 150.3, 150.10, 150.19, 150.21, 150.22, 1.46, 150.2

While a large number of presenters felt that there was a degree of cooperation among the educational partners in school districts, some argued that recent provincial changes have decreased the opportunity for healthy debate and discussion both at the provincial and local levels in the system.



103.7, 103.8, 113.2, 113.10, 115.8, 123.4, 125.5, 132.16, 150.9

Unionization has created difficulties – we now have to work at calling ourselves partner groups – we talk about our own rights and sometimes forget about the kids.

Ingrid Hierck, Nelson

102.12, 107.6, 113.2, 115.8, 121.3, 123.4, 125.5, 132.16, 133.12, 134.22, 135.7, 150.11

I feel like a lowly tax payer sometimes, amongst the finger pointing groups who have all the control of the system, and who can no longer work together. We can't always blame everything on the teacher.

Joan Bridgeman, Hope

The importance of community and especially the community's involvement in public education was mentioned many times throughout the hearings.

Communities need to see themselves in partnership with schools, it's their responsibility too – kids have a whole education before they get into school.

Marnie Younger, Skidegate

Would it not be wonderful if schools had a coffee room where parents could meet, establish new friendships and become involved in their community? Would it not be wonderful if our neighbours who do not have children or whose children are grown up, had a commitment to their local school and saw it as a community resource rather than just a place where kids gather and are noisy? Would it not be wonderful if intergenerational friendships were encouraged and we got to know our neighbours.

Annie McKittrick, Written submission

Presenters also spoke of the need for integration of government and community services for children.

102.12, 104.9, 105.1, 111.9, 111.20, 113.1, 113.11, 117.13, 118.4, 118.7, 119.13, 119.14, 119.15, 120.11, 120.13, 121.1, 123.2, 123.9, 123.10, 124.1, 124.5, 124.8, 124.11, 124.12, 124.13, 124.14, 124.15, 125.1, 125.4, 129.1, 129.4, 129.5, 129.8, 130.1, 130.2, 130.5, 130.13, 131.4, 132.3, 132.4, 132.6, 132.14, 132.15, 132.21, 133.4, 133.8, 134.20, 134.24, 134.28, 134.29, 135.2, 135.4, 135.8, 136.3, 136.5, 136.6, 137.8, 138.2, 138.5, 138.9, 140.11, 141.25, 141.33, 141.36, 141.37

There should be a concern for focusing on the connection between pre-school and kindergarten – not for institutionalization, but for more links between Ministry of Health, Ministry of Children and Families, and public education.

Sheila Park, Salmon Arm

101.1, 101.4, 101.7, 101.8, 101.10, 102.1, 102.16, 103.8, 104.11, 105.1, 105.5, 106.2, 107.3, 107.6, 107.10, 107.11, 108.1, 108.2, 108.11, 108.14, 108.15, 108.15, 108.22, 108.24, 109.1, 110.1, 111.9, 111.20, 112.5, 113.2, 113.10, 113.11, 113.12, 113.14, 113.15, 114.1, 114.4, 114.5, 114.6, 114.7, 114.8, 114.9, 114.11, 114.15, 114.18, 114.20, 115.3, 115.4, 115.8, 115.9, 116.1, 116.4, 116.6, 116.8, 116.9, 117.7, 117.9, 117.12, 118.4, 119.3, 119.5, 119.9, 119.10, 119.15, 120.11, 120.13, 121.1, 122.2, 122.3, 122.6, 122.8, 123.1, 123.9, 123.13, 123.14, 124.1, 124.4, 124.8, 124.11, 124.12, 124.13, 124.16, 125.1, 125.3, 126.7, 129.5, 130.1, 130.3, 130.5, 130.8, 130.11, 130.18, 131.2, 131.5, 132.5, 132.9, 132.16, 133.2, 133.5, 134.21, 136.3, 136.6, 138.9, 138.11, 140.7, 140.9, 141.15, 141.16, 141.29, 150.3, 150.10, 150.19, 150.21, 150.22, 105.1, 108.22, 109.8, 109.10, 109.11, 109.12, 109.12, 113.7, 113.11, 114.4, 113.12, 113.13, 114.18, 115.3, 115.4, 115.7, 115.9, 116.2, 116.5, 116.7, 117.9, 117.14, 118.4, 118.7, 119.10, 119.11, 119.13, 119.14, 120.11, 120.13, 121.7, 121.8, 121.11, 121.13, 122.3, 122.3, 122.5, 122.6, 122.8, 122.11, 123.9, 123.13, 124.1, 124.5, 124.9, 124.11, 124.12, 124.13, 124.14, 124.15, 125.1, 126.5, 126.8, 126.9, 129.1, 129.2, 129.5, 129.6, 129.7, 129.8, 129.11, 129.13, 130.3, 130.4, 130.6, 130.7, 130.13, 130.18, 131.2, 131.4, 131.8, 131.11, 132.4, 132.5, 132.10, 132.14, 132.15, 132.18, 132.19, 132.20, 132.21, 133.1, 133.4, 133.5, 133.9, 134.12, 134.15, 134.20, 135.1, 135.2, 135.3, 136.1, 136.2, 136.5, 136.7, 137.1, 137.10, 137.13, 138.5, 138.9, 138.14, 140.6, 140.9, 141.1, 141.6, 141.13, 141.26, 141.29, 141.31, 141.33, 141.36, 141.37, 141.38, 141.39, 141.42, 150.2, 150.10

There was support for community schools and for schools in communities.

The whole nature of communities is lost if we lose the schools – a huge impact on the community – any charter needs to recognize the importance and integrity of communities, and it needs to recognize the strengths and needs of those communities.
 Fred Robertson. Port McNeil



102.12, 107.6, 113.2, 115.8, 121.3, 123.4, 125.5, 132.16, 133.12, 134.22, 135.7, 150.11

In addition, many presenters called for cooperation across government ministries to maximize the availability of programs and resources.

102.12, 107.6, 113.2, 115.8, 121.3, 123.4, 125.5, 132.16, 133.12, 134.22, 135.7, 150.11

A small number of presenters was concerned about the issue of teacher competence. They believed, for instance, that a number of less than competent teachers are in the system who should not be, and that methods for identifying these people and ensuring they leave the public education system should be found. Some identified teacher testing as a method for improving competence.

A larger group expressed the belief that teachers do not receive the support and respect they deserve. They described teachers as capable professionals who have expertise in curriculum and teaching methods and who are entitled to the public's trust.



102.19, 103.8, 104.2, 105.1, 106.1, 107.8, 108.6, 109.19, 112.5, 113.5, 113.6, 113.7, 113.8, 113.9, 113.10, 114.8, 114.16, 114.20, 115.3, 115.7, 115.8, 115.9, 116.1, 116.3, 116.7, 117.10, 118.6, 118.8, 119.5, 119.7, 119.8, 121.6, 121.11, 121.12, 122.7, 122.8, 123.6, 123.7, 123.13, 123.14, 123.16, 123.17, 124.10, 124.11, 124.13, 124.14, 124.16, 125.2, 125.4, 126.1, 126.5, 126.7, 126.11, 128.2, 129.3, 129.6, 129.8, 129.10, 130.2, 130.11, 130.20, 131.2, 131.5, 132.4, 132.6, 132.14, 132.18, 133.1, 133.4, 133.7, 134.19, 134.20, 134.29, 135.2, 135.4, 135.7, 136.2, 136.5, 137.13, 138.1, 138.2, 138.3, 138.9, 138.11, 138.13, 140.6, 140.10, 140.12, 141.1, 141.4, 141.13, 141.26, 141.37, 150.2, 101.5, 101.15, 109.16, 109.19, 111.3, 113.15, 114.4, 114.6, 114.7, 114.11, 114.16, 118.5, 121.2, 122.7, 122.8, 123.14, 124.16, 125.6, 126.12, 129.2, 129.12, 130.1, 130.2, 131.5, 132.6, 132.14, 132.19, 134.10, 134.17, 134.19, 138.3, 138.13, 141.1, 150.2

For a number of presenters, the concept of accountability went along with a belief in strengthening partnerships. Accountability was described in a wide range of ways. Some stressed the importance of fiscal accountability on the part of school boards.



101.9, 103.6, 105.3, 113.4, 113.6, 113.8, 113.10, 113.14, 114.1, 114.4, 114.8, 114.9, 114.10, 114.11, 114.12, 114.14, 114.15, 114.17, 114.19, 115.1, 115.3, 115.7, 115.8, 116.3, 117.2, 117.4, 117.1, 117.10, 117.13, 118.1, 118.2, 118.3, 118.7, 119.11, 119.12, 119.13, 119.14, 120.10, 120.11, 120.16, 121.2, 122.2, 122.3, 122.4, 122.5, 122.7, 122.10, 122.11, 123.3, 123.4, 123.5, 123.6, 123.9, 123.10, 123.14, 124.1, 124.12, 124.13, 124.14, 124.15, 125.1, 125.4, 127.1, 128.2, 128.3, 129.1, 129.2, 129.3, 129.4, 129.7, 129.12, 130.2, 130.3, 130.4, 130.7, 130.14, 130.17, 131.6, 132.9, 132.10, 132.14, 132.18, 132.19, 132.21, 133.4, 133.5, 133.6, 133.9, 133.10, 134.12, 134.27, 136.4, 137.2, 138.2, 140.17, 141.1, 141.7, 141.17, 141.26, 141.30, 141.33, 141.37, 141.45, 150.2, 150.13

108.13, 109.1, 110.2, 113.5, 113.14, 113.15, 114.1, 114.5, 114.7, 114.8, 114.10, 114.11, 114.12, 114.16, 114.17, 114.18, 114.19, 115.3, 115.7, 115.8, 116.2, 116.3, 117.2, 117.5, 117.10, 117.11, 117.12, 118.1, 118.5, 118.7, 119.11, 119.15, 120.9, 120.10, 120.11, 120.13, 120.16, 121.2, 121.8, 121.10, 122.3, 122.4, 122.5, 122.6, 122.7, 122.8, 122.9, 122.10, 122.11, 123.3, 123.5, 123.6, 123.7, 123.9, 123.10, 123.13, 123.14, 124.1, 124.2, 124.4, 124.6, 124.8, 124.9, 124.12, 124.13, 124.14, 124.15, 124.16, 125.1, 125.2, 125.3, 125.4, 125.6, 127.1, 128.2, 128.3, 128.4, 128.5, 128.7, 128.8, 129.1, 129.2, 129.3, 129.7, 129.8, 129.11, 129.13, 130.1, 130.2, 130.3, 130.4, 130.5, 130.7, 130.8, 130.9, 130.11, 130.13, 130.14, 130.16, 130.20, 131.1, 131.2, 131.4, 131.5, 131.6, 132.4, 132.5, 132.6, 132.7, 132.8, 132.9, 132.10, 132.11, 132.12, 132.14, 132.17, 132.18, 132.19, 132.20, 132.21, 133.1, 133.2, 133.3, 133.4, 133.5, 133.6, 133.8, 133.9, 133.10, 134.12, 134.13, 134.14, 134.17, 134.18, 134.19, 134.20, 134.26, 134.27, 134.28, 134.29, 135.1, 135.2, 135.3, 135.4, 135.5, 135.6, 135.7, 136.1, 136.2, 136.3, 136.5, 136.6, 137.1, 137.2, 137.9, 137.10, 138.5, 138.6, 138.9, 138.10, 138.12, 140.1, 140.6, 140.8, 140.10, 140.11, 140.12, 140.15, 141.1, 141.2, 141.8, 141.17, 141.26, 141.30, 141.36, 141.37, 141.42, 141.45, 141.46, 150.2

A greater number reminded the panel that the provincial government has a responsibility to be accountable for policy decisions and their impact on learners. These participants were concerned that recent fiscal and education policy directions showed a lack of accountability on the part of the Ministry of Education.



107.8, 108.2, 108.24, 113.5, 113.10, 113.15, 114.1, 114.2, 113.12, 114.7, 114.11, 114.16, 114.17, 114.18, 114.20, 115.2, 115.7, 115.8, 116.1, 116.2, 116.8, 117.7, 117.1, 117.14, 118.4, 121.3, 121.8, 121.11, 122.2, 122.8, 122.9, 123.6, 123.11, 123.13, 123.14, 123.17, 124.1, 124.10, 124.11, 124.12, 124.13, 124.14, 124.15, 124.16, 125.2, 125.4, 125.5, 126.1, 126.2, 126.6, 126.8, 126.9, 126.11, 128.7, 129.2, 129.8, 129.9, 129.11, 129.14, 129.15, 130.11, 130.13, 130.20, 131.2, 131.3, 131.5, 131.6, 131.10, 131.11, 131.13, 132.4, 132.6, 132.7, 132.9, 123.12, 132.14, 132.15, 132.16, 132.21, 133.2, 133.4, 133.8, 134.9, 134.13, 134.20, 134.22, 135.2, 135.4, 135.7, 136.1, 136.3, 136.5, 136.6, 137.2, 137.4, 137.10, 137.12, 137.13, 137.14, 138.5, 138.8, 138.9, 138.13, 140.5, 140.6, 140.9, 140.10, 140.15, 141.1, 141.4, 141.14, 141.33, 141.37, 141.42, 141.45, 141.46, 150.3, 150.4, 150.11

More generally, there was a common view that each individual and group in the system has a responsibility to be accountable for their contributions and actions. Students, parents, teachers, school boards and the provincial government all have a part to play in keeping the system strong. All, agreed many of the presenters, should be accountable for their actions.



One issue which received a lot of comment in the context of building partnership and trust was teacher collective bargaining. Some presenters expressed the view that free collective bargaining is a principle which should be supported. They were critical of the reduction in teacher bargaining rights, both because of the negative impact this has had on educational programs and services available to learners, and because they believed relationships of trust and respect had been undercut by recent legislation.

102.17, 102.18, 102.19, 104.4, 104.5, 104.6, 109.9, 115.7, 118.5, 121.2, 122.7, 123.6, 123.7, 131.6, 132.10, 134.19, 135.2, 138.6, 141.1, 141.26

... teachers are somehow singled out. They don't have the right to free and full collective bargaining. Every other group in society, employer and employee, sit down and negotiate. But teachers don't have that right.

Ken Ellis, Merritt

Interestingly, participants in the **Charter** process called on all those involved in the education system not to be fearful of trying something new and to beware of what they described as a “warehouse” or “factory” model of education. Many believed that the present system, or elements of it, are outdated and they are not opposed to experimentation.

113.2, 113.10, 113.13, 114.5, 114.8, 114.9, 114.11, 115.2, 115.4, 115.7, 115.8, 115.9, 116.2, 116.5, 116.8, 118.1, 118.4, 121.1, 121.5, 121.7, 122.3, 122.6, 123.3, 123.8, 123.17, 124.2, 124.3, 124.11, 124.12, 124.13, 125.1, 125.2, 128.4, 129.1, 129.10, 130.1, 130.5, 130.11, 131.3, 131.5, 131.6, 131.8, 131.11, 132.10, 132.14, 132.20, 133.2, 133.4, 133.5, 133.6, 133.8, 134.19, 135.2, 135.5, 137.12, 137.13, 138.7, 138.8, 140.12, 140.16, 113.2, 114.4, 114.16, 114.17, 114.18, 115.2, 116.2, 116.5, 116.8, 117.1, 118.6, 119.1, 120.13, 121.1, 121.5, 121.7, 121.8, 122.3, 123.17, 124.1, 124.11, 124.12, 124.13, 125.2, 125.6, 129.1, 129.9, 129.10, 129.11, 129.13, 130.6, 130.14, 131.1, 131.3, 131.5, 131.6, 131.11, 132.14, 132.20, 133.2, 134.18, 135.1, 135.2, 135.7, 137.2, 137.8, 137.12, 137.13, 138.3, 141.15



107.8, 113.3, 114.4, 114.5, 113.12, 113.13, 113.14, 114.8, 114.9, 114.10, 114.14, 114.15, 114.19, 115.8, 115.9, 116.2, 117.2, 117.5, 117.13, 118.1, 118.5, 118.6, 119.10, 119.12, 120.9, 120.12, 120.13, 120.16, 121.1, 121.5, 121.6, 121.7, 121.12, 122.10, 123.6, 123.7, 123.9, 123.13, 123.14, 123.17, 124.1, 124.2, 124.3, 124.4, 124.11, 124.12, 124.13, 125.1, 125.2, 125.6, 126.4, 126.8, 128.4, 128.7, 128.8, 129.1, 129.7, 129.9, 129.10, 129.11, 129.13, 130.1, 130.3, 130.7, 130.11, 130.14, 130.16, 130.20, 131.2, 131.3, 131.4, 131.5, 131.8, 131.13, 132.2, 132.8, 132.9, 132.10, 132.11, 132.12, 132.14, 132.17, 132.18, 132.21, 133.2, 133.8, 133.9, 134.12, 134.18, 134.19, 134.28, 135.2, 135.3, 135.7, 136.2, 136.3, 136.5, 136.6, 137.13, 138.4, 138.9, 138.12, 140.14, 140.16, 141.5, 141.13, 141.14, 141.15, 141.17, 141.29, 141.34, 141.46

The panel was reminded, however, that the process of change and reform in education should be measured and requires consensus. Presenters called for change to be based on grass roots, bottom up processes, and insisted that great care and adequate time, consultation and discussion are necessary to make sure the system retains stability and public confidence.



We expect strong local democratic governance within the provincial education system.

Public education is a provincial responsibility in Canada. In British Columbia governance of public education is shared between the provincial government and locally elected boards of trustees and administered under the terms of the School Act.

The conditions for success (of public education) includes committed parents and teachers, school boards that listen to the public, government that provides a framework of positive values and which provides resources needed to meet the needs of students.

Peter Andres, Hope

The panel received many submissions that spoke to the issue of local governance. The strong emphasis in most presentations about the importance of community to public education and the importance of public education to communities underlined the role which people seem to expect of a local governance system.

The purpose and value of locally elected school boards is often not visible except in times of conflict. Boards represent the public voice in public education. Public education is kept public partly through election of school trustees.

Lynn Chapman, Sunshine Coast

Some presenters expressed a fear that the provincial government may want to get rid of school boards.

It seemed natural for me to become a trustee. I wouldn't want there to be no local control of education; it shouldn't just be teachers and the Ministry. People can call up the local trustee. The role is important if you're going to tailor schools to community; its important to bring people together – the Ministry is remote.

Hattie Hogeterp, Langley

There are rumours about getting rid of trustees; if they are too vocal they'll be gone – the public won't have access to education – instead of having the best system we'll be hanging on by a thread.

Diane Pona, Langley

School trustees should not be hamstrung by the provincial government where decisions will be based on dollars rather than the needs of students.

Colleen Fitzpatrick, Prince Rupert

A number of presenters felt there should be a closer relationship between school governance and municipal governance.

School boards are part of the problem not part of the solution. They are separated from other local government. Education should be run by local government and locally used as a community hub – the school.

Bob Yates. Victoria

Others questioned the economic and democratic sense of amalgamation of school districts.

Amalgamating school districts takes away community control. It will take a long time and be expensive to create a better system (of governance). Community discussion, debate and engagement is necessary for positive change to occur.

Kimberly, open discussion

101.8, 102.8, 102.12, 103.2, 103.4, 103.8 104.2, 104.9, 104.11, 105.5, 106.1, 107.3, 107.5, 107.9, 107.10, 108.4, 109.19, 109.20, 109.21, 111.10, 113.14, 114.1, 114.4, 114.5, 114.9, 114.10, 114.13, 114.14, 114.15, 115.1, 115.3, 115.7, 115.8, 115.10, 116.2, 117.3, 117.4, 117.5, 117.11, 117.12, 117.13, 118.1, 118.4, 119.12, 119.13, 119.14, 120.11, 120.13, 120.14, 121.1, 121.2, 121.7, 122.2, 122.3, 122.4, 122.5, 122.6, 122.7, 122.8, 122.9, 122.10, 122.11, 123.3, 123.4, 123.5, 123.6, 123.9, 123.10, 123.13, 123.14, 124.6, 124.11, 124.12, 124.13, 124.15, 124.16, 125.1, 125.2, 125.4, 125.6, 126.8, 127.1, 128.3, 128.4, 128.8, 129.1, 129.2, 129.7, 129.8, 129.9, 129.13, 130.1, 130.2, 130.3, 130.4, 130.5, 130.7, 130.8, 130.11, 130.12, 130.14, 130.16, 131.1, 131.2, 132.5, 132.10, 132.14, 132.18, 132.20, 133.3, 133.5, 133.9, 133.10, 134.18, 134.19, 134.21, 134.27, 134.29, 135.1, 135.2, 135.6, 135.8, 136.3, 137.2, 137.8, 137.13, 138.5, 138.6, 138.7, 138.9, 138.10, 138.14, 140.1, 140.6, 140.8, 140.10, 140.11, 141.1, 141.6, 141.7, 141.15, 141.29, 141.33, 141.36, 141.37, 141.45, 150.2, 150.19, 150.26

We expect equitable access for communities to programs, resources, experiences and opportunities for learners, regardless of geographic location or socio-economic status.

The issues of accessibility and equity are dealt with in other sections of this report. There are, however, two aspects of access and equity which were stressed by a large proportion of those who made presentations to the Charter panel that require a more detailed discussion. The first of these is the reality of geographic dispersion across British Columbia and the remoteness of some of our schools and communities. Presenters stressed that geography should not be a factor in school or education quality.

CERC [Canadian Educational Resources Council] takes the view that a provincially funded education system regardless of how it provides for local flexibility needs to incorporate in its funding model a mechanism which ensures equitable funding for those elements that are fundamental to every student's program, regardless of where in the province that child attends school.

Gerry McIntyre, Written submission



Clearly, there is great concern that communities which are isolated from major population centres, and consequently the learners within those communities, do not have the same educational opportunities as those in large centres. The principle was expressed many times that learners should have access to services, resources and programs on an equitable basis.

103.2, 103.4, 103.8, 104.11, 105.1, 105.5, 106.1, 108.2, 108.3, 109.7, 109.15, 109.19, 109.20, 109.21, 109.26, 110.1, 110.16, 113.11, 114.1, 114.4, 114.7, 114.13, 114.14, 115.3, 115.7, 115.10, 116.2, 116.6, 117.2, 117.3, 117.5, 117.7, 117.9, 117.12, 118.1, 118.4, 119.2, 119.4, 119.5, 120.13, 121.1, 122.5, 122.6, 122.10, 122.11, 123.9, 123.13, 124.12, 124.13, 124.16, 125.1, 125.6, 126.3, 127.1, 127.6, 129.4, 129.9, 130.1, 130.2, 130.3, 130.4, 130.5, 130.6, 130.7, 130.13, 130.17, 130.18, 131.1, 131.2, 132.3, 132.6, 132.15, 132.18, 134.26, 135.1, 141.1, 141.15, 141.29, 141.30, 141.33, 141.37, 150.10

A wide range of elements of equity was identified. Perhaps most important among these was the desire that learners, and especially secondary school students, should have available to them the same range of curricular offerings as students in major British Columbia centres.

I don't care if you only have six students. Those six students should have Chemistry 12. It should be equal opportunity.

Ann Hory, Port McNeil

Lack of programs and curriculum opportunities is enough to cause some families to consider moving away from small communities.

We lost the drama program. That caused me distress as a parent and we considered moving to an urban area to get that drama.

Darren Lewis, Kimberley

This desire for resources and programs to be available operates on several levels. Certainly parents, families and students believe that choices should be available to them as a matter of fairness. There is a desire for enriching and broadening experiences for learners in smaller communities. This is, of course, consistent with what the panel heard all over the province. Additionally though, there is a concern that rural and isolated students are at a disadvantage in accessing the basic skills that they will need to navigate in an increasingly complex world.

The system has to equip my children, and there aren't enough resources in this small town.

Keith Moore, Skidegate

There was great concern expressed about the closure of rural and isolated schools. Presenters believed that the value of the school as a unifying community institution needs to be taken into account when decisions regarding school closures are made. They asserted the very positive aspects of small schools in small communities. They were particularly concerned about the impact on learners, and especially the very youngest students, of long bus rides to and from school.

It should be no more than 30 minutes from home to school.

Jamie Lee, Linda Lee, Kimberley

102.12, 103.3, 105.3, 105.5, 106.1, 108.23, 110.1, 112.2, 114.9, 115.8, 117.13, 120.10, 123.8, 129.7, 132.14, 134.18, 140.17

While there was a recognition of the possibilities of using technology to deal with some of the challenges of remote communities and learners, there was concern that this tool not be used inappropriately.

Home schooling and distance education are fine as alternatives, but they are seldom successful if they are not actual choices.

Heather Johnson, Port McNeil

Many other concerns regarding community isolation were expressed to the Charter panel, all based on the principle that no learner be disadvantaged as a result of their geographical location. These ranged from the availability and cost of extra-curricular activities, enrichment and field trip opportunities for students, to the need for equitable professional development activities for teachers.

I'd like to see exchanges with the city so our kids could get to the art gallery and city kids could get to the ocean front.

Ardie Bazinet, Port McNeil

Any Charter needs to recognize the importance and integrity of communities, and it needs to recognize the strengths and needs of those communities.

Kelly Carson, Port McNeil

There is a lack of professional development activities on the island. Each teacher has a different need, just like the kids.

Marnie Younger, Skidegate

Socio-economic status was mentioned many times to the panel as a factor which should not be allowed to impact on the principles of equity and accessibility. Moreover, the public education system was seen as unique in its ability to hold to these principles therefore encouraging success for less privileged learners.

Only in places where you have a public system can poorer people get ahead.

Michael Daniels, Maple Ridge



Early Childhood Education

104.2, 104.7, 105.5, 108.13, 109.23, 110.6, 114.16, 115.3, 115.7, 115.8, 115.10, 116.5, 119.13, 121.1, 121.5, 121.11, 123.8, 123.11, 123.12, 123.13, 124.5, 124.11, 124.12, 124.13, 124.13, 124.15, 125.4, 129.5, 129.6, 129.7, 129.9, 129.11, 129.12, 129.13, 130.1, 131.3, 131.10, 132.6, 132.9, 132.12, 132.14, 132.21, 133.4, 134.19, 136.1, 136.7, 137.10, 140.11, 141.17, 141.23, 141.25, 141.26, 141.33, 141.37, 141.39, 141.41, 141.44, 150.4, 150.10

A number of presentations focused on early childhood education and the importance of early intervention to remediate problems and concerns faced by young learners as they enter the formal school system. It was noted that the environment in which many children are raised has changed over time.

Children today are very different with a diversity of ability. The upbringing of children has a long lasting impact. Parents generally spend less time with their children and although high quality childcare is available to some – there is not enough. When children aren't exposed at an early age to crayons pencils and scissors there can be delays in neurological pathways.

Julie Zoney, Maple Ridge

Many presenters spoke to the importance of the early years to a child's development and future success in the public school system and in life.

Wonder should permeate the early years. Learning should be play based and should address the five goals of the primary program: aesthetic and artistic development, emotional and social development, intellectual development, physical development and well being, and development of social responsibility – the whole child.

Carol Johns, Cranbrook

With somewhere around 70% of mothers currently in the workforce and a chronic shortage of quality child care spaces, the logical conclusion seems to be the merge early childhood education more closely with the public education system. Even with all our knowledge of the value of early childhood care, education and intervention, teachers are finding an increasing number of children who do not possess the skills for kindergarten readiness.

Lynne Reside, Written submission

Others referred to opportunity and access.

There must be an equal opportunity and access for all students. Holistic education forms the basis to allow children to develop at their own rate and use their own learning styles. We need to appreciate children for being themselves – it is important to celebrate diversity.
Carol Tahsuda, Fort St. John

Some spoke very clearly about the importance of recognizing young children in their own right as people in our society.

It is our belief that children are children first. They are people, individuals, with hopes, dreams, abilities, passions, intellect, and a right to chart their own course in life. They are powerful, active, competent members of our society.
The Rocky Mountain Primary
Teachers' Association, Written
submission.

Early childhood education is of great importance to the public education system, to the success of each individual child and to our society. Many presenters suggested a closer relationship, and even an integration of early childhood education programs with the formal public education system.

With somewhere around 70% of mothers currently in the workforce and a chronic undersupply of quality childcare spaces, the logical conclusion seems to be to merge early childhood education more closely with the public education system. Even with all our knowledge of the value of early childhood care, education and intervention teachers are finding an increasing number of children who do not possess the skills for kindergarten readiness.
Lynne Reside, Written submission



Post Secondary Education

108.4, 113.2, 118.6, 119.1, 119.5, 122.7, 123.3, 124.13, 128.4, 129.1, 129.9, 130.11, 132.14, 134.7, 134.13, 134.19, 135.6, 137.12, 138.10, 140.1, 140.12, 140.14, 141.9, 141.10, 141.15, 141.37, 141.45, 150.3, 104.7, 108.4, 108.13, 111.12, 114.15, 122.7, 123.3, 124.13, 128.4, 129.1, 130.5, 130.13, 130.14, 138.10, 140.1, 141.37, 141.45, 150.3

Although the public hearings dealt to a large degree with principles governing the K – 12 public education system, it was the panel’s intent to address issues at all levels of public education from early childhood to post-secondary education and beyond. For this reason the Charter Panel decided to use the term “learner(s)” rather than “students”, because it was understood that public education occurs throughout life and throughout communities, not just in institutionalized settings.

Representatives of various sections of the post-secondary community made a number of presentations to the panel. In the main, they addressed issues of access, funding, academic freedom and research.

Access

The issue of access to post-secondary education is clearly of concern to many people. The constant message from politicians and media is that to have a successful life one must have a “good” job and to have a good job one must have some level of post-secondary education. However, there are a number of obstacles for entrants to post-secondary programs.

The first and perhaps the most significant is a lack a spaces in programs leading to wait listing and inflation of entry requirements. A student may have the required courses and grades from high school but, because the spaces are limited, the institution admits only those whose grades far exceed the minimum requirement. Thus, perfectly capable and qualified applicants are turned away.

Every British Columbian who can benefit from post-secondary education ought to have the opportunity; every British Columbian who is qualified should have the opportunity; a large number are qualified but can’t attend University (or College) because their grade is below the real grade average for being accepted; there is not enough space.

Rick Coe and Rob Clift, Vancouver
East Side

A second factor limiting access is that of geographic location. Students from remote and rural areas of the province have difficulty accessing post-secondary education in their community. Often they have to move far away from their home and family support group to an alien environment that can put them at a great disadvantage in relation to their

peers from urban settings. In addition, the costs of relocating, living away from home and travelling add additional financial pressures which severely limit the numbers of qualified applicants who can take advantage of a post-secondary education.

Costs are constantly rising and limiting access to those who have the means to pay the fees, accommodation, material and travel costs associated with attendance at a post-secondary institution or program.

Again it's simple, higher costs mean that people without money are unable to participate. The result – an increasing stratification of the have and have-nots in our society, the loss of diversity of perspective in our schools and arguably in certain sectors of our society.

Christine Ellis, Ben West, Christian Botelho, Vancouver East Side

Funding

Considerable discussion took place at several of the hearings about the significance of fully funding some or all of a post-secondary education. There was also concern expressed regarding the apparent reduction of funding at the same time as increased pressure is applied to provide more seats in various high demand programs. This pressure also leads to the elimination of some courses which are not seen as practical in career preparation but which are really designed to ensure that learners gain a well-rounded education rather than simply a ticket to a job.

Where is the funding? The government forgets that accountability is a two-way street – they are accountable to students – if there are inadequate resources for kids, then government has failed. Accountability seems to be a code word for control. First year university should be seen as a student's right. Most good jobs require at least some post-secondary. Why should people pay for that?

Rick Coe and Rob Clift,
Vancouver East Side

The recent removal of the freeze on tuition fees received a lot of comment at the hearings. Most presenters felt that British Columbia, and even Canada, should be looking to other countries which have chosen to provide free access to post-secondary education. Many of these countries coincidentally are enjoying a strong economy. This raised the question of the cost effectiveness of raising tuition fees as opposed to removing them completely and thus reducing the barrier faced by those in low socio-economic conditions.

A charter for public education, we believe, must include the principle that adequate public funding for our post-secondary educational institutions is essential if we are to fulfill our role as educators.

Thomas Friedman, Kamloops.

Research

The issue of academic freedom at the college and university levels was raised a number of times. Some presenters suggested that the commercialization of funding for research is fundamentally changing the independent nature of university research.

A Charter for Public Education, in our view, must recognize the importance of scholarly research to post-secondary education, specifically research conducted in an atmosphere of academic freedom... Far more ominous than inadequate funding, however, is the increasing commercialization of scholarly research.

Thomas Friedman, Kamloops

A number of submissions drew attention to the change in nature or purpose of public education and research from that of a process to provide opportunity to participate in discussions about a good and worthwhile life, to seeing education, and specifically research, as simply another commodity to be gathered.

This analysis can appropriately be applied to all aspects of public education, not just the post secondary level.



This commodification of education has been up to now a slow and sometimes subtle process. It has happened as a result of much larger forces that are at play in the world right now. What is happening with the current BC government is a reflection of a broader ideology that has many different labels: Neo-liberalism, neo-conservatism, free market systems, all of which stress the importance of small government, low taxes and the freedom of the private sector. The fundamental belief is that these mechanisms are at the core democratic and will eventually provide for all the needs of all of the people. We are in a time where the questioning of this belief automatically labels you as being on the left, questioning democracy, a socialist, or a professional protester. These labels are increasingly being used to dismiss any dialogue about whether this is the way we should be proceeding.

Christine Ellis, Ben West, Christian Botelho, Vancouver East Side



Educated Person

In planning the format of the public hearings, the panel decided to prepare three questions they would ask in each community. These questions were published on the posters advertising the meetings and many presentations focused on the questions. The first of these questions was “**What is an educated person?**”

It quickly became evident that, presenters distinguished between education, public education and schooling. Indeed, many of the characteristics identified have nothing to do with formal education but come from the environment into which the individual was born and the influences which people and experiences have had on them during their lives. When asked to identify a person they considered truly educated, participants often related to family – a parent, grandparent, aunt or uncle, siblings or close family friends. Often specific teachers were mentioned or elders within a community.

This particular question generated a great deal of discussion at each of the hearings. Many participants had prepared in advance and gave very thoughtful insights into their own personal experiences. Others spoke from the heart about individuals who had influenced their lives.

It is interesting to note that much of what the panel learned from hearing participants’ responses to this question is now contained in the **Charter** itself, albeit in different words and context. The following is a listing of the most frequently mentioned characteristics in order of priority determined by the number of times they were raised during presentations and discussions:

1. **Values:** Ethical, honest, respectful, has integrity, gets along with others, compassionate, fair, caring, understanding of others and other cultures
2. **Basic Skills:** Uses basic skills, literacy, numeracy, schooled, organized
3. **Well-Rounded:** Broad knowledge, well-rounded, general, balanced
4. **Critical Thinking:** Questions what life is about, what is going on around them, critical thinking, media aware, knows right questions to ask, common sense, street smarts
5. **Community:** Participant, involved in community, environmentally aware, global thinking, interested in government
6. **Communicates:** Able to express, speak, write, and debate
7. **Life Long Learning:** Ability to learn, how to learn, continuous and life long learning

8. **Love of Learning:** Passionate, loves of learning, vibrant, motivated, enjoying, happiness
9. **Productive:** Productive, contributing, hard working, successful, competent
10. **Wisdom:** wise decisions, choices, elder, intelligent decisions
11. **Self Reliant:** self aware, self esteem, self discipline
12. **Fine Arts:** Music, art, dance , creative
13. **Learn from Others:** and others mistakes
14. **Depth:** intimate knowledge of subject
15. **Learned to Listen:** active (not passive)
16. **Historical perspective**
17. **Understands:** principles and facts



Educated Community

The second question posed by the panel was “**What is an educated community?**” With this question the panel was attempting to measure the linkage between perceptions of an educated person and perceptions of community. Having taken a very broad view of “public education” the panel wanted to engage people in a discussion about their community and the importance of education in that community. There was a great deal of interest in this topic and a great range of views, often influenced by the size and geographic location of the community.

It became clear to the panel that public education and community are intimately linked. Whether we regard schools as micro-communities in themselves, or as part of the larger community at the local or global level, people’s ideals of an educated community can be applied.

The **Charter** reflects the notions of community, which were expressed at the hearings in formal presentations and informal discussions. The following summarizes the notions people shared of an educated community in order of frequency of responses:

1. **Working together:** sharing, inclusive, consensus building, reaching out, democratic;
2. **Common good:** sense of community, public good, vision and aims ;
3. **School:** the school as central to the community and the neighborhood, education is valued, citizens are literate, youth are valued;
4. **Caring:** compassionate, cares for its weakest members;
5. **Accepts differences:** recognizes individuals, their differences, tolerant, free of prejudice;
6. **Wealth of knowledge:** educated, progressive, welcomes new ideas;
7. **Respect:** for individuals regardless of age or education;
8. **Recognizes problems:** understands and attempts to correct problems, responsible;
9. **Knowledge of the world.**

Current Challenges

A great number of the participants in the Charter process came to the hearings with the determination and need to share their concerns about current challenges to the British Columbia public education system. In particular, dramatic funding cuts to public schools and the resulting reductions in educational programs and opportunities for learners were highlighted by presenters again and again. As has been noted in other parts of this report, the breadth of criticism of public policy decisions presented the Charter panel with a conundrum. The panel was clear that its mandate was not a review of current concerns. On the contrary, the panel reminded presenters that the Charter was to be a document that expressed principles and vision rather than anxiety and criticism. Still, the panel felt the necessity to truthfully reflect in this report the depth of feeling expressed by participants. As a result, this section will highlight briefly what was presented in this regard.

In the rural areas where Charter hearings were held many presenters expressed their anger at the closing of schools. One concern with respect to school closures was, as has been mentioned in another section of this report, loss of schools as a centre of community life.

A school lost leaves a community without a heart . . .

Bill Shephard, Port McNeil



103.8, 105.5, 104.5, 109.3, 109.20, 113.4, 114.5, 122.2, 122.3, 122.11, 123.9, 129.1, 129.9, 130.1, 130.3, 130.4, 130.7, 131.1, 132.4, 132.5, 133.6, 135.1, 141.1, 150.10, 103.2, 103.4, 103.8, 104.11, 105.1, 105.5, 106.1, 108.2, 108.3, 109.7, 109.15, 109.19, 109.20, 109.21, 109.26, 110.1, 110.16, 113.11, 114.1, 114.4, 114.7, 114.13, 114.14, 115.3, 115.7, 115.10, 116.2, 116.6, 117.2, 117.3, 117.5, 117.7, 117.9, 117.12, 118.1, 118.4, 119.2, 119.4, 119.5, 120.13, 121.1, 122.5, 122.6, 122.10, 122.11, 123.9, 123.13, 124.12, 124.13, 124.16, 125.1, 125.6, 126.3, 127.1, 127.6, 129.4, 129.9, 130.1, 130.2, 130.3, 130.4, 130.5, 130.6, 130.7, 130.13, 130.17, 130.18, 131.1, 131.2, 132.3, 132.6, 132.15, 132.18, 134.26, 135.1, 141.1, 141.15, 141.29, 141.30, 141.33, 141.37, 150.10

Connected to this was a fear of long bus rides for learners and anxiety that transportation services too are being and will be cut.

102.1, 102.9, 102.13, 102.15, 104.2, 104.5, 104.6, 105.3, 105.4, 105.5, 106.1, 107.3, 107.8, 108.5, 108.7, 108.9, 108.14, 108.20, 108.23, 109.2, 109.6, 109.7, 109.9, 109.15, 109.16, 109.20, 109.24, 110.1, 111.12, 112.5, 113.4, 113.6, 113.7, 113.8, 114.12, 116.1, 119.4, 121.2, 121.7, 121.11, 121.12, 123.4, 123.14, 123.16, 124.7, 124.9, 124.11, 124.12, 124.13, 125.3, 126.10, 128.5, 129.1, 129.6, 129.7, 130.2, 130.3, 130.9, 130.15, 131.11, 132.4, 132.5, 132.6, 132.9, 132.10, 132.18, 133.1, 133.4, 133.6, 134.19, 134.28, 135.1, 135.2, 135.7, 136.1, 136.3, 137.1, 138.8, 138.9, 138.10, 138.14, 140.6, 140.11, 141.1, 141.9, 141.26, 141.27, 141.37, 150.2

A great many participants in the Charter process articulated their opposition to the increases in class sizes resulting from funding cuts and legislative change. Their anxiety focused on the cost to learners whose opportunities for individual attention from teachers is being adversely affected.



Individual attention is quite simply class size.

Barbara McGeough, Vancouver

Students in particular expressed their concerns in this area.

You shouldn't have to run to class just to get a seat.

Don Stevenson, Linus
Lucas, Enrica Marshal,
Lynnsey Amos, Lee Lucas,
students. Port Alberni.

Every single person in my Biology 12 class would appreciate a smaller class size.

Oliver Clifton, student,
Prince Rupert

Cutbacks in services to students with special needs, those with behaviour problems and ESL students were also identified as an area of great concern. Many wondered about the long term costs of reduced services.

106.3, 118.1, 124.9, 124.11, 126.9, 127.1, 129.11, 130.7, 132.4, 133.4, 133.6, 134.16, 134.17, 134.20, 134.23, 134.26, 138.9, 141.44, 101.12, 102.13, 102.16, 102.18, 102.19, 102.20, 103.4, 104.2, 104.5, 104.6, 105.4, 105.5, 106.1, 107.8, 107.9, 108.3, 108.14, 108.21, 109.1, 109.3, 109.4, 109.5, 109.6, 109.9, 109.14, 109.18, 109.20, 109.24, 109.27, 110.1, 111.12, 111.20, 113.4, 113.6, 113.8, 113.10, 116.6, 117.2, 117.4, 117.10, 118.1, 121.1, 121.6, 121.8, 121.12, 122.4, 123.5, 123.9, 123.10, 123.13, 124.9, 124.10, 124.11, 128.7, 129.8, 129.9, 129.11, 129.15, 130.7, 130.9, 130.11, 130.13, 132.4, 132.5, 132.6, 132.7, 132.9, 132.15, 133.6, 133.9, 133.12, 134.20, 134.23, 134.24, 136.1, 136.3, 137.1, 137.2, 137.9, 137.13, 138.2, 138.9, 140.11, 141.1, 141.27, 141.28, 141.37, 150.21, 108.3, 108.7, 108.8, 108.14, 109.4, 109.7, 109.10, 113.4, 124.9, 130.6, 132.7, 135.4, 135.9, 136.1, 137.1, 137.2, 137.5, 137.7, 137.8, 137.9, 137.10, 137.11, 137.14, 138.1, 138.2, 138.10, 138.14, 141.6, 141.26, 141.27, 141.33, 141.36



We'll pay a huge price later for kids who aren't taken care of now.

Penny Kellett, Linda
McDaniels, Victoria

In particular, there was frustration that testing and assessment of students with special needs, always a slow process, is being affected negatively by funding cuts.

Significant numbers of presenters expressed the frustration that schools, communities, parents and students are now being forced to make choices about the continued funding of programs, all of which they value and want to have continue.

Do you want a fine arts program, or do you want special ed?

Peter Harris, Nanaimo

102.11, 104.9, 106.1, 106.2, 108.3, 109.5, 109.16, 113.4, 113.5, 116.2, 116.5, 118.1, 119.13, 120.11, 120.12, 123.15, 124.5, 124.11, 124.12, 124.13, 129.2, 129.3, 130.6, 130.7, 131.2, 132.9, 132.10, 132.12, 132.13, 133.3, 133.4, 133.6, 134.12, 134.20, 134.22, 134.24, 136.1, 136.3, 138.8, 138.9, 140.6, 141.10, 141.13, 141.41, 102.13, 102.14, 103.5, 104.2, 104.4, 106.1, 107.8, 108.3, 108.15, 108.23, 109.12, 112.6, 113.4, 113.8, 113.11, 114.1, 115.8, 115.9, 120.10, 126.5, 127.5, 128.2, 128.3, 129.2, 129.3, 129.5, 129.7, 129.12, 132.6, 132.19, 133.8, 134.18, 135.2, 135.9, 136.3, 136.4, 136.5, 138.9, 140.11, 140.17, 141.1, 141.2, 141.6, 141.22, 141.26, 141.27, 141.28, 141.33, 141.37, 141.38, 141.39

Special emphasis was placed by many participants on cutbacks in particular areas which they saw as fundamental. Reference has already been made to school closures. Counseling services for students, and especially the availability of trained teacher librarians and school libraries were mentioned on numerous occasions. Cuts in these areas were described as illogical and counterproductive.

We talk about how we want to improve reading, and then we start cutting back libraries.

Michael Daniels, Maple Ridge

101.1, 101.4, 101.10, 101.11, 102.5, 102.6, 102.7, 102.10, 102.12, 103.2, 103.3, 103.7, 103.8 104.1, 104.10, 105.1, 105.2, 105.4, 106.1, 107.1, 107.3, 107.7, 107.9, 107.11, 108.2, 108.5, 108.6, 108.11, 108.14, 108.20, 109.7, 109.15, 109.16, 109.22, 110.4, 110.5, 110.7, 110.15, 111.20, 112.4, 112.5, 112.7, 113.3, 113.4, 113.8, 114.1, 114.3, 114.8, 114.9, 114.12, 114.15, 114.16, 114.21, 115.1, 115.3, 115.6, 115.7, 115.8, 115.9, 116.1, 117.10, 117.11, 117.12, 117.13, 118.4, 119.1, 119.3, 119.14, 120.10, 120.11, 120.13, 122.3, 122.10, 123.10, 124.4, 124.13, 124.14, 124.16, 126.1, 128.2, 128.3, 128.4, 128.8, 129.2, 129.3, 129.13, 130.1, 130.2, 130.5, 130.12, 130.13, 130.17, 132.18, 132.19, 133.1, 133.4, 133.8, 133.9, 134.2, 134.3, 134.4, 134.5, 134.6, 134.7, 134.8, 134.10, 134.11, 134.12, 134.13, 134.17, 134.18, 134.26, 134.27, 135.2, 135.9, 136.1, 136.3, 136.4, 136.6, 137.1, 137.2, 137.10, 137.13, 138.3, 140.3, 140.4, 140.7, 141.1, 141.2, 141.7, 141.23, 141.25, 141.26, 141.27, 141.28, 141.37, 141.44, 150.7, 150.15

Reductions in fine arts programs were of great concern and were mentioned by many parents.

I feel like we're going backward rather than forward. We used to have a music specialist in every school. I think we should look at what we've lost.

Sandy Cervo, Sparwood



Another area of particular concern, referred to by many presenters is deterioration in the availability of books and learning materials.

It puts parents in a terrible predicament when the only way to get textbooks is to do fundraising.

Dawn Glykherr, Vancouver, West Side

102.13, 102.19, 108.7, 110.3, 115.1, 115.8, 115.9, 116.1, 116.3, 119.11, 120.10, 120.12, 122.3, 123.4, 124.11, 126.5, 128.2, 128.3, 128.4, 129.1, 129.3, 129.12, 130.13, 132.5, 132.10, 132.14, 132.19, 133.6, 133.8, 134.18, 134.19, 137.1, 141.1, 141.2, 141.26, 141.27, 141.28, 141.39, 150.21, 106.1, 114.10, 114.14, 115.10, 116.3, 117.13, 118.3, 120.10, 120.11, 120.12, 122.7, 122.9, 122.11, 124.1, 124.5, 124.8, 124.11, 124.12, 124.13, 124.15, 125.4, 126.5, 128.2, 128.3, 128.8, 129.2, 129.5, 129.8, 129.11, 130.4, 130.5, 130.9, 130.17, 131.1, 131.4, 132.4, 132.5, 132.6, 132.10, 132.14, 132.18, 132.19, 133.6, 133.9, 134.17, 134.20, 135.1, 138.2, 140.11, 141.15, 141.29, 141.30, 141.31, 141.37, 141.39

The maintenance and upkeep of schools and the reduction in the numbers and time assignments of teacher assistants teacher aides, educational assistants and child care workers were frequently described as casualties of reduced resources.

102.19, 103.2, 116.1, 116.3, 117.7, 124.13, 132.5, 133.1, 133.6, 133.8, 136.2, 136.3, 138.9, 140.16, 141.26, 141.27, 141.28, 102.13, 108.18, 113.4, 113.5, 113.6, 113.7, 113.10, 114.12, 114.15, 114.16, 115.3, 116.5, 116.6, 116.7, 117.4, 117.1, 117.10, 118.1, 118.5, 118.6, 118.8, 119.14, 120.11, 121.1, 121.2, 121.7, 121.12, 122.8, 123.14, 124.1, 124.4, 124.9, 124.10, 124.11, 124.12, 124.13, 124.16, 125.2, 126.5, 127.1, 128.2, 128.5, 129.2, 129.4, 129.6, 129.7, 129.8, 129.15, 130.7, 130.9, 130.13, 130.13, 131.1, 132.6, 132.9, 132.10, 132.14, 132.17, 132.18, 132.19, 133.1, 133.4, 133.6, 133.7, 133.9, 133.12, 134.19, 134.20, 134.23, 134.24, 135.1, 135.5, 135.8, 136.1, 136.3, 136.4, 136.5, 137.2, 138.9, 138.11, 140.11, 141.1, 141.2, 141.26, 141.31, 141.37, 141.41, 141.44, 150.2



101.2, 101.5, 101.14, 101.16, 102.8, 102.9, 102.19, 103.8, 104.10, 107.6, 107.11, 108.4, 108.5, 108.8, 108.12, 108.13, 108.15, 108.19, 108.23, 108.24, 109.17, 109.20, 109.25, 110.3, 110.4, 110.6, 110.11, 112.2, 113.2, 113.13, 114.5, 114.10, 114.11, 114.18, 114.19, 117.12, 118.1, 118.2, 118.5, 119.15, 120.9, 120.11, 120.12, 120.14, 122.6, 122.7, 122.8, 122.10, 123.3, 123.5, 123.13, 123.15, 124.6, 124.11, 124.13, 125.2, 125.4, 126.10, 127.1, 128.4, 128.7, 128.8, 129.2, 129.3, 129.7, 129.8, 129.10, 129.13, 130.1, 130.2, 130.5, 130.7, 130.9, 130.11, 130.14, 130.16, 131.4, 131.5, 131.6, 132.3, 132.5, 132.8, 132.10, 132.11, 132.12, 132.14, 132.18, 132.19, 132.20, 132.21, 133.1, 133.2, 133.3, 133.4, 133.5, 133.6, 133.8, 133.9, 133.10, 134.14, 134.17, 134.18, 134.19, 134.20, 134.21, 134.26, 134.27, 134.28, 134.29, 135.1, 135.2, 135.5, 135.6, 135.8, 136.2, 136.3, 136.6, 137.1, 137.10, 137.12, 137.13, 138.2, 138.6, 138.7, 138.9, 138.14, 140.4, 140.11, 140.15, 141.1, 141.2, 141.8, 141.15, 141.17, 141.26, 141.37, 150.2, 150.21, 101.8, 101.13, 102.2, 102.8, 102.9, 102.10, 102.12, 102.13, 102.15, 102.17, 102.18, 103.8, 104.2, 104.6, 104.9, 104.11, 105.2, 106.1, 107.4, 107.9, 107.11, 108.4, 108.7, 108.14, 108.15, 108.18, 108.19, 108.20, 108.22, 109.1, 109.2, 109.3, 109.4, 109.12, 109.13, 109.17, 109.19, 109.20, 109.21, 109.24, 110.1, 110.3, 110.8, 110.12, 110.16, 111.12, 112.4, 113.4, 113.5, 114.8, 114.9, 114.10, 114.14, 114.17, 115.1, 115.3, 115.8, 115.9, 116.6, 116.7, 117.4, 117.10, 117.11, 117.12, 118.1, 118.4, 118.5, 119.12, 119.13, 120.10, 120.11, 120.12, 120.13, 120.16, 121.1, 121.2, 121.7, 121.9, 121.12, 122.2, 122.3, 122.4, 122.7, 122.8, 122.9, 122.10, 122.11, 123.3, 123.4, 123.5, 123.6, 123.9, 123.10, 123.13, 123.14, 123.16, 124.1, 124.12, 124.13, 125.2, 125.4, 127.1, 128.4, 128.5, 128.7, 128.8, 129.6, 129.7, 129.8, 129.9, 129.11, 130.5, 130.7, 130.13, 130.15, 131.1, 131.5, 132.3, 132.4, 132.5, 132.6, 132.8, 132.11, 132.13, 132.14, 132.15, 132.18, 133.4, 133.9, 133.10, 134.12, 134.18, 134.23, 135.1, 135.2, 135.8, 136.1, 136.3, 137.1, 137.2, 137.9, 137.10, 137.11, 137.13, 137.14, 138.2, 138.5, 138.7, 138.9, 138.11, 140.6, 140.7, 140.10, 140.14, 141.2, 141.5, 141.15, 141.16, 141.18, 141.26, 141.27, 141.28, 141.35, 141.37, 141.41, 141.42, 141.44, 141.45, 150.8, 150.19, 150.21, 124.8, 124.9, 124.11, 124.12,

There was a generalized anxiety about the priorities of public policy decisions, and a perceived lack of emphasis on what learners and schools need and deserve.

I saw a school library in a portable, and then went to a new shopping mall where you could see your reflection in the floor. There was a fountain and skylights. It was a temple. Banks have marble floors and sunlight. We take kids and put them in rundown, smelly portables. If we really value them, kids and old people and sick people should be in palaces and goods and money should be in old portables.

Ian Mathews, Nanaimo



Another presenter expressed similar concerns in slightly different language.

Taking money out of public education looks great on the financial bottom line but obviously has huge immediate impacts on on parents and teachers ...

Andrea Reimer, Vancouver

In many small and rural communities concern about the cutbacks to education were connected to the general economic situation, and with reduced funding to other public services.

Our community is going to be hurt this year. We've managed to pull rabbits out of the hat the last six years. There is no rabbit and hat this year.

Larry Bancroft, Salmon Arm

One principal expressed his anxiety this way:

This school works, and cuts hurt.

Rod Kingsfield, Prince
Rupert

Frustration was expressed that needed ongoing professional growth in the public system, and especially teachers' access to professional development, is hampered by cutbacks in resources.

104.2, 105.1, 105.5, 106.1, 106.2, 115.8, 117.2, 117.1, 117.10, 121.5, 121.6, 121.11, 122.8, 123.17, 129.11, 130.1, 130.6, 132.10, 132.17, 133.6, 134.20, 135.2, 135.3, 137.1, 138.5, 140.10, 141.1, 150.2

Many presenters were worried about the "burn out" factor as it affects teachers and school based administrators especially. They expressed the belief that educators need more time to carry out their tasks, and some referred especially to time for consultation with other professionals.

109.7, 109.9, 109.15, 113.4, 113.5, 113.14, 115.8, 116.3, 116.4, 116.5, 116.6, 121.2, 122.8, 125.2, 128.5, 130.13, 132.6, 132.12, 134.20, 138.14, 141.1, 108.18, 109.3, 113.15, 115.3, 115.8, 116.7, 121.6, 121.7, 121.11, 123.17, 124.10, 124.11, 124.12, 124.13, 124.16, 125.5, 125.6, 129.1, 129.4, 129.15, 132.9, 132.12, 132.14, 133.3, 133.4, 133.7, 133.8, 133.12, 134.12, 134.22, 134.25, 135.4, 135.6, 136.5, 136.6, 137.2, 137.4, 137.10, 137.13, 138.7, 138.9, 138.11, 138.13, 140.10, 141.1, 141.26, 141.42, 141.44, 150.4

In this context a great deal of concern was expressed about the proliferation of bureaucratic tasks and paperwork which were seen as getting in the way of the primary task of the system working directly with learners.

108.8, 109.2, 113.5, 113.8, 113.10, 114.1, 114.10, 114.18, 116.3, 122.8, 125.6, 129.3, 132.12, 132.19, 133.5, 133.9, 138.13, 141.1, 141.42

Conclusion

The development of a **Charter for Public Education** has become much more than an exercise of committing words to paper. It is a living example of participatory democracy. With over 1500 participants in community meetings around the province voicing their deepest feelings, beliefs, anxieties and hopes for public education, a process has begun which is assuming a life of its own. More than 10,000 copies of the **Charter** have already been circulated with requests for more copies arriving daily. Numerous presentations have been made by panel members to diverse groups around the province, across Canada and internationally, with inquiries and communication regarding the **Charter** from every continent. The web site has made the process and the **Charter**, in both Canadian official languages, available to every corner of the globe.

113.2, 113.10, 113.15, 114.1, 114.5, 114.7, 114.8, 114.18, 114.20, 115.3, 116.3, 116.7, 121.1, 123.13, 125.5, 125.6, 129.2, 129.7, 130.6, 131.11, 132.5, 132.12, 132.14, 133.4, 138.9

The panel discovered a thirst for participation in discussions about what is good and right and how important public education is to the survival of our democracy. It is ironic that, as panel members fan out to meet requests for information and continued discussion, the current Minister of Education in British Columbia has declined a request from the panel to meet and discuss the **Charter for Public Education**. More than anything else, the panel has been struck by the contrast between the inspiring, living, energized discussion and desire for action found in communities across the province of British Columbia and the distant, resistant representation of democracy which places the will of the people in the hands of a few.

The publication of this report of the **Charter for Public Education** panel represents not the end of a process but merely the end of the beginning. It has become clear that the consultation and publication of the **Charter** and the final report are only part of an awareness process. It has already led to a period of serious engagement by individuals, groups and organizations and, the panel hopes, an implementation plan to see that the vision created is not lost to inertia and bureaucracy.

With this in mind, some of the **Charter** panel members have committed to continuing the process. Over the coming months panel members will seek out support and interest as they design an engagement and implementation strategy. The panel will seek financial and moral support from groups and organizations that are interested in supporting and implementing the promise and vision of the **Charter for Public Education**.

The British Columbia Teachers' Federation has also made a commitment, not only to provide transitional funding for the panel to continue its independent activities, but to pursue its own process of engagement and implementation through its 43,000 members, its network of local associations and specialist associations.

The panel understands that the BCTF may pursue some of the following plans:

- develop workshops/presentations on the **Charter** as a whole and on sections of the **Charter**;
- organize a provincial conference tentatively entitled "The Schools We Need" for partner groups with the participation of the **Charter** panel;
- hold an international conference on efforts to popularize the principles of public education with participation and discussion of the **Charter** and similar tools for building consensus and commitment;
- work with its members and local associations to continue discussions on the principles of public education in schools, districts and communities;
- bring the **Charter** to school planning councils for discussion, and to plan concrete ways to implement the principles.

The **Charter** panel intends to continue its work in the following areas:

- continue meeting with school boards, unions, associations, community groups and interested individuals and agencies;
- call for formal endorsements of the **Charter**;
- call on school boards to endorse and put in practice the **Charter** principles;
- continue to work with school boards seeking to implement the **Charter** principles;
- develop a template for community meetings to replicate the participatory nature of the public hearing process;
- organize provincial conferences for students;
- build and operate a fully interactive web site for on line discussion of public education and the **Charter** principles;
- continue efforts to communicate with the provincial government on the **Charter** process and principles.

The panel foresees the **Charter** becoming a dynamic tool for use in communities and organizations to further the principles of public education in British Columbia and beyond. Those interested in working with the panel or seeking further information can contact the panel

members at charter@publiced.ca or visit the web site at www.charter.publiced.ca



Appendices

Appendix I – Excerpt from the ***International Declaration on the Rights of the Child***

...the development of personality, mental and physical abilities, respect for human rights, cultural identity, language and values, a spirit of understanding, peace, tolerance, equality of the sexes, friendship among ethnic, language and religious groups and persons of indigenous origin, respect for the natural environment, cultural, artistic, recreational and leisure activity. (Articles 29 and 31, pp 15-16)

Appendix II – Excerpt from the ***World Declaration on Education for All***

...essential learning tools (such as literacy, oral expression, numeracy and problem solving) and the basic learning content (such as knowledge, skills, values and attitudes).... to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions, and to continue learning... (Art. 1, para. 1.)

Appendix III – Excerpt from ***Learning: The Treasure Within, Report to UNESCO of the International Commission on Education for the Twenty-first Century***

If it is to succeed in its tasks, education must be organized around four fundamental types of learning which, throughout a person's life, will in a way be the pillars of knowledge: *learning to know*, that is acquiring the instruments of understanding; *learning to do*, so as to be able to act creatively on one's environment; *learning to live together* so as to participate and cooperate with other people in all human activities; and *learning to be*, an essential progression which proceeds from the previous three. Of course, these four paths of knowledge all form a whole, because there are many points of contact, intersection and exchange among them.(pg. 86)

Appendix IV – Excerpts from *Learning: The Treasure Within, Report to UNESCO of the International Commission on Education for the Twenty-first Century*

... education systems must not themselves lead to exclusion. Competition, which is in certain cases favourable to intellectual development, can also take the form of undue selection by academic results. Academic underachievement then becomes irreversible and frequently leads to social marginalization and exclusion. (pg. 57)

Every day, in fact, in their work, in cultural activities, in associations or as consumers, all members of the community must individually accept their responsibilities towards others. Schools must therefore prepare people for this role by instructing them in their rights and duties, and also by developing their social skills by encouraging teamwork. (pg. 61)

Apart from the socialization process that early childhood centres and programmes allow to begin, there is evidence that children who receive early childhood education are more favourably disposed towards school and less likely to drop out prematurely than those who do not. Early schooling can contribute to equality of opportunity by helping to overcome the initial handicaps or a disadvantaged social or cultural environment. (pg.121)

Community participation in education, particularly at the basic education level, must go hand-in-hand with commitment and strong action on the part of the state, which has an important role to play in ensuring that the children of all communities have the chance to receive a good education and adults are given learning opportunities relevant both to their work and to their quality of life. (pg.124)

Schooling should help pupils acquire, on the one hand, the tools for dealing with the new technologies and, on the other, the aptitudes for managing conflict and violence. They need to develop the creativity and empathy necessary for them to become actively participating and creative citizens of tomorrow. (pg. 126)

Academic evaluations, which are part of the general assessment, should not result in selection by failure or by stereotypes, shunting the weaker pupils systematically in the direction of manual work, or girls systematically away from technology and science. In other words, guidance entails evaluation based on a subtle mix of educational criteria and a forecast of the adolescent's future personality. (pg 129)

The primary aim of education systems must be to make children from marginal or disadvantaged backgrounds less socially vulnerable, so as to break the vicious circle of poverty and exclusion. The handicaps that schoolchildren are suffering from must be identified, handicaps that are often linked to their family backgrounds, and policies of positive discrimination towards those who are having the most difficulties are needed. (pg. 136)

Appendix V – Excerpt from *Learning: The Treasure Within, Report to UNESCO of the International Commission on Education for the Twenty-first Century*

The primary aim of education systems must be to make children from marginal or disadvantaged backgrounds less socially vulnerable, so as to break the vicious circle of poverty and exclusion. The handicaps that schoolchildren are suffering from must be identified, handicaps that are often linked to their family backgrounds, and policies of positive discrimination towards those who are having the most difficulties are needed. (pg. 136)

Appendix VI – Excerpt from *The Schools We Need*

Equity and excellence in the schools we propose for the province are complementary rather than competing aspirations. There is nothing helpful to be gained by proposing a one-dimensional concept of excellence for a multi-dimensional world. Therefore we propose to:

- increase the range of choices for students in the public system
- expand curriculum and assessment targets to include a broader range of goals from critical thinking to citizenship and parental roles
- focus on “raising the bar” and “closing the gap” for low achieving students (pg. 16)

Appendix VII – Excerpt from *The Schools We Need*

One of the main causes of anxiety about the future of public education is a belief that schools do not have adequate funds. Evidence suggests that that the public is concerned not only about levels of funding but also about how funds are allocated – whether money is going where it will

make the most difference. There are high levels of support for increased taxation as a means for providing these funds ... (pg. 6)

Appendix VIII – Excerpt from *Campaign for Education, (Education a Public Asset)*

- We are for a broad and responsible vision of education that focuses on academic, educational and social success for young people and adults.
- We are against the market approach to education that advocates competition and the use of academic achievement for the purpose of comparing and ranking educational institutions. We are also against subjecting education to global trade regulations (WTO).
- We are for the enhancement of basic education and special, non-selective projects that are accessible to all.
- We are against selective projects in basic education for which access depends on young people's academic achievement and intelligence quotient or family income.
- We are for the strengthening of public funding of public education.
- We are against the under-funding of public education, public funding of private education and private funding of public education.
- We are for access to public educational institutions as well as to public services.
- We are against cutting back services to the most disadvantaged persons in our schools and against restraints on access to higher education. (pg. 4)

Appendix IX – Excerpt from *In Defence of Public Education*

... the one – if not the only – public structure we have which is capable of reaching out to all citizens in all parts of the country and making them feel part of the extended family of citizenship is the public education system. In the classic sense of the inclusive democracy, those simple bricks and mortar buildings, which we call the public schools, are in fact the one remaining open clubhouse of citizenship. (pp 8-14)

Appendix X – Excerpt from *A Legacy For Learners*

Recent social changes have renewed public interest in the school's capacity to preserve, or even restore, ideas about community which we hold dear. The growth in urbanization, population, occupational and social differentiation, and social diversity and ethnicity have led in recent years, some suggest, to a vanishing sense of community and to a weakening of the bonds that hold us together. (pg. 14)

Appendix XI – Excerpt from the *School Act* (British Columbia)

...all its members receive an education that enables them to become personally and publicly useful, thereby increasing the strength and contributions to the health and stability of that society;

AND WHEREAS the purpose of the British Columbia school system is to enable all learners to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic and pluralistic society and a prosperous and sustainable economy;

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