

**Proceedings of Canadian Symposium
VIII**

**Issues and Directions in Home
Economics/Family Studies Education**

Halifax, Nova Scotia

April 22 – 24, 2005

Mary Leah de Zwart (Editor)

Proceedings of Canadian Symposium VIII
Issues and Directions in
Home Economics / Family Studies Education

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History of The Canadian Symposium

(summarized from Colleen Grover, *HEIE News*, June, 1997, p.2)

The impetus for the Canadian Symposium began in the spring of 1990 when Dr. Linda Peterat invited me to come to the University of British Columbia and share what was happening in home economics education in Alberta with home economics educators in Vancouver. Feedback from those in attendance was very positive and they recommended that we meet on a yearly basis and invite other home economics educators to join us. Both Linda and I liked the suggestion and began to formulate plans for the next meeting. We decided on the symposium format because we believed that if we were to meet again that we needed some guiding questions for the talks and that we should provide an opportunity for others by making available proceedings after the Symposium.

We decided that we should invite to our next meeting home economics educators from the universities, the ministries of education, school system supervisors, and presidents of home economics councils of teachers associations. While discussing our plans, we decided that in addition to British Columbia and Alberta, perhaps Manitoba and Saskatchewan would like to join us, and then, we got the idea that if we held the Symposium in Manitoba we could invite all the people we had targeted from every province. Linda then contacted Joyce McMartin in Winnipeg to see what she thought of our plan and to see if she would be willing to assist by looking after the arrangements for the meeting rooms, hotel, and food. Joyce agreed and the first Canadian Symposium: Issues and Directions for Home Economics/Family Studies Education was held in March, 1991 in Winnipeg with approximately 40 home economists in attendance. Several beliefs guided this symposium from the beginning: 1) that all in positions of leadership, including teachers, should be invited to attend; 2) that most attending will also present so the symposium will consist of talking and listening to each other, not outside experts; 3) that the cost of attending and registration be kept minimal by seeking sponsors for the Symposium and using medium priced accommodation; 4) while the numbers of those in attendance may be low, proceedings should be published soon after the Symposium and made available to all for discussion; 5) that action planning to address issues be part of the Symposium so there is some follow through from the discussions.

Symposium I March, 1991, Winnipeg, Manitoba
Symposium II March, 1993, Calgary, Alberta
Symposium III March 1995, Toronto, Ontario
Symposium IV March, 1997, Edmonton, Alberta
Symposium V March, 1999, Ottawa, Ontario
Symposium VI February, 2001, Winnipeg, Manitoba
Symposium VII March, 2003, Vancouver, British Columbia
Symposium VIII April, 2005, Halifax, Nova Scotia

Following each Symposium, each registrant has received a copy of the Proceedings and additional copies have been available for sale through the Canadian Home Economics Association. The symposia continue to be organized as long as people feel the need to meet and believe that good things happen as a result of the meetings.

Practical and Applied Arts (PAA) Education in Saskatchewan

AnnaLee Fuhr, Saskatchewan Home Economics Teachers' Association [SHETA] Vice President, Home Economics Teacher, Kamsack, Saskatchewan

As reported at Symposium VII, Richmond, B.C. in 2003 by Janice Skene, the newly structured PAA curriculum modules were in full application as directed by Saskatchewan Learning basically as of 2000. Courses that were traditionally categorized as Home Economics, Technical Vocational Education and Business Education were regrouped into the six clusters of Agriculture, Care and Hospitality, Communication, Design, Resources and Transportation. The courses were structured this way as "They are intended to acquaint students with the day-to-day aspects of adult life, including employment, family responsibilities, and leisure" (Practical and Applied Arts Handbook, 2001).

The curricula in the Practical and Applied Arts [PAA] area is currently written for the 10, 20 and 30 levels (grades 10/11/12). Teaching of the PAA courses can be done either as a "pure" application or in a "survey" application where a complementing collection, chosen by the teacher, of PAA courses are taught. As reported in 2003 one of the downfalls of the revised curricula is that there was no creation of middle years modules. Saskatchewan Learning's current solution to this dilemma is to advise teachers to take senior level curricula and revise it to middle years learning. This revision is to be done by the teacher independently, creating no consistency across the province. As well, as of September 2004 all students in the middle years (grade 7, 8, 9) must complete a minimum of 50 hours each year in the PAA area for a total minimum of 150 hours. The positive to this requirement is that home economics and industrial arts orientated programs have been maintained or re-introduced. For schools that do not have the equipment and/or space, modules such as technology have been incorporated; basically modules that may not cost the school a lot of money to run.

SHETA, in discussion with teachers in rural Saskatchewan has discovered that there is still a chosen emphasis on cooking and sewing skills for students in middle and senior years. The study area of family studies does not exist as a separate titled curriculum. The Life Transitions curriculum was created with the "leftovers" from the curriculum revisions of 1996 to 2000 and is a very mixed bag of modules dealing with everything from parenting and sexual health to money management to job searching and resume writing. Due to the structure of this curriculum teachers will choose modules of interest to the students but the chances of a "Home Economics" trained teacher teaching these modules is very slim. In discussion with teacher we (SHETA) have also discovered that this curriculum is not well liked by teachers. It is not being taught very much in the province and in addition the skills of Life Transitions already exist in other curricula (e.g. English = resume writing, Sexual Health = Health 9). The place where the study of the family is currently addressed is in the Middle Years Health curriculum, which is a mandatory subject in the middle years.

Another challenge that remains is also the request by Saskatchewan Learning that students can only take a module once and their mark/completion for that module is to be registered on a provincial database. This database was created to track students who move and/or for new teachers entering the system to be able to find out what the students have covered. The new large database has been in effect for about a year and very few teachers actually enter the data. Therefore there is a possibility students are receiving instruction of modules more than once.

In 1980 Saskatchewan Learning designated its first community school in the year 2004 there are 98 schools designated as Community Schools. The Community School program looks at best practices for meeting the learning needs of at-risk and Indian and Metis Students in Saskatchewan school. The community school programs recognize that the difficulties children experience in school are often the result of circumstances that originated in the home or the community. The programs take into account the

cultural and socio-economic life experiences of the students and provide the wide range of supports needed for children to learn (Community Schools Policy and Conceptual Framework, Saskatchewan Education, 1995). Community schools provide daily nutritional snack/eating programs for students in the school, particularly focusing at the morning/breakfast. Some community schools have created after school cooking programs and have the funds to teach basic cooking skills to students with an emphasis on nutrition. Depending on the school and its resources, the program is also used to teach other basic living skills such as respect, cultural understanding, sewing skills, teamwork, exercise, hygiene, communication, and technology to name only a few. A hired community school coordinator teaches these programs and the programs are not linked to curriculum but are conducted in the school after 3:30pm, depending on the school facilities available. Urban schools such as in Regina, Saskatoon and Prince Albert have made an effort to hire home economists to run these programs. Currently the majority of the schools that have received this funding are of the elementary category, usually kindergarten to grade 8. In the urban setting this is important as most urban elementary schools eliminated home economics/home living programs in the late 80s and early 90s. The community school programs do create excitement among the students for learning life skills and encourage enthusiasm for the various life skill related PAA programs which students maybe able to take during their high school career.

In the 2003 Symposium report from Janice Skene, she created a list of the good, the bad and the ugly in PAA. In the year 2005 SHETA chose to list the items that still create challenge for us in the area of Home Economics education:

The Challenging

- Variety in PAA is good but students think that everything should be offered.
- Variety has allowed some schools to opt out of the “expensive costing” programs and offer the “low costing” programs. (Foods versus Information Processing)
- Teachers with a Certificate A in Saskatchewan are “certified” to teach anything including PAA, so teachers who have not focused on Home Economics or Industrial Arts but can cook, sew or fix a car are sometimes placed into these classrooms.
- Still no incentive or funding to teach the traditional Home Economics courses using the expertise of trained Home Economics teacher.
- In many schools the term Home Economics has been lost and replaced with the term PAA teacher/educator
- The tracking and paper work that goes with the module style of teaching has not been reinforced and made mandatory.
- No middle year curricula
- Trying to adapt level 10 modules for middle year’s students knowing that technically they cannot be retaught later in the students school career

The Saskatchewan Home Economics Teachers of Saskatchewan (SHETA) currently holds a membership of 140. Every fall SHETA along with the Association of Saskatchewan Home Economists(ASHE) holds an annual convention, which has become has a great forum for practical application, discovery, sharing and networking. The convention is held in late September or early October so as to provide a start to the new school year and moves throughout the province on a balanced rotation. For more information about home economics education at the school level in Saskatchewan be sure to visit the following websites:

Saskatchewan Learning	http://www.sasked.gov.sk.ca/
Teacher created resource material	http://www.centralischool.ca/
SHETA	http://www.stf.sk.ca/prof_growth/ssc/sheta/sheta.html
ASHE	www.homefamily.net
Practical and Applied Arts Curriculum	http://www.sasked.gov.sk.ca/branches/curr/evergreen/prac_arts.shtml

Home Economics in New Brunswick

Julie Caissie, PhD student in education, Université de Moncton

General overview of the education system in New Brunswick:

Serving Canada's only officially bilingual province, New Brunswick's education system offers students the opportunity to learn in both French and English through two parallel but separate education systems. Each linguistic sector of the Department of Education is responsible for its own curriculum and assessment.

The public education system has 14 school districts -- five French and nine English. District Education Councils (DECs), consisting of publicly and locally elected members, are responsible for establishing the direction and priorities for the school district and for making decisions as to how the districts and schools are operated (Department of education, 2005).

Université de Moncton: Preparing our Home Economics teachers

In order to prepare French Home Economics teachers in New Brunswick, the Université de Moncton offers a BA/BED program consisting of a major in Family Studies and a minor in a related field. The students are required to take a variety of family studies and education courses combined with an optional curriculum. In general, the BA/BED program is very successful. An average of 8 to 10 students complete the program every year and find work in the school district.

Francophone Home Economics high school curriculum:

Since the early 1990s, students in grade 9 and 10 are required to take Home Economics curriculum called "life skills education" which contributes to the personal and social development of the individual. Interpersonal relationships, health and consumer education and citizenship are basic themes that are explored in the life skills education curriculum.

Optional Home Economics courses are offered in grade 11 and 12 depending on needs, resources and the area in New Brunswick schools. Here are the most popular optional courses that are offered: Nutrition, Human Development, Sewing, Education/Values, Consumer Education and Family Relations (Department of Education, 2005).

Anglophone school curriculum:

Since the University of New Brunswick no longer offers a post-secondary education (BA/Bed in the field of Home Economics, this has had an impact on the outcome of Home Economics teachers and courses taught in schools. Yet, Home Economics philosophy is still very much alive in the anglophone school district. Schools are presently offering a course called Human Ecology/Family Living in grade 9 and 10 where the students receive 40 hours of instruction over a two year-period. Also, depending on resources, needs and presence of Home Economics teachers in schools, some of the following courses are offered in grade 11 and 12: Human Services, Early Childhood Services, Child Studies, Nutrition for Healthy Eating, Fashion Design and Housing.

Doing the Prairie Two-Step: Home Economics Education at the University of Saskatchewan

Beverly J. Pain, Ph.D., Department of Curriculum Studies, College of Education, University of Saskatchewan

There are many ways of describing the "two-step": it could be a dance, a rather graceful movement; it could be the movement of side-stepping an important issue, a sometimes graceful movement, more often a halting, jerking, somewhat clumsy movement which engenders discomfort for those involved; or it may be the old prairie version of having to dance on the prairie itself, around the buffalo chips.

Over the past 20 plus years, as an academic involved in teaching, teacher education and research at the University of Saskatchewan, I have become all too familiar with the above versions of the two-step. In 1990 the College of Home Economics closed its doors, no longer needed it was claimed, as women could now receive a university education in other disciplines. At the last College of Home Economics graduation banquet Dr. Leo Kristjanson, who was the University of Saskatchewan President during the closure, told the assembled group that he had made two mistakes during his tenure as President. The closure of the College of Home Economics was one of them. The Division of Nutrition was moved to the College of Pharmacy, and the Division of Family and Consumer Studies disbanded. One faculty member went to the Art Department and one, me - to the College of Education. I was transferred along with two other positions, which were then taken away by senior administration. We had a new President by then, George Ivany, who told me in a public forum that he did not have to honor promises made by former administrators.

It took years to get the message out that we were still in the business of preparing home economics teachers. The Home Economics content classes and the education methods classes were being offered through the College of Education. Neither the content nor the methods classes ever stopped being offered, but perceptions can be as hard to battle as realities. If we couldn't get the enrollment up - well, they were going to have to shut it down. "Can't offer classes with so few students enrolled"; "not economically viable"; "well, they aren't even teaching home ec. anymore - they now teach practical and applied arts" and so on.

Well, the message did get out. It really got out! We had to turn away very qualified students. There is an enrollment restriction for the College of Education. For home economics there is a quota of 15 students per year. For the last three years we have had over 45 applicants for the 15 positions. Ahh, how sweet the success... NOT.

Our Dean, Cecilia Reynolds, has established an internal Practical and Applied Arts Task Force to review the whole area of the Practical and Applied Arts. We do not have a mandate other than "review". The Dean would like to have a two-year pause in admissions to the Home Economics (HEc), Industrial Arts (IA), and Vocational Technical (VT) Education Programs, while this review is conducted. Why?

Is it financial? That seems to be a moving target that I can't get pinned down. I would expect that it has some bearing on the issue as she has stated that it costs more to prepare teachers for the Practical and Applied Arts than it does other for other disciplines. Does it cost more? We have asked for the numbers to support this, but do not have them yet. I doubt that it costs more, but it does cost the College of Education more as this preparation is done in the College. The cost of the home economics preparation is done through the Department of Curriculum Studies budget. The costs of the IA and VT programs we discovered come out of the Dean's office with the exception of one faculty member's salary, which is also from the Curriculum Studies budget.

Is it to enable a realignment of College resources? Possibly. The Dean's priorities include the development of an Aboriginal Education Research Centre and the re-establishment of an early childhood education program. I do know that the faculty member in the IA/VT position is a term appointment and this position is not in the Dean's plan for hiring in the next five years. Dean Reynolds has stated that she has not given this position away. We are, however, in the process of a search for an early childhood educator.

Is it to meet the emerging needs of the "new field known as the Practical and Applied Arts"? It may appear so. After all, there are no classes in home economics or industrial arts in our schools anymore, so why should we prepare teachers for areas that no longer exist? Today we teach classes such as Food Studies, Welding, Life Transitions, Mechanical and Automotive, Clothing, Textiles and Fashion, etc., we technically don't have classes in Saskatchewan schools labeled Home Economics or Industrial Arts. So do we need to review our courses to meet the needs of these new emerging classes in the Practical and Applied Arts? I don't think so. Dean Reynolds is a very bright, politically astute educator, who I believe has made a sincere effort to understand the state of Practical and Applied Arts in Saskatchewan.

So is the review needed to meet the needs of the Provincial Department of Saskatchewan Learning? No. We met with the two people directly in charge of the Practical and Applied Arts and their only request was to increase the number of our graduates.

So is it to meet the needs of students and teachers? I do know that some are not happy with the classes we offer. Some view home economics as manual training and I will return to this later. I know there is a core group of teachers who want us to better prepare students, for example, to teach commercial cooking. Given that there are 11 schools in Saskatchewan that teach this, and given that we have had two to five students each year coming into our programs with this background from other postsecondary institutions, I believe that we are more than meeting this need. We have some that want more classes in clothing. After all, we have only one class labeled as such. Even given the number of times that this has been addressed in annual meetings and conferences, the nature of a program that is integrated and holistic in nature is at best misunderstood. I agree that some of our students need to be more skilled. The instruction they are offered is excellent. They are to come into the program with basic sewing skills. When students have indicated they did not have these skills they were encouraged to take courses in their local communities prior to entry and when this was not possible, a non-credit class was offered at the university. We have, however, found that the skill level is often overestimated, and that the basics need serious review. That does limit what can be taught. Next is the issue of skill development. This takes time and practice - on the student's part. So often the ones who have complained about their lack of sewing ability during their student teaching have been the students who regularly visited throughout the labs and were the ones who cut out early. Then there is the need to have regular practice. As one student pointed out this year, they take content classes in their first two years. They intern in their fourth year. If they have done nothing to keep their skills up in the meantime, what can they expect? Then there is the issue of the teachers' expectations. Some expect the interns to have the same level of skills that they have after teaching for five plus years. This both compounds my frustration and makes me proud. It compounds my frustration, as I have been here for 20 plus years and know what skill level many of them had when they started out. It also reinforces the concept of the importance of experience, the need to take the time and to practice. Knowing what level these teachers have attained through their educational programs plus their experience, makes me very proud of our teachers.

So where do we go from here? While we have been constantly renewing our program what directions could a major over-haul take?

We could go to a non-direct entry program. Given that the home economics applicants are direct entry students, we are required by the Registrar's Office to take a minimum of 8 students directly from high school. This puts the remaining applicants at a distinct disadvantage. It is this latter group, with some life experience away from home, often with other degrees and diplomas, I have found who to be more likely see this as a serious career choice. They have the tenacity to keep applying if they do not get in the first year they apply. They also have the understanding of the work that is involved and who stays with the program. With this intake we could interview prospective students about their life experiences and test for basic skill levels.

We could reconfigure our program into discrete classes so that the class name clearly communicates the content as it relates to the current Practical and Applied Arts classes offered by Saskatchewan Learning. That would work until those course names change and would provide more flexibility as to what classes students could take. It would require that the Board of Teacher Education and Certification approve such a move. What it would do to their employability outside of Saskatchewan and Alberta would also have to be explored.

The program could be reconfigured into a manual skills program. This could not, however, be offered at the university. University courses tie theory to practice via praxis. One is enhanced by the teaching of the other. To me, to do less devalues the practice. It has, however, been one approach that has been used in the past. It appears that the University of Saskatchewan already holds this view as it has eliminated the classes from its lists of classes one can use for admission (with the exception of the direct entry programs in the College of Education). If there is not the will to support the "Practical and Applied Arts" as a teaching area at the University of Saskatchewan, perhaps this will be the road taken. As my colleague in the IA/VT position said - "At least all would not be lost" - No, perhaps not all, but a very significant lot would be lost.

Still under review, still doing the prairie two-step.

Ontario Family Studies Status Report

Michelyn Putignano, Ontario Family Studies Leadership Council

In 1999 the Ontario secondary curriculum underwent significant revision. We moved to a four-year curriculum from a five-year program.

Family Studies underwent significant changes. We became part of the Social Science and Humanities discipline along with general social science, philosophy and world religion. We are offering courses in family living, foods and nutrition, parenting and child development, housing, fashion, and resource management. In some schools Family Studies teach courses in anthropology, psychology, and sociology. Courses are offered at a variety of levels; open level, for all students, workplace level emphasizing skills needed when entering the workforce, college or university/college level. These courses prepare students with the knowledge and skills needed for future study at the college or university level.

In the 2006 school year our curriculum will undergo review. This process called Sustaining Quality curriculum began two years ago with the review of the Canadian and World Studies/Social Studies discipline. Our two provincial subject associations, the Ontario Family Studies Leadership Council, (OFSLC) and Ontario Family Studies Home Economics Educators' Association (OFSHEEA) are beginning to work with family studies teachers across Ontario to identify the strengths and weaknesses in the new curriculum. It is difficult to say what will result from this review process. The process itself appears to be evolving as different subject areas undergo the review process (and governments change).

The Ontario Coalition for Mandatory Parenting Education (OCMPE) is working with teachers and community members to convince our government to mandate that all students must take a course in parenting and human development education to graduate from high school. It has been a slow process but we do appear to be making inroads. This past fall the Hon. Gerrard Kennedy, the Minister of Education, attended the OFSHEEA Annual conference where he did promise to meet with representatives from OCMPE, OFSHEEA and OFSLC to discuss our request. The meeting hasn't happened yet but we are still working to get this set up. Currently we are circulating a petition around the province gathering signatures to support our cause.

Within the Ontario curriculum there has been much emphasis on both numeracy and literacy. Last year the Ministry produced Think Literacy: A Cross-Curricular Approach. This past summer a number of family studies teachers used this document as a starting point and wrote additional subject-specific examples to help teachers combine the teaching of reading, writing and oral communication skills with their subject content. Maggie Rose will speak to us more about this tomorrow.

A new and exciting initiative for students in Ontario is the Ontario Youth Apprenticeship Program (OYAP) for Early Childhood Education and Child and Youth Workers. Both of these careers have become apprenticeable trades. High school students can begin to work on earning hours towards certification. Colleges and school boards have begun to develop programs for students. For example at my school board (Hamilton-Wentworth) students in grade 11 and 12 can sign on with an employer, work three days a week and go to Mohawk College two days a week thus getting a head start. They earn 4 high school co-operative education credits, start building hours towards their apprenticeship and earn college credit as well.

It is definitely a time of change in Ontario Family Studies education.

Status Report on Family Studies in Nova Scotia Schools April 2005

Dianne Raoul, President, Family Studies Teachers Association, Nova Scotia Teachers Union

Family Studies is offered at the junior and senior high level in schools throughout Nova Scotia. During the 2003-2004 school year, there were 165 teachers involved in the delivery of the junior high Family Studies curriculum. The full-time equivalent (FTE) was 72.97. During the same time period, there were 87 teachers involved in the delivery of the senior high Family Studies curriculum. The full-time equivalent (FTE) was 99.98. (Dept. of Education April 2005)

The current junior high program is developed in a modular framework. There are thirty-six modules focusing on three main areas of study: Food and Nutrition; Clothing and Textiles; Individual and Family Development. Some topics in the Individual and Family Development area of study also appear in the Personal Development and Relationships (PDR) program. Topics common to both programs are taught in the Family Studies classes in schools where all students take Family Studies. Family Studies is an elective at the junior high level in Nova Scotia Schools. (Public School Programs: 2003-2004)

The recommended time allotment for junior high electives such as Family Studies is 8% of the instructional time. Example: 120 minutes per week or 180 minutes per 6-day cycle. Another option is 10%. Example: 150 minutes per week or 180 minutes per 6-day cycle. (Time to Learn Discussion Paper: Instructional Time Grades 7-9 May 2002) School boards in Nova Scotia are required to provide instruction in two of Technology Education, Family Studies or Fine Arts. Students in grades 7-9 are required to take at least one of the following electives: Art, Family Studies, Music or Technology Education. (Regulations Under the Education Act 1997)

The current senior high program is designed for all students in grades 10, 11 and 12. Courses offered include Family Studies 10, Food and Nutrition 10, Clothing and Textiles 10, Child Studies 10, Consumer Studies 10, Child Studies 11, Canadian Families 12, Family Studies 12 (comprises any two of the three half-credit courses), Housing 12, Clothing and Textiles 12 and Food and Nutrition 12. Family Studies courses are elective credits and do not require prerequisites. (Public School Programs: 2003-2004) Five Family Studies elective credits may be counted toward the minimum number of 18 credits required for a High School Graduation Diploma in Nova Scotia.

Instructional time for high school electives call for a minimum of 110 hours per credit and 55 hours per half-credit. (Time to Learn Strategy February 2002) School boards in Nova Scotia are required to provide instruction in senior high Family Studies but they do not have to offer it in all high schools under their jurisdiction. (Regulations Under the Education Act 1997))

The junior high Family Studies program and the elective credits in the senior high Family Studies program are offered at the discretion of the individual schools. The programs are outlined in Teaching Guide No. 133, 1993. Currently there are no curriculum documents to support the Family Studies program.

Family Studies Initiatives

In May 2003 the Nova Scotia Department of Education began the process of developing a new curriculum for Family Studies 7-12. A work group was formed with representatives from each school board, the Nova Scotia School Boards Association and the Family Studies Teachers Association, a special association under the Nova Scotia

Teachers Union. The group met for nine workdays in 2003 and for nine workdays in 2004. Work will resume again in May 2005.

The curriculum is being written in a learning outcomes framework. There will be an increased emphasis on "hands-on" learning experiences in all aspects of the program and a strong "applied" focus connecting home and community to in-school learning. It will also highlight career related paths and opportunities in the work place and community-based learning opportunities for preparing students for the responsibilities and experiences in adult life. In junior high the draft program in the Child Studies and Food and Nutrition areas of study will be piloted in 2006. In senior high the draft in the curriculum areas of Food and Nutrition and Child Studies will also be piloted in 2006.

FSTA acknowledges and appreciates the guidance and support provided by Ann Blackwood, Director of English Program Services, and Nova Scotia Department of Education with this initiative. Our colleague Sheila Munro, Consultant for High School Youth Pathways and Transition, Annapolis Valley Regional School Board is facilitating the work group sessions involved with the development of the Family Studies 7-12 curriculum. Sheila will be elaborating on specific aspects of the junior/senior high curriculum review during the weekend.

A new Family Studies/Science course, Food Science 12 was implemented in 2003-2004. It is an eligible second science credit that can be used to meet high school graduation requirements. Another new course, Health and Human Sciences 12 is currently being developed and will be piloted in 2006.

Family Studies Issues

Lack of teachers trained in Family Studies. As Family Studies teachers retire there are few teachers with Teacher Certification in this field of study. In 2004 to present, the Nova Scotia Department of Education granted four individuals with Teacher Certification in Family Studies/Home Economics. (NS Dept. of Education April 2005) In

Nova Scotia, teacher preparation for Family Studies is currently only available at Mount St. Vincent University. Four students will be graduating in 2005. There is one other student who is currently in her first year. Our colleague Dr. Sue McGregor from MSVU will elaborate on teacher preparation in Atlantic Canada.

There is no Family Studies Consultant due to budget constraints. However, we do have a direct link with the Department of Education. Sheila Munro, a consultant with the Annapolis Valley Regional School Board and a FSTA member, is provided with time to facilitate our Family Studies Curriculum Review Work Group.

Family Studies Directions

Teachers of Family Studies in Nova Scotia have the option of joining a special association under the Nova Scotia Teachers Union known as FSTA (Family Studies Teachers Association). For the past twenty years, FSTA has worked tirelessly to support the teachers of Family Studies/Home Economics in this province. Members of FSTA are actively involved in the Family Studies Curriculum Review Work Group.

FSTA is working with the NSTU Special Association Coordinating Committee and the Provincial Executive to promote and advance the teaching of Family Studies. FSTA has submitted two resolutions that have been accepted by the Provincial Executive and will now move forward to the 2005 NSTU Annual Council in May.

· Be it resolved that the NSTU request upon the Department of Education to create a certificate program to provide professional development for teachers in Family Studies positions who request support in the skills-based aspects of the program.

· Be it resolved that the NSTU request that the Department of Education reinstate curriculum consultants for all subject areas.

FSTA supports and actively participates in initiatives of the Department of Education. It currently represents the NSTU on the Food and Nutrition in Nova Scotia Schools Policy Work Group. The focus for this work group is the development of a Food and Nutrition

Policy Framework for Nova Scotia Schools. Another resolution is moving forward at the 2005 NSTU Annual Council in May to support this initiative.

· Be it resolved that the NSTU affirm its support for the initiative to provide healthy food choices in school cafeterias.

FSTA networks with organizations such as the Nova Scotia Nutrition Council and the Alliance for Healthy Eating and Physical Activity who share a common goal of improving and maintaining nutritional health and well-being. It is also collaborating with other provincial Family Studies/Home Economics teacher groups to develop an informal network with the Canadian Association for School Health.

FSTA continues to support its membership by annually publishing three editions of its newsletter, by maintaining its special association link on the NSTU website, and awarding Family Studies Development Grants to active members. The financial assistance, up to a maximum of \$350.00, is available for program development, the purchase of educational resources and to assist in networking or other public relations initiatives.

FSTA provides professional development opportunities for its membership. It coordinates an annual Provincial Conference and a summer learning opportunity. Professional development grants are available for regional Family Studies associations.

The strength of Family Studies in Nova Scotia schools is due largely to the dedication of the teachers who deliver the Family Studies programs. The development of a new curriculum for Family Studies 7-12, supported by classroom resources and professional development opportunities, will strengthen Family Studies in our public school programs.

At a Crossroad - 21st Century Ideas for Family Studies Education Leadership

Sue McGregor, Ph.D., Professor, Faculty of Education, Coordinator of Peace and Conflict Studies Program, Mount Saint Vincent University, Halifax, Nova Scotia

This symposium has a rich history and I would like to contribute to that. Family studies education in Canada is at a crossroads. Crossroads can be taken to mean either at a critical point or it can refer to a small, usually rural, community situated at an intersection of two or more roads. For the sake of this dialogue, I am taking the latter stance. Family studies education is, indeed, like a small community situated at the intersection of three or more major roads. This session would have us discuss what we think these major roads are and what we need, as a collection of educators, to *take new direction* instead of asking for directions (which most people do when they are lost and at a remote crossroad in a rural area).

Being at a crossroad can also mean being at a decisive point in time. As well, the Latin word *trivia* (literally "three roads") is the given name to the kind of small talk that often occurs at such places. Family studies educators do not have the luxury of engaging in small talk anymore. They have to be unwavering and resolute in their decision of what to do at this juncture in postmodern times if family studies is to exist.

What I would like to do is provide some ideas for a substantive talk about 21st leadership ideas for family studies educators. The intent is to get participants to open their mind to new ways to do things that may provide new insights into how to take family studies education in new directions. Opening one's mind does not mean that things one knows and are familiar with are going to fall out. People do not lose their self-identify if they learn about someone else. Indeed, closing a mind leads to no new ideas being allowed inside. This makes for a very narrow view of the world. Being open-minded means family educators would be willing to explore an issue and then change their mind if they think what they have learned merits a change in their opinion. Being open-minded means one is willing to examine arguments *against* one's ideas, not just those that *support* one's ideas. In order to make progress, one must leave the door to the unknown ajar - leave the mind open!

To that end, I would like to propose that we discuss the following 21st century leadership ideas:

- transformative leadership
- transdisciplinary practice
- a taxonomy of home economic styles (how we self identify as a home economist)
- community of practitioners
- philosophical well-being
- transformative learning

Obviously we cannot gain a deep understanding of these ideas in such a short time but minds can be opened, the chat at the crossroad can become more substantive and family studies educators can start to *take new direction* instead of asking for directions or waiting for someone to arrive at the crossroads and push them off the road.

Family studies education in Canada is at a crossroads.

Crossroads can be taken to mean either:

- at a critical point or
- a small, usually rural, community situated at an intersection of two or more roads.

Today, I am taking the latter stance. Family studies education is like a small community situated at the intersection of three or more major roads.

I want to discuss what we think these major roads are and what we need, as a collection of educators, to *take new direction* instead of *asking* for directions (which most people do when they are lost and at a remote crossroad in a rural area).

The Latin word *trivia* (literally "three roads") is the given name to the kind of *small talk* that often occurs at crossroads.

Family studies educators do not have the luxury of engaging in just small talk, anymore. We have to be unwavering and resolute in our decisions of what to do at this juncture in postmodern times. Being at a crossroad can also mean being at a decisive point in time.

I would like to provide some ideas for a future *substantive talk* about 21st leadership ideas for home economics. The intent is to get you to open your mind to new ways to do things that may provide new insights into how to take family studies education in new directions, instead of being pushed off the road at the crossroads.

Opening your mind does not mean that things you know, and are familiar with, are going to fall out. You do not lose your self-identify if you learn about something or someone else. Closing your mind leads to no new ideas being allowed inside.

Being open-minded means family educators would be willing to explore an issue and then change their mind if they think what they have learned merits a change in their opinion.

Being open-minded means you are willing to examine arguments *against* your ideas, not just those that *support* your ideas. In order to make progress, you must leave the door to the unknown ajar - leave your mind open!

A graphic image of the availability of family studies teachers and programs in Canada.

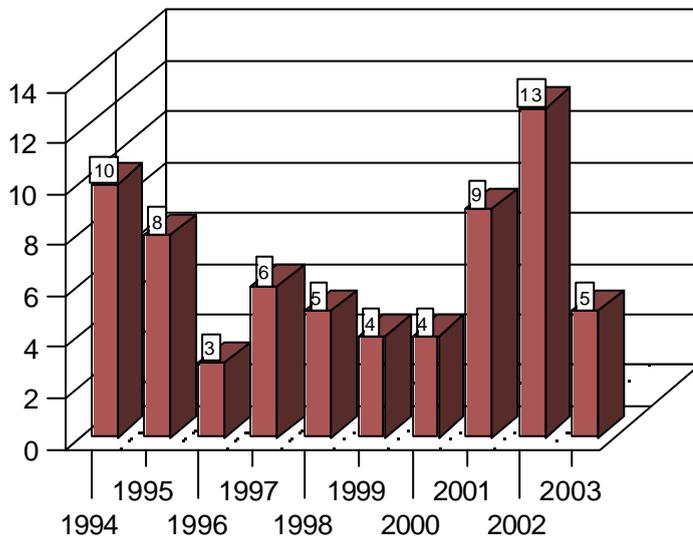


Why?

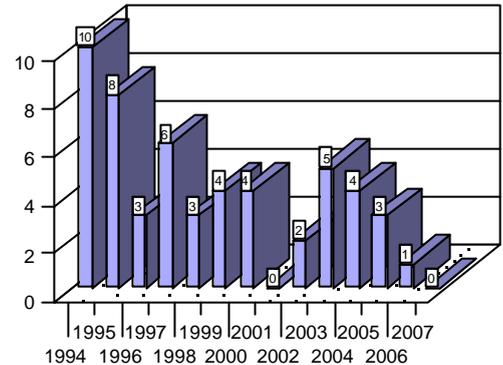
- ◆ fewer feeder programs
- ◆ fewer people applying for BED programs
- ◆ fewer BED FS programs (currently 9)
- ◆ fewer family studies education professors
- ◆ large cohort of teachers retiring, not replaced
- ◆ administration embracing the market model
- ◆ family and every-day life still undervalued
- ◆ guidance counselors not on board so students do not see it as a career path
- ◆ university recruitment insufficient
- ◆ society's lack of respect for teachers
- ◆ provincial education policies and priorities

Update on University Family Studies BED Grads in Nova Scotia

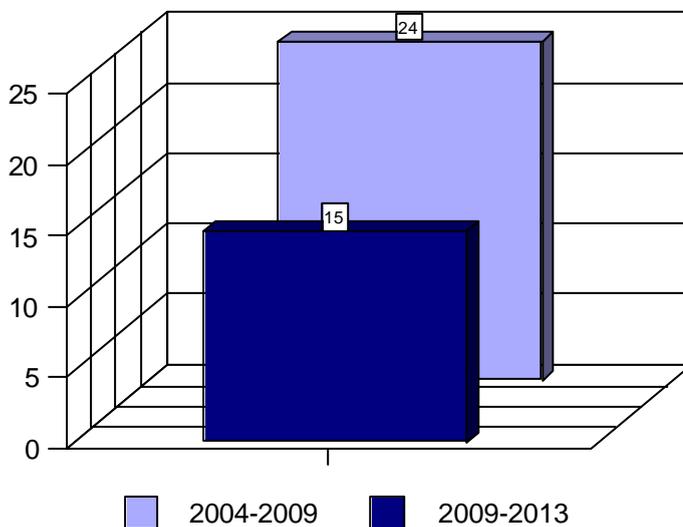
Number of Family Studies Teacher Certificates Issued in NS 1994-2003 (67)



FS BED graduates from MSVU 1994-2005 (53)



Projected Number of Family Studies Teachers Needed in NS 2004-2013



Provincial Department of Education predicts NS will need 39 new FS teachers by 2013.

NOTE - 2001 Projection was 55, a 29% decrease.

Number of FS BED programs in Canada

Teacher education programs in Canada

http://admin.acadiau.ca/counsel/careers/edu_teach.html

BED Secondary home Economics/family studies/human ecology in Canada

Atlantic

- UPEI (if someone arranges it)
- MSVU
- University of Moncton

Quebec (best kept secret - not sure...)

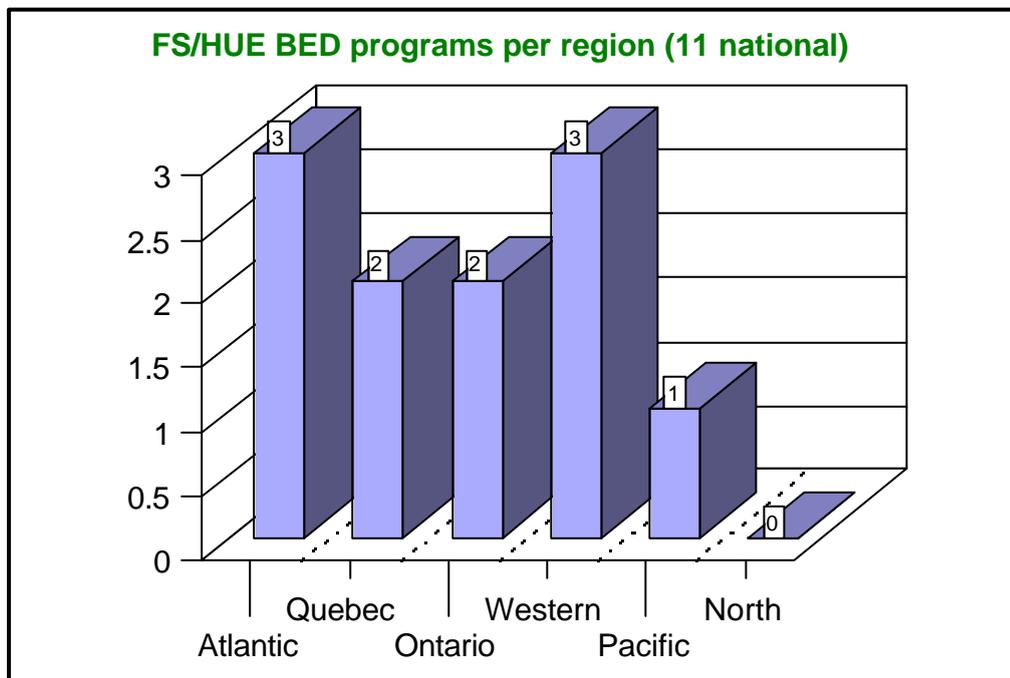
- University of Laval (integrated program)
- Maybe University of Quebec, UQAM

Ontario

- UWO Faculty of Education
- OISE Faculty of Education

Western

- University of Manitoba
- University of Saskatchewan
- University of Alberta
- Keyano College (prep year available HUE)



Red Deer College (HUE university transfer program)
Pacific
UBC
Three Northern Territories?

Brainstorming for Canadian Family Studies Education

- Examine the feasibility and desirability of creating content feeder programs at community colleges
- develop a model core program that all universities could use in their BED Secondary program - I mean teach to a certain standard rather than standardization (make all the same)
- create a website for family studies education in Canada and place resources, conference proceedings etc at everyone's disposal
- bring together a community of like-minded people and develop PD and new future-orientation on-line courses
- make sure the CMEC site is up to date with home economics/family studies programs in public schools
- create a comprehensive distribution list of all FS educators in Canada - creates a sense of solidarity
- compile stats on the state of FS in Canada in new millennium - prepare a report for practitioners to use for positioning their programs
- approach FCSEA, in the States, to see if they want to create a Canadian branch
- create a campaign for guidance counsellors (PPT) on CD or at the new website
- create a FS campaign for school administrators (PPT) - consistent message nation wide for when they attend the CEMC conferences
- create a FS campaign for the Canadian Home and School Federation (reach parents)
- approach Chairs and Deans and advocate for FS feeder programs or thank them for continuing to do so
- develop online content courses that potential BED candidates can take to upgrade their FS content (if they do not have a home ec background) or put existing content courses on line
- accept students with Sociology, Psychology or Child Studies and then orient them to the profession in the methods courses
- develop an online philosophy course so non-home economics students doing their BED can see the merits of the profession as a career path
- hold regional FS symposia in alternate years to national
- ask DOC to place list of BED FS programs on their site
- compare the provincial FS curricula to determine consistency . Examine the new FCS standards in the US as we do this. <http://ideanet.doe.state.in.us/octe/facs/natlstandards.htm>

Family Studies Feeder Programs in Atlantic Canada

MSVU	UPEI	ST F X	ACADIA	MEMORIAL	MONCTON
<p>Applied Human Nutrition</p> <p>Family Studies and Gerontology* There is reference to Teacher Certification in the Calendar</p>	<p>Family and Nutritional Sciences:</p> <ul style="list-style-type: none"> - Family Science - Foods and Nutrition 	 <p>Human Nutrition</p>	<p>Nutrition and Dietetics</p>	<p>Nutrition (Dept of Biochemistry)</p>	<p>Nutrition and family studies</p> <p>École de nutrition d'études familiales</p>

6 in total and only 2 with a conventional home economics core - UPEI and Moncton. With creative, early course planning, something can be put together at MSVU.

Long-standing philosophical lens for profession

- Human Ecology
- Systems Theory
- Systems of Practical Actions (three) Perennial Problems
- Moral Value Family Reasoning Ecosystems
- Well-being Quality of Life
- Critical Reflection
- Practical Problem Solving Approach
- Global Perspective
- Empowerment
- Emancipatory
- Transformative Social Political Activity
- Change Agent
- Participatory Action Approach
- Dialectic Approach
- Defining Family
- Ego versus ecocentric

Moving Forward with Transformative Practice, Ecology and Everyday Life: Reflecting on the Influence of Eleanore Vaines on Home Economics/Family Studies Education

Mary Gale Smith, Ph.D., University of British Columbia / School District #36 Surrey

Dr. Eleanore Vaines, is an influential scholar in the field of home economics, whose scholarly writing is known throughout the world and many consider her ahead of her time in highlighting ecology as a unifying theme, in exploring the sacred nature of everyday life, and in moving from instrumental modes to reflective, transformative modes of practice. She was a very revered teacher in the School of Family and Nutritional Sciences at UBC. Her theorizing touched all students who came through the School as she taught compulsory courses in home economics professional practice. As a former student and as a teacher educator I had the opportunity to both experience her teaching and to see the results of her teaching. While it is difficult to create a succinct rendition of the totality of Dr. Vaines' scholarship, it is probably fair to say that from the beginning she set out to articulate a new professional orientation for home economics, one that would transform professional practice. In this paper I will focus on three concepts that appear central to Vaines' work: transformative practice, ecology and everyday life. The transformative practice section includes an examination some of the key "maps" created by Vaines, for example *On Becoming a Home Economist/Family and Consumer Science Educator: A Map for Choosing Professional Practice* and *Modes of Practice Map: Three Territories and Their Boundaries*, for the ways they can inform the practice of teachers. The ecology section will explore the way Vaines used ecology to conceptualize a broader more holistic vision of the profession and professional practice. The everyday life section will demonstrate how Vaines pushed the boundaries of our thinking to provide a rationale for a perspective that includes the interconnected and sacred nature of everyday life. Throughout the paper, examples will be provided from a recent publication, *Home Economics Now: Transformative Practice, Ecology and Everyday Life* (Smith, Peterat & deZwart, 2004), a tribute to the scholarship of Eleanore Vaines. Concluding comments will be directed to the importance of re-visiting and re-newing these core values as we move forward in our practice as teachers and curriculum developers.

Transformative Practice

From the early 1980's, influenced by Schon's (1983) description of a reflective practitioner, Eleanore Vaines began to elaborate key concepts related to home economics practice. She argued that "if transformation means we are going into new territories, many kinds of frameworks, charts, and maps will be necessary for the trip" (Vaines, 1988, p.30). With Sue Wilson (1985; 1986), she created the first of her many maps and charts. Titled, *A Theoretic Framework for the Examination of Practice*, it was used to "organize and integrate knowledge into patterns from which professionals can choose the most appropriate theoretic path for a particular situation" (Vaines, 1988, p. 29). Over the years she modified, refined and added to this first map until it became *A Map of Three Views of Professional Practice* (Vaines, 1992) and eventually *Modes of Practice Map: Three Territories and Their Boundaries* (Vaines, 1997, p. 206-207). This chart showed three modes of practice and elaborated various underlying beliefs under such headings as philosophical foundation, grounding metaphor, historical grounding, view of the field, being a professional, dominant way(s) of knowing, place of values/morals, place of power, view of everyday life, and vision or end of practice. The philosophical foundation column is presented in Figure 1 as an example. The attention to morality became the topic of inquiry for Henna Heinila in her chapter titled, *Consideration of the Moral Vision in the Thinking of Eleanore Vaines*.

Mode of Practice	Philosophical Foundation
Reflective Practice	Practical science as moral basis. Axiology (What is good?) is focus of theory-practice activities. (Penman, 1992) Ecocentered (Vaines, 1990)
Technical Rational Practice	Scientific knowledge is the basis of services. Epistemology (What is true?) is central question pursued. Egocentric (Vaines, 1990)
No-Choice	Foundational philosophy is hidden, unexamined, and/or personal.

Fig. 1 A portion of Modes of Practice Map

Probably the most elaborate map or chart and one which represents a culmination of Vaines theorizing of transformative practice is *On Becoming a Home Economist: A Map for Choosing Professional Practice*¹ (Vaines, 1996; 1997) (See Fig. 2). In it she clearly delineates three possible territories for home economists to inhabit. The new territory, which could also be described as the territory of the 21st century is named the reflective practice journey. To get ready for this journey she prepared three orienting maps: the *Spheres of Influence Map* (Vaines, 1996); the *Many Ways of Knowing Map* (Vaines, 1993; 1996); and the *Critical Orientation Map*² (Vaines, 1990).

The *Spheres of Influence Map* was designed to assist home economics practitioners in seeing the various influences of everyday life, such as individualism, family customs and values, community customs and values, power spheres of institutions and industries, the biosphere, the cosmos, and the unknown and unknowable. The purpose of the *Many Ways of Knowing Map* was to demonstrate that relying exclusively on scientific, positivistic, ways of knowing is incomplete and Vaines identifies at least two other ways of knowing that we should consider: lifeworld, the knowing of lived experience; and narrative ways of knowing, the knowing from storying. The *Critical Orientation Map*³ outlines three philosophical positions that appear to be providing the foundational values and beliefs for professional practice: the ego-centric position; the eco-centered position; and the uncommitted position. It is clear that Vaines considers the eco-centered position the most ethically defensible position for home economists to hold.

What I have found especially powerful about this map in my work with student teachers is the way it helps them see that teaching is a calling. The students who have experienced Eleanore Vaines as a teacher have come to this realization already. Those who are new to Vaines theorizing are apt to see the move from career to calling as a more difficulty leap and experience this thinking similar to Jacqui Gingras' description of Vaines teaching, in her chapter of the book, as being more like "a splash of cold water than a kiss". Annabelle Dryden also has used the power of this map with graduate students as a way to explore the reflective practice in the chapter

¹ When this map was presented to US audiences, Dr. Vaines changed Home Economist to Family And Consumer Science Educator to reflect the name change undertaken in that jurisdiction.

² Also presented as Characteristics of Philosophical Positions (Vaines, 1990)

³ Also presented as Characteristics of Philosophical Positions (Vaines, 1990)

she wrote with her students, titled *Mapping the Long and Winding Road of Reflective Practice*.

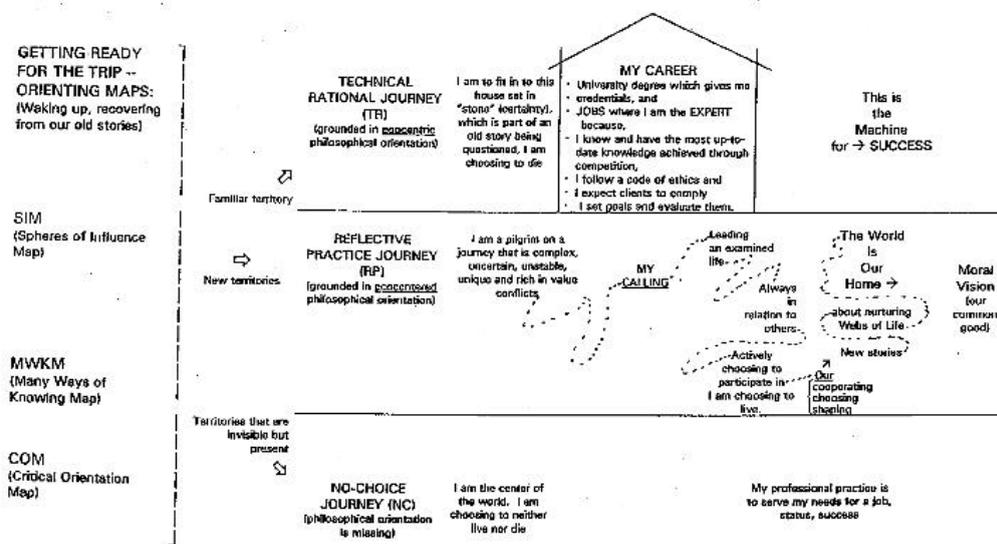


Figure 2. On Becoming a Home Economist: A Map for Choosing Professional Practice (Vaines, 1996; 1997)

Ecology as a Unifying Theme

In the late 1980's, Eleanore Vaines began to explore ecology as a unifying theme for transforming Home Economics and the reflective home economics professional. In 1988, she created a chart *Contrasts Between Two Reality Modes* (Fig. 3) demonstrating the tensions between two philosophical positions: ego-centric and eco-centric. She continued to develop this line of philosophical reasoning (Vaines, 1990) and in 1994 published an article in the *Canadian Home Economics Journal* suggesting that the field of Home Economics could become "a leader by living the metaphor, World As Home" (p. 62) if it adopted the notion of ecology "as two interrelated generalizations: Every living system is related to every other living system in some way and to some degree, and the whole of these systems is greater than the sum of their parts" (p. 60).

It was the articulation of this metaphor that led many educators, including myself, to explore the connections between home economics and environmental and global education. It also has inspired other creative projects, for example, Linda Peterat and her colleagues at the University of British Columbia bring young people and elders in contact with the land, in a project called *Cultivating Ecological Consciousness in Young People through Intergenerational Learning*. Mary Leah de Zwart extends the notion of metaphoric reflection in her chapter, *Re-Imagining Home Economics as a Vital Force in Education*.

Everyday Life

What makes everyday life meaningful for people? In medieval times everyday life was seen as enchanted. There were few explanations for most phenomenon and supernatural explanations were accepted. As the so-called "scientific revolution" and scientific ways of knowing became common sense, we entered a period described by Berman (1981) as the "disenchantment of the world". Objective, isolationist studies became the norm and other ways of knowing and subjective outlooks on life were subordinated. In home economics and family

studies this was evident in scientific studies of isolated parts of the everyday life of families. Such studies have not been helpful in transforming practice or in creating a vision of an ecologically desirable and socially just society.

In articulating ecology as unifying theme of home economics, Vaines (1988) asks us to "imagine ourselves in harmony with air, water, people, plants and events" and to see that "our actions come to reflect our connectedness, our symbiotic relationship with everything and everyone" (p. 10). In doing so, the ordinary, the mundane task of everyday life such as food provision, acquiring water, taking care of children and the elderly, all the "perennial practical problems" of families, become meaningful and sacred. Thus, ecology, for Vaines, is also a way for home economics professionals to talk about a particular quality of life worth living, a moral vision of everyday life related to the common good. It is about re-discovering the sacred nature, the spirituality, inherent in the seemingly mundane aspects of everyday life such as child care, food provision, family relationships and communication. Eleanore Vaines also used maps to work with these ideas. In a 1992 PIPHE publication she presented *Three Views of Family Perspective on Everyday Life*. For a conference presentation on the Sacred Nature of Food: A Family Perspective (Vaines, 1999), she created two new maps: *Mapping the Food Web: Reflecting on Multiple Perspectives*; and *A Family Perspective on Everyday Life: A Metaphorical Approach*. Her message included the following statement:

Everyday life activities such as eating, drinking, and sharing together become the rituals and ceremonies of celebration that give us a sense of deep meaning and purpose. This sacred nature of food and everyday life cannot be taken for granted. As we live we are also choosing. If we are unable or unwilling to move out of our old stories where food is seen as a thing, a commodity to be manipulated, and eating is an industrial act, then we will experience life that has lost its savor. (p. 23)

She echoes other authors who have also taken up this line of thought, for example Moore's (1996), *Re-Enchantment of Everyday Life*, Heller's (1999), *Ecology of Everyday Life: Rethinking the Desire for Nature*, and Vandana Shiva (2005) who recently wrote

If we relocate ourselves again in the sacred trust of ecology, and recognise our debt to all human and non-human beings, then the protection of the rights of all species simply becomes part of our ethical norm and our ethical duty. And as a result of that, those who depend on others for feeding them and for bringing them food will get the right kind of food and the right kind of nourishment. So, if we begin with the nourishment of the web of life, we actually solve the agricultural crisis of small farms, the health crisis of consumers, and the economic crisis of Third World poverty.

Vaines, citing Berman, believes that what makes life rich in meaning and purpose for people is to rediscover and revitalize a re-enchantment of the world. For home economics for the 21st century this means recovering a sense of wholeness in everyday life. This means that we begin to know, see, become, and act in ways that honour the interconnectedness of all living systems. Re-enchanting our everyday life through using metaphorical approaches and moral discourses means that what is now considered ordinary and mundane can be rediscovered as sacred and meaningful thereby creating lives worth living in an ecologically desirable society. We must do this by becoming active participants in transformative processes.

Conclusion

Margaret Arcus (2004) chose the term "swimming upstream" to describe Eleanore Vaines' scholarly work, because throughout her career Vaines was known for her perseverance in

a scholarly climate that was saturated with positivistic values that made it difficult for her work to be published. I also characterize Vaines work as "charting new territory" as she continued to push the boundaries of philosophy and practice with a transformative vision of home economics. Philosopher Charles Taylor notes that "ignorance can be cured by a good map" (1989, p. 41). In the final chapter of the book, *Postscript - Wholeness, Transformative Practices and Everyday Life*, Eleanore Vaines writes:

I have always contended that professionals striving to better understand the complexities of everyday life, particularly family life, require "maps" that integrate pieces and provide useful guidance. The assumption that underlies my map making is that there is wholeness to everyday life which can be learned, identified, and communicated. Maps are never complete, rather they are continuously evolving thereby becoming more enlightening. But when used appropriately, they can provide a powerful means of understanding and contribute to transformative practice.

In this paper, I have highlighted the scholarship of Eleanore Vaines and its contribution to the field of Home Economics/Family Studies. Her scholarship continues to have implications for home economics in the twenty-first century. She maintains that we must continue to transform home economics professional practice, and to seek holistic approaches to everyday life, that take into account ecology and the sacred nature of our place in the world. The challenge for us as educators is to integrate these understandings into our curriculum and instruction in home economics and family studies.

Our book *Home Economics Now: Transformative Practice, Ecology, and Everyday Life*, A Tribute to the Scholarship of Eleanore Vaines (Smith, Peterat & de Zwart, 2004) is an example of preserving and extending explorations in the theory and practice of home economics/family studies/human ecology. We encourage others to take up similar quests to document and archive the rich resource of Canadian scholars in the field.

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Saying Goodbye to the Family Home: Home Economics Curricula in the 21st Century

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Life is a series of normative changes and this past spring I have been experiencing one of those changes. After living the past 45 years in the same home, my parents have decided to move to a retirement residence. Helping them to make the move has been both fascinating and difficult. When asked if I would make a presentation at this Symposium, I replied *no* that I was too involved with the task at hand. The idea of this analogy was suggested to me. The more I reflected, the more I realized the appropriateness of the theme.

This paper is a personal narrative of my journey as a classroom teacher to incorporate not only a critical science approach to curriculum into my classes but also to integrate technology to a greater extent than I have done to date. This analogy will illustrate the similarities and differences between my parents' current journey and my teaching practice. A discussion of what a 21st century secondary home economics curriculum should look like, a brief description of my journey into the critical science approach, and the question of what needs to be done to implement it will also be examined. Lastly, I'd like to challenge home economics teachers to *think outside the box* and to use computer technology, to not only re-think how they deliver their 21st century curriculum, but to simplify their hectic lives to enable them to spend quality time on more pleasurable pastimes.

Similarities

This analogy provides many similarities between a parental move and one's teaching practice. First of all, as people live in their home, they collect material possessions and gather many memories. The longer the stay, the more collectibles and memories that are acquired. Some of the possessions and memories are valuable. The same point could be made for teaching. First-year teachers have little resources collected. But as they continue to teach their teaching tools increase. They buy books, kits, videos, DVDs, or find new and innovative ways of teaching a particular topic or unit. In contrast, well-seasoned teachers have an enormous amount of knowledge as well as teaching materials at their fingertips. These resources become invaluable as each year passes.

However, one of the hardest decisions involved in moving to a retirement community is to downsize – what to keep and what to give away. Many of the items in the house my parents could let go because they may not have held any value, or they are things that should have been thrown out years ago, or they are items that would be appreciated by others now. However, there are also those treasures that do not and should not be given away as they hold sentimental value. As I prepared to take in some of those treasures in my own home, I found myself unloading many boxes of files, a couple of them dating back to my first year of teaching. I found books difficult to part with but at the same time knew that they were either outdated or someone else might find them useful.

The decisions first to move and then to downsize can be likened to a paradigm shift. Paradigm shifts in thinking are tough and involve a slow transition. But the common consensus afterwards is *it was well worth the change*. My parents will undoubtedly say, *We wish we had made the move sooner*. Likewise, this past year I encountered another paradigm shift after being told what the future held for teachers in terms of lesson delivery. As a result, I have begun to digitize all my lessons. Instead of folders of pictures, cartoons, notes etc. they are all on PowerPoint. Everything is there with the flick of a switch. I soon realized that by having the

lessons digitized it would be a stepping stone to providing my students with greater access to curriculum materials by setting up a teacher web site. I thought in the beginning that it would be a huge commitment and one that required an extensive knowledge of computer software. With time and support from colleagues, digitizing has made my life much simpler and I discovered it was not that difficult.

One other similarity that comes to mind is the opportunity for my parents to meet new people who may become friends and neighbours. The opportunity for new adventures beckons without the worries of maintaining a home. Incorporating a critical science approach provides the teacher with new teaching opportunities, different student-teacher relationships, and networking with new people who can assist the teacher in providing the best curriculum possible.

Differences

There are a few differences between saying goodbye to a home and current teaching practice. First of all, people are human and change is difficult. People do not like change and many are not accepting of change. However, curriculum is an inanimate object. It is also not static. Provincial departments of education do change their curricula from time to time.

Secondly, the question of moving should be a choice, unless a health situation deems a move to be necessary. Curriculum is not by choice. Provincial governments mandate the curriculum. However, if a curriculum is outdated, often the classroom teacher will make changes to provide a more relevant program for his/her students.

What Should the 21st Century Curriculum Look Like?

For the last 25-30 years, Home Economics and now Family and Consumer Sciences curricula in the United States have promoted a critical science approach to teaching based on the writings of Marjorie Brown. There has been a national movement in the United States towards this style of curriculum (Montgomery et al., 1999). Minnesota, Ohio, Nebraska, and Maryland are just a few of the states that have involved teachers in writing such curricula. Teaching strategies to implement the critical approach require helping students learn to think reflectively, and empower them to take action after studying recurring practical perennial problems of the family (Montgomery et al., 1999).

Traditional teaching methods have paid attention to the technical approach to curriculum where teachers focus on a product in a teacher-centered classroom, and students listen to lectures, study facts, master skills in food preparation or clothing construction, and are continually tested on the course content. However, the basic skills and knowledge of the subject matter, while essential for students in order to successfully move to higher levels of thinking, must not be allowed to dominate curriculum guides (Stephen, 1994). A balance must be struck between the technical, interpretive and critical orientations (CHEA, 1985). Teachers need to explore different teaching methods and learning activities that will encourage and allow students to direct much of their own learning and thus achieve both personal and social relevance. For example, teaching the traditional subjects such as homelessness and food security from a global perspective, with an awareness of existing inequities, will encourage students to become critical thinkers and problem solvers (Stephen, 1994).

Technology and the use of the World Wide Web should be used both as a collaborative as well as a communication tool (Hildebrand, 2005). For high school students today the Web is the real world and they use it as their primary source of information, unlike the previous generation

who see it as only one source of information. Teachers can capitalize on the technology by having students work in partnerships with other students halfway around the world, to go directly to the source in order to resolve problems. In doing so, the problems suddenly become very real and not theoretical in nature. *The Virtual Classroom Program* allows students to work together within a virtual peer learning community and supported by mentors. Each site hosts a group of students who have prepared some alternatives to a specific problem. The groups present their solutions and discuss the benefits and obstacles of each proposal. Together the groups build knowledge and acquire essential problem-solving skills that will assist them in future learning.

Home economics educators, especially in the area of family studies, have long used storytelling as a reflective tool to acquire personal practical knowledge (Connelly and Clandinin, 1988). However it is only in recent years that storytelling has been used in the business community to promote critical thinking in order to create newer technology. Large corporations such as Apple and Intel are integrating storytelling into the corporate model in order to gain the business advantage (Hildebrand, 2005). The business world is acknowledging what educators have known for years.

In the critical science approach to curriculum, teachers have a very important role to play as facilitator. They need to be able to guide their students; to assist them in discerning between the real facts and the propaganda. Teachers provide the background information, and set up the learning environment, but it is the students and teachers who learn together, along side one another. Teaching then becomes a two-way street.

Personal Journey With Critical Thinking and Technology

My journey into the critical science approach to curriculum began in the summer of 1988 with a graduate course at the University of British Columbia. The course forced me to critically reflect on my own beliefs and practices about students, my own teaching style, and how I was carrying out the mission of home economics.

Montgomery et al. (1999) have written about how home economics teachers experience educational change as they move away from a technical to a critical science approach. They speak of the readiness for change, experiencing the changing process, obstacles to change, and the factors supporting it. My personal experience is congruent with their research.

Those teachers who recognize a need for educational change are at a stage of readiness for curriculum reform. Graduate studies forced me to become personally aware that the new senior high school curriculum Manitoba had recently released fell short of the vision it had to increase the critical thinking skills of its students. Personal readiness Montgomery et al. stated is necessary to experience success. The desire for professional development and collaboration, an awareness that a problem exists and a personal commitment to change are the factors for readiness (p. 227).

As I began to slowly change my methods of teaching I too felt the same feelings as Montgomery et al. wrote about. Since the curriculum guide was written with a technical orientation, was I doing it correctly? What would others say if they came into my classroom? I experienced much uncertainty in the early days. It was difficult to use teaching strategies that I was not taught as a student. However, I did have role models at the graduate level. Teachers often find it hard to change because of the fear that their current teaching practice is wrong, that change is scary, and teachers much go out of their comfort zone until change is accepted. There is also the reality that change brings an enormous amount of work. Are experienced teachers

willing to make that sacrifice for their students? I wondered if my teaching methods were all wrong but decided that the critical approach was just different and more relevant for the students. Nevertheless, I had colleagues who felt threatened with my newfound knowledge. So in the end, I decided to make gradual changes myself and was very willing to share if they were interested.

Frustration is a huge obstacle to making the change to the critical process – the time commitment especially with demands on the teacher’s own personal life, the time the units take to cover, student performance level, class size, administrative support, parental expectations of the program, the lack of training and the letting go of personal beliefs about teaching. When I began my journey into the critical science approach I was buoyed by the feedback from the students, their active participation in the learning process and their ability to reflect. However, it did involve a huge time commitment that I believed was worth it based on my observations. I was stimulated by the change and the challenge of it and subsequently have continued to pursue the critical approach. Having peer support from those familiar with this method of teaching has also assisted me over the years.

Seventeen years later, I am finally getting the opportunity to fully transform the courses I am teaching to a critical science approach. Working with others in the same department who did not share the same curriculum background made it tough to teach the same course as the students would not understand why the differences in content. Thus the enrollment could be a factor in future course offerings (Montgomery et al., 1999) One of the struggles that I currently face is the desire to balance the teaching of practical problems in the critical approach and the students’ desire to cook, cook, cook! A Senior 4 class wanted to examine the issue of food security this past year. A week into the unit, they wanted to know when they would get back to food preparation. So a paradigm shift must also occur in the students’ thinking if this approach is to be successful.

As a side note, so many demands are placed on teachers today especially in the area of accountability that one way teachers can simplify their lives yet hold their students more accountable is to *work smarter, not harder*. At Garden Valley Collegiate, the technology group is trying to encourage teachers to create their own website where students and parents have access to daily handouts, assignments, marks, email where parents and teachers can communicate about a student’s progress etc. Time is definitely needed to set up the website and to maintain it. However, the maintenance takes little time once the initial effort is made. Home economics teachers have an opportunity to share with parents their teaching philosophy and the desire to make learning more relevant for their students.

What needs to be done?

If one was to examine the provincial curricula across Canada one would be hard pressed to find home economics curricula with a critical science approach, because examples are simply not there. For instance, Manitoba Education, Citizenship and Youth recently released the *Senior Years Family Studies: Manitoba Curriculum Framework of Outcomes*. This document lists all the General and Specific Learning Outcomes for the Senior 1-4 Family Studies courses. They did not include the teaching strategies and learning activities that traditionally accompany the outcomes. So teachers have no guidance as to how the curriculum should be taught, only what is taught.

A paradigm shift in thinking about home economics curriculum and technology through education must occur if home economics teachers are to prepare their students for life in the 21st

century. From my personal experience over the years there are not a lot of teachers, especially experienced teachers, who are familiar with the critical science approach. Many think they are teaching critical thinking but rarely teach using the critical orientation. Curriculum is written by teachers for teachers. How are teachers going to transform their practice with few or no role models? When there have been professional development sessions for teachers on the critical science approach, sponsored by MHETA at their annual conference, for example, the sessions have been met with criticism. Published Canadian documents such as *Expanding Global Horizons* (CHEA, 1996) provide examples of the critical science approach. But accessing those resources may prove challenging with the dissolution of the Canadian Home Economics Association in 2003.

One educational trend in North America in recent years has been to return to standardized testing in many subject areas in order to provide accountability in all programs. In addition, working towards success for all learners, adaptation and modification, and ESL (English as a Second Language) strategies, to name a few, has put the curriculum back into a technical mode. Consequently, the American states that had a forward-thinking curricula are now experiencing difficulty in maintaining the critical approach.

As a classroom teacher, I was recently reminded of the need for critical thinking more now than ever before. Technology is rapidly changing the way we think about the world and the way we do things. I was told that while it is important for young people to have the necessary skills in food preparation or clothing construction, they can easily find the answer to their questions by watching a cooking show or attending a sewing class or finding the information on the Internet. With the *Smart House* appliances on the market it is only a matter of time before we do not need to know how to operate an oven. But what we do need to do is to teach students how to think critically, and to collaborate with others so they can adapt to life's changes and resolve the many perennial issues they will face in their lifetime (Hildebrand, 2005).

Skills-based education is growing across Canada and schools are being asked to deliver more technical vocational courses to encourage students to stay in school and take courses which could lead to future employment. Garden Valley Collegiate is contemplating adding yet a fourth cluster of courses, this time for young women who might otherwise drop out of school. As I listened to the presentation, I understood the need to assist these individuals to acquire job skills, but at the same time, wondered if we were selling them short by not educating the whole person (Thomas and Smith, 1993). I was reminded that the clusters are 8-12 credits in a particular skill and only constitute 30-40% of the students' total high school credits. The other courses are still needed to help students develop the ability to reflect and to think critically (Hildebrand, 2005).

What needs to be done? Monies must be available to write complete curricula so teachers can teach by example. Professional development opportunities that follow the release of a new curriculum would assist teachers to understand this other way of teaching. Home economics teachers must be made aware of the shortcomings of the technical approach. Provincial departments of education must believe there is a place for the critical science approach in home economics education. The only way a paradigm shift will occur at the government level is if home economics educators, in their provincial organizations, lobby the government for educational change. Major initiatives would have to be implemented with a huge amount of work. Are they up to the challenge?

Summary

When I first started to write this analogy I was taken with the similarities that seemed to surface very quickly. As I reflect on what I have written, I am now more inclined to acknowledge the differences between saying goodbye to the family home and my teaching practice. It has always been my experience that the next move will be better than the last one. I strongly believe that while saying goodbye to this home will be difficult for my parents there will be new opportunities they have yet to realize. However, while I am upbe at about the changes that I can make in my own teaching practice, I am rather disheartened when I think about the fact that we as home economics educators have been writing, and talking, about the critical science approach for decades. Yet how much further are we today in setting new curricula than we were 15-20 years ago? I challenge this group to really examine this issue and to make an action plan to address it. If we promote life long learning in a rapidly changing society, then for the sake of our students, we must stop all the rhetoric and teach using the critical science approach. Or else, we will be no further ahead than the previous generation. What will our legacy be to our students?

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What Do Home Economics Educators Hope for Their Undergraduate Students?

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Abstract

Teacher training education in Japan has the unprecedented opportunity to reconsider its teaching methods. This paper reports the results of a survey conducted on home economics educators belonging to national teacher training colleges and departments in Japan, and focuses on the types of competencies that teachers would require and like to cultivate among their undergraduate students.

Most educators pointed out that undergraduate students display a positive attitude towards studying although they tend to avoid gaining “first hand experience”. Teacher educators hope for their undergraduate students “to explore life tasks”, “to understand the significance and characteristics of Home Economics Education”, “to develop teaching materials” and “provide criticism on their teaching”. In order to cultivate these abilities, teachers have attempted to increase field experience in their courses. Nevertheless, several unresolved issues still remain in the field of teacher training education. Further improvements in the courses are now being implemented.

Introduction

The rapidly declining birthrate has reduced school size and the number of students. Moreover it has also been pointed out that children in Japan have a tendency “to escape learning” (Sato, 2000). It is in this context that teacher education is required to play a significant role in the future of Japan. Education policies in Japan are currently faced with complicated social changes in addition to several other issues. Some of them are (1) teacher employment, (2) raising (and maintaining) the qualities of pre/in-service teachers (3) co-operation among educational institutions, for example.

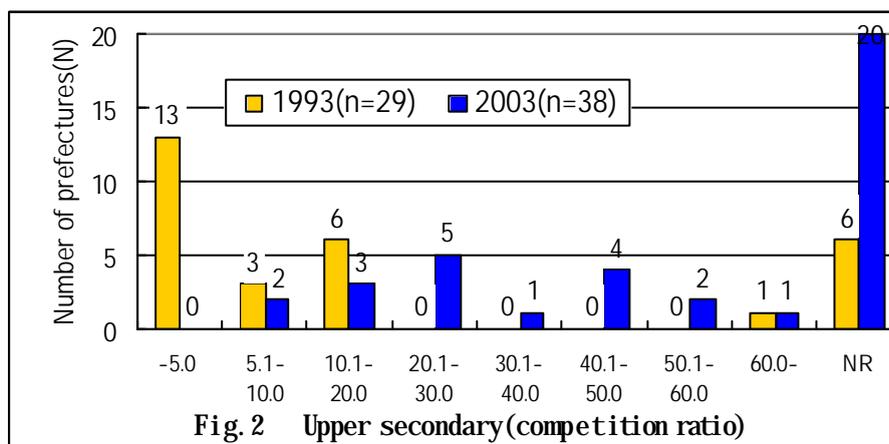
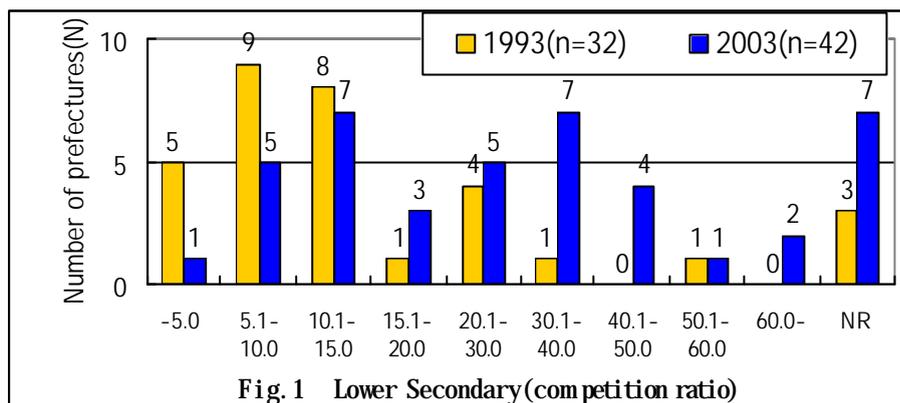
The issue of teacher shortage and surplus

As described in the report “Attracting, Developing and Retaining Effective Teachers (2002)” published by the Organization for Economic Co-operation and Development (OECD), ensuring that teachers are “effective” has become a global concern (OECD, 2002). This working paper also states that “there is evidence that many countries are experiencing serious recruitment problems” (Coolahan, 2002:12).

The Survey of Canadian School Boards conducted in 2000 indicates that attracting qualified candidates for full-time teaching jobs was becoming increasingly difficult (CTF, 2000). Another finding was that of “the low enrolment in both undergraduate and graduate [in home economics teacher education]” (Peterat & Pain, 1996). However, in the Japanese OECD report, the Ministry of Education, Culture, Sports, Science and Technology (MEXT) mentioned that “Japan is not suffering from the so-called teacher shortage”(MEXT, 2004:5).

Japan has adopted the basic policy of “open system” that permits teacher training at general universities and departments and not just at specialized teacher training colleges or departments. Although this system is advantageous for people in search of seeking a broad perspective, it also results in teacher surplus. For example, as of 1st April, 2004, 113 four-year universities authorized secondary home economics teacher certificates in their curricula. This results in individuals holding home economics teacher certificates facing hardships in obtaining full-time teaching positions.

Teacher recruitment examinations are carried out by a total of 47 prefectures and 13 designated cities. Fig.1 and Fig.2 show the competition ratio of the employment intake of lower/upper secondary home economics teachers between 1993 (the year prior to which home economics coeducation was introduced in upper secondary level) and 2003. For a decade, due to this curriculum revision, the employment situation for home economics teachers was serious (especially in upper secondary school). In the curriculum revision of 2003, the home economics subject which was reduced by half credits was newly established in upper secondary schools. The change may be one of the great spurs to home economics teacher surplus. This results in students being prevented from realizing their dreams of becoming teachers. This is the first issue that needs to be dealt with.



Note. Fig.1 and 2 do not include “No Answer”(N=60)
NR= “No recruitment”

Changes in the Japanese Teacher Certificate System

Secondly, the curriculum development of teacher training is a matter of great urgency. The Education Personnel Certification Law that regulates Japan’s teacher certificate system, the teacher certificate comprises (a) “subjects related to curricula” and (b) “subjects related to the teaching profession”. In order to empower teachers on how to teach and communicate with students, this Law was revised to increase coursework with respect to “subjects related to the teaching profession”. An elective-style curricula was also established in 1998 to make the teacher training curriculum more flexible, enabling students to choose (c) “either subjects concerned with the teaching profession”. However, the minimum credits required in “subjects related to the curricula (specialized subject)” were reduced by half (40? 20credits). By accomplishing the

above, teacher educators have covered the following factors: 1) assurance of subject matter knowledge for their students and 2) enabling students to integrate subject matter knowledge/ skill and professional knowledge/skill in their curriculum (Fujieda et al., 1999) .

Cooperation among educational institutions

In response to the social changes, the Central Council for Education developed the following two possibilities for the educational personnel certificate renewal system based on certain goals: (1) ensuring suitability as a teacher and (2) improving teachers' expertise (MEXT, 2001). In order to achieve these goals, co-operation among the universities, school boards, elementary, and secondary schools has been aggressively promoted under the higher education policy. As a result of these changes, the entire definition of teacher education at the undergraduate level is expected to undergo a change. This comprises the third issue.

On the basis of the abovementioned issues, this article aims to clarify the current situation about: (1) undergraduate students' attitudes and readiness to learn, (2) school/university collaboration in their courses, and (3) improvement and issues regarding the teacher training course. Furthermore, it explores the view of home economics teacher educators regarding the types of competencies that they would require and like to cultivate among their undergraduate students.

Method

Sample

The survey was mailed to all home economics full-time teacher educators in May 2004 ("Method of Teaching the Subject of Home Economics Education" course instructors), who belonged to 55 national teacher training universities (N = 86; 98% female). A response rate of 62.8% (N = 54) was received. The average rate of the respondents' teaching experience was 16.2 years (Min. 2, MAX .36, SD.9.58) .

Approximately three out of ten people only were engaged in teaching the actual course, "Method of Teaching the Subject of Home Economics", while the remainder also taught other home economics related courses (e.g., food studies, textile studies, housing, child development, home management, etc.).

Results

Students' attitudes and readiness to learn in the Home Economics Teacher Training Course

The first part of this survey posed questions pertaining to the undergraduate students' attitudes and basic knowledge and skills relating to home economics education. Respondents had to indicate their responses using a four point rating scale ("strongly agree", "somewhat agree", "somewhat disagree", "strongly disagree").

In the items relating to home economics skills ("high cooking skills", "high sewing skills", and "high levels of computer-based skills"), teacher educators appeared to be of the impression that undergraduate students' sewing skills were not as proficient when compared to their other skills. It is concerned that students' sewing skills will be lower and lower because of the curriculum revision in 2002/03 (sewing class changed into an elective in some secondary schools). As shown in Table 1, seven out of ten teacher educators required their students to further enrich their overall knowledge of home economics. Moreover, sixty percent of the respondents answered in the affirmative when asked the question "Do you face anxiety with respect to students' reports and term papers?" They pointed out that students relied too heavily on "web sites" and had a tendency to avoid hands-on experience. As suggested in Table 1, students are able to access various kinds of information through the computer, which can definitely be acknowledged as one of the

important technological tools of the 21st century. Nevertheless, it is valuable to foster media literacy rather than permit students to simply compile pieces of information from the Internet.

Some teachers warn us about the potential consequences of this situation:

(Teacher A) There is a problem when students utilize the internet. They just trace the information without checking the validity of the source. I always advise them to refer to the original text.

(Teacher B) Very energetic students who gather information from various forms of media obtain hands-on experience and turn in wonderful reports. On the other hand, some students just glance through certain websites and write reports with minimal effort. Thus, in recent times, I have observed a pattern of polarization among students.

In a study of transformative learning, Liken (2004) mentioned four stages of learning : *Stage 1: lack of awareness (unconscious, incompetence), Stage 2: awareness without action (conscious, incompetence), Stage 3: the ability to act on awareness with effort (conscious, competence), and Stage 4: the ability to hold the polarities, and maintain the communication (unconscious, competence).* With reference to the above, some students may not develop up to *Stage 3* or *Stage 4* in the present condition. The crux of home economics education is to provide students with the opportunity to reconsider their daily lives through critical thinking. Sometimes, knowledge of subject matter does not necessarily imply an understanding of how to impart that knowledge to students. The undergraduate students seem to have an overall positive attitude toward the assignments that they are given. However, our future task involves cultivating students' interpretation of the teaching materials using different perspectives.

Table 1

Teachers' Impression of Undergraduate Students' Skills, Knowledge and Attitudes (N=54)

Contents	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	I don't Know/NA
High Cooking Skills	0	13(24.1)	31(57.4)	0	10(18.5)
High Sewing Skills	0	10(18.5)	32(59.3)	7(13.0)	5(9.3)
High Levels of Computer-based Skills	3(5.6)	27(50.0)	17(31.5)	1(1.9)	5(9.3)
Have Adequate Knowledge of Home Economics	1(1.9)	15(27.8)	34(63.0)	3(5.6)	1(1.9)
Show Positive Attitudes Toward the Assignment	17(31.5)	33(61.1)	3(5.6)	0	1(1.9)

The current status of school/university collaboration

The second part of the survey contained the question “In your course, did (do) you have any programs involving co-operation with school boards and (elementary) secondary schools?” Teacher educators encouraged the practice of classroom visits in elementary or secondary schools. They appreciated the fact that undergraduate students actually undertook the task of teaching in the “Method of Teaching the Subject of Home Economics Education”. Fifty percent of the universities had invited a “supervisor of school education (school boards)” to strengthen their students practical approaches towards teacher education. Ordinarily, this course does not normally involve field experience; however, forty percent of the teacher educators incorporated “classroom observation” in their respective schools. With the changes in higher education policy, many teacher education programs are increasing the amount of field experience required. Under the Education Personnel Certification Law, in order to obtain a first-class lower secondary

certification, it is mandatory for applicants to engage in student teaching for a period of four weeks. However, compared with provinces in Canada (Peterat & Pain, 1996), the necessary duration of field experience in Japan is relatively shorter.

Improvement and issues regarding the Teacher Training Course

A question that confronts us relates to the kind of improvement required in the teacher training course in order to cultivate students' competency in teaching. In the survey that was set, 13 home economics content related items, which are often listed in "Method of Teaching the Subject of Home Economics Education" texts were used, and teacher educators were questioned about 1) the core components that they dealt with (up to 3 items), 2) the frequency with which they focused on them in their courses.

Table 2 shows that there exists a relationship between "1) core component" and "2) the frequency" which indicate the answer, "I always contain this matter in my syllabus". However, the description of *the course of study* (national curriculum) was not taken into account too much, although it is usually included in the courses. One of the teachers (Teacher C) stated:

I think that curriculum development is the most important component. We should continue to study within a broad perspective. In order to fulfill do this, it is essential to grasp on world issues (e.g. social conditions, political environment) and to relate these to the knowledge of home economics.

Table 2
The Present Status of" Method of Teaching the Subject of Home Economics Education" (N=54)

Contents	" Core Component" *1		" the frequency" *2	
	N	(%)	(%)	ranking
1 The Competencies and Skills	32	(59.3)	(94.4)	3
2 The Contents of Home Economics Education	30	(55.6)	(100.0)	1
3 The Objectives and Significance of Home Economics Education	27	(50.0)	(96.3)	2
4 Case studies of Home Economics	25	(46.3)	(85.2)	4
5 Teaching Plans	15	(27.8)	(75.9)	7
6 Teaching Tools and Curriculum Development	14	(25.9)	(75.9)	7
7 The History of Home Economics Education	7	(13.0)	(81.5)	5
8 <i>The Course of Study</i>	5	(9.3)	(81.5)	5
8 Evaluation/Assessment	5	(9.3)	(50.0)	9
10 Home Economics Education in Foreign Countries	2	(3.7)	(29.6)	11
11 Learning Environment	1	(1.9)	(13.0)	13
11 Classroom Observation	1	(1.9)	(24.1)	12
11 Qualification as a Home Economics Teacher	1	(1.9)	(37.0)	10

Note. *1; multiple answer (up to 3), *2; multiple answer

Most of the teachers were of the opinion that it would be valuable to include "The Competencies and Skills" through home economics education in their syllabus. They emphasized

on the framework of home economics at the undergraduate level. Teacher educators not only aspire to impart the basic skills (e.g. study plan writing) and theories which are required in student teaching, but they also strive to improve their courses by adopting participatory learning. The above efforts to improve their courses are being made by teachers, despite the fact that they face difficulties like inadequate facilities and big classes at the teacher training for elementary school certificate courses.

Conclusion

Overall, Home Economics teacher educators were found to be of the impression that undergraduate students who took the home economics teacher training course were sincere learners; however, some of them tended to rely too heavily on web-based information without “critical thinking”. The respondents decided to prepare the undergraduate level syllabus such that it would enable students “to explore life tasks” “to understand the significance and characteristics of a Home Economics Education”, “to develop teaching materials”, “to improve their learning” and “to be critical of their teaching”. However, equipping undergraduate students with the abovementioned capabilities requires teacher educators to dedicate themselves to ensuring that students develop their knowledge and skills.

Teacher educators have encouraged the practice of classroom visits in elementary or secondary schools. They appreciated the fact that undergraduate students actually undertook the practice of teaching in the “Method of Teaching the Subject of Home Economics Education”. Fifty percent of the universities had invited a “supervisor of school education (school boards)” to strengthen their students’ practical approaches toward teacher education.

Over and above, the survey suggests that many of the teacher educators desire that their students develop and implement their curriculum. However, it must be kept in mind that the survey respondents in this study belonged only to national teacher training colleges and departments. In order to obtain more accurate data, it is also necessary to assess universities with an “open system” teacher-certificate.

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Ontario's Initiatives for Meeting the Growing Need for Qualified Family Studies/Home Economics Teachers

Michelyn Putignano, Ontario Family Studies Leadership Council

The Problem

Over the past five years our association in conjunction with the Ontario Family Studies Home Economics Educators' Association and the Ontario Home Economics Association have begun to address the need for qualified family studies teachers.

Why does the problem exist?

- teacher retirements are steadily rising
- many teachers hired in the 1960's and 70's are hitting retirement
- statistics shows that by 2010 it is expected that 56,000 teachers will retire in Ontario
- lower pupil to teacher ratios have been promised but may not have happened in all boards/schools
- there is also a concern around the number of unqualified teachers who are now teaching FS courses, in many schools principals will assign teachers with qualifications in other subject areas to teach family studies. Under the Education Act in Ontario teachers can teach 2 courses a year without the qualifications

Our Solution

We developed a three-prong approach to address this problem. We are working three different groups of people:

- high school students
- university students
- existing teachers and additional qualification courses

High School Students

- most of the current family studies courses have a career component within them
- about 5 years ago we were able to secure funding from the Ministry of Education to create curriculum materials related to careers in family studies
- these materials are posted on both the OFSLC and OFSHEEA web sites for teachers to access (<http://www.ofslc.org/teachers/Index1.htm> or <http://www.ofsheea.ca/resources.htm>)
- while these materials aren't specific to teaching family studies it is an area that teachers have the opportunity to address
- a Careers in Family Studies poster was created, it can be used in both secondary and elementary schools and has been distributed to career centres

University Students

- we developed a plan where OFSLC and OFSHEEA members are responsible for contacting the local universities
- we ask to be invited to their career planning sessions where we can present to students about teaching FS, it may be a formal presentation or more informal stop and chat sessions
- many of the students we meet at the universities have little knowledge of FS, many did not take FS when in high school and are unaware that it is a teachable subject

- many students take Individual And Society qualifications when they go into their teacher training program when they could take FS, FS makes them more marketable as there are 13 courses in FS and only 2 in the general social sciences
- we developed a package of materials to be used when OFSLC and OFSHEEA members are presenting at the career planning sessions
- within the package there are a variety of materials
 - o - information sheets from the faculty of education programs at Western and OISE (Toronto) and York University
 - o course posters (available on the OFSLC web site)
 - o Where to Teach in Ontario (from the public school union giving details around school boards and the working conditions they offer)
 - o family studies teaching pamphlet
 - o PowerPoint presentation based on teaching FS
- these visits have been very successful in making students more aware of FS as a teaching option and appear to have impacted on the number of students applying to the FS pre-service teacher training programs

Existing Teachers and Additional Qualification Courses

- once a person receives their teaching qualifications they may then take “additional qualification” courses that will in turn allow them to be qualified to teach in a variety of subject areas
- teachers may take courses at a number of Ontario faculty of educations
- FS is a three part program, students can enter into Part One with a B. Ed.(they don’t need to have university background in FS) – this has both advantages and disadvantages
- Western’s program is almost fully online
- OISE’s (Toronto) program is offered on-site in the summer
- for the past two years approximately 100 teachers a year have gone through the online program at Western
- some of the teachers taking the courses are already teaching FS and others are new teachers or would like to teach it in the future
- courses have recently been revised to include more discussion in the areas of classroom safety, running food and clothing labs, assessment and evaluation, the use of technology in the FS classroom and literacy and numeracy in the FS classes
- as part of the online course students are required to have a mentor, this person assists the student with their Reflective Practice Project (a practical full-course project)

The Results

- we have seen an increase in the number of students applying to the faculties of education for FS

Existing Problems and Issues

- there is a need for teachers in specialized areas like Family Studies
- there are issues around qualifications and the new teachers backgrounds, the faculties of education have broadened what it considers to be family studies
 - o OISE (Toronto) undergraduate students must have 3 full courses in subjects like sociology of the family, aging and gerontology, gender studies, child psychology, nutrition, consumer studies, family law to apply to the pre-service program
 - o At Western students need five full credits

- Additional qualification courses allow teachers to take courses with no university background
- In the past graduates of FS programs had more background specific to the practical areas of FS (i.e. fashion, foods, housing)
- practical skills – how do we help new teachers acquire the skills to teach in the practical areas
 - workshops for teachers are offered at the board level
 - OFSHEEA offers workshops at their annual conference
 - The Toronto District School Board offers a summer workshop, teachers from around Ontario are invited to attend, we are hoping to expand this to other parts of the province
 - This past year at OISE, a one day workshop was offered to pre-service students
 - we have talked about offering weekend workshops for students in the faculty of education as well
 - students are encouraged to take community courses (private schools, community colleges, recreation departments)
- principals and administration
 - need to inform administration about why they should hire FS qualified teachers
 - the Education Act says that you can only teach two courses a year that you are not qualified to teach
 - some administration will need to place surplus teachers or fill timetables of existing teachers and they will use FS courses to do this
 - this is BIG concern – lack of skills, SAFETY, promotion of program, the passion for the subject area are all issues when unqualified teachers are placed in FS programs
 - OFSLC created a one page handout called the Top Ten Reasons to Hire a Qualified Family Studies Teacher (see below)
 - This will be shared with a number of people – principals, superintendents, mailed with our membership mailing in late summer

Future Plans

- we also see a need to develop a mentorship program for new teachers, research has shown that there is a 30% attrition rate for new teachers
- FS can be particularly difficult – practical work, the type of student, etc.



ONTARIO FAMILY STUDIES LEADERSHIP COUNCIL

www.ofslc.org

Top Ten Reasons to Hire a Family Studies Qualified Teacher

They are:

1. Trained in safety issues and equipment use in fashion and food labs
❧
2. Able to provide expertise in specialized subjects – both from a practical and theoretical perspective
❧
3. Able to provide experiential learning opportunities
e.g. practical work in foods and fashion, childcare placements
and infant care simulations
❧
4. Able to apply knowledge by bringing theory into practice
e.g. in parenting and child development courses
❧
5. Familiar with the depth and breadth of content within
the curriculum
❧
6. Supportive of leadership – in the discipline to maintain and allow the
program to grow, and within professional associations to foster
integrity
❧
7. Passionate about the subject and about meeting the diverse needs of
our students
❧
8. Connected to the community to enhance student learning
❧
9. Committed to consistency across courses to ensure the development
of a strong base of inter-connected skills
e.g. critical thinking, literacy and numeracy skills
❧
10. Rooted in equity for all individuals and families.
❧

Past and Present Japanese Home Economics Education Influenced by Social Changes

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Purposes

The purposes of this paper are 1) to briefly introduce the history of Japanese home economics education, 2) to describe issues related to the present course of study revised by the recent educational reform, and 3) to suggest ways to promote home economics education in this 21st century.

I. Brief history of Japanese home economics education

Home economics education in Japan was started after World War II. Before the World War II (1968-1940's), Sewing and House Chore Study were offered only for girls. It was to raise the girls' enrollment rate for primary school. In those days, it was considered that girls do not necessarily have to attend schools. The history of Japanese home economics education after World War II can be divided into the following three periods.

Under the Postwar regime (1947-1960), co-educational home economics was included in the course of study as a required subject at the elementary and junior high school levels. Under the American occupation, home economics education was also created to democratize the Japanese families. However, it had changed little by little into a subject concerned less with upholding democratic ideals and more with developing homemaking skills (Arai, 2004, p.25). Japanese society was suffering from difficult economic conditions during the post war period. For example, there was a strong necessity to acquire sewing skills in order for people to make their own clothes. Home economics was an elective subject at the senior high school level where girls or boys could learn things related to becoming democratic-minded homebuilders (Arai, 2004, p.29). However, girls mainly took it.

The second period spans the highly economic growth period (1960-1992). The home economics education at the elementary school level focused on acquiring basic, fundamental knowledge and skills in clothing, food, housing and home/family. Responding to the publication from the Japan Federation of Economic Organizations, *Meeting the Demands of a New Age: Science and Technology Education*, Technology and Home Economics at the junior high school level started to offer technological skills and techniques (Arai, 2004, p.27). The subject was almost called "Technology" with no mention of home economics although there was strong resistance from home economics educators. Technology and Home Economics was gender segregated. Technology was offered only for boys and home economics was only for girls at the junior high school level. As well, home economics became a required subject for girls only at the senior high school level during this period. The high school home economics was "essentially a training course for housewives" (Arai, 2004, p.29). These revisions were intended to support the economic growth and the establishment of gender role division in the labor force and the family.

The recent period (1993-present) had influence from the UN Decade for Women. One of the required changes Japan needed to make in order to ratify the International Convention on the Elimination of All Forms of Discrimination against Women was to offer gender equal education. Due to this, the course of study offering home economics education for both boys and girls as a required subject in all three school levels was written, and the implementation started in 1993 in junior high schools and in 1994 in senior high schools. Further, according to Arai (2004), two other factors contributed to the promotion to co-ed and required home economics. One was the

efforts of home economics teachers. Some home economics teachers promoted co-ed home economics at the municipal level, and other educators held seminars, wrote proposals and debated the issue. A second factor was the efforts of local citizens. A number of local citizens' groups and community associations began focusing attention on the problem of gender discrimination in schools. They were active in writing appeals, gathering petitions, contacting government representatives, and publishing papers. These movements also convinced the government to realize the necessity of co-ed and required home economics education at all school levels.

II. Issues related to the present course of study

1. Japanese Education System

The current Japanese education system was established after World War II. The education system starts from kindergarten and is followed by elementary schools, junior high schools, senior high schools and post-secondary educational institutions such as universities and colleges. The elementary school and junior high school levels are compulsory education.

Elementary schools enroll children aged 6 to 12 for grade 1 to 6. Junior high schools enroll children aged 12 to 15 for junior high years 1 to 3 (grade 7 to 9). Senior high school education is not compulsory. However, 95 % or more individuals continue on to senior high schools. Most senior high schools offer a three-year education system, senior high years 1 to 3 (grade 10 to 12), and require applicants to take entrance exams.

The maximum number of students per class is 40 individuals in all three school levels. Home economics classes are not exempted from this rule.

The course of study, announced by the Ministry of Education, Culture, Sports, Science and Technology, defines the learning objectives and contents of each subject at all schools in Japan. The course of study is revised about every ten years in accordance with social changes and educational needs. Based on the course of study, textbooks are written and class plans are created at individual schools.

2. Educational reform and basic rationale of the present course of study

The latest revision of the course of study was made with the 1998 curriculum change. The new course of study for elementary schools and junior high schools was announced in 1998 and implemented into schools in 2002. The new course of study for senior high schools was announced in 1999 and implemented into schools in 2003. Councils organized by the government take important roles for revising the course of study. Especially, the Central Council for Education has an essential role as an advisory body for the Minister of Education, Culture, Sports, Science and Technology. This council consists of members chosen from diversified fields and has addressed important suggestions to make changes in education policies. The 15th period Central Council for Education made the first report, "Prospects of Japanese education in the 21st century", in 1996. This report directed the fundamental rationale of the present course of study and addressed the word, "IKIRU-CHIKARA", as the ability children require in order to live in the 21st century.

This report indicated some social issues concerning children's lives, families and communities on the background of the creation of the word, "IKIRU-CHIKARA". As a fact, children lead hectic lives outside the school with extra curricular activities, cram schools and private lessons. As well, children nowadays spend more time individually rather than interacting with others because of the development of mass media and the Internet. Children have less hands-on experience. As for families, Japan has more nuclear families instead of traditional lineal families, and fewer children. There remains the fact that fathers transfer to places far away from their families due to their employment responsibilities, and more women are working. However, the social support for dual income families has been delayed. Communities are losing their sense

of community and close relationships in neighborhoods because of the radical movement of people and progress of urbanization.

These social issues have created a concern that children living in these radical social changes have little ability to develop interrelationships and sociability, and a sense of moral code. The education we have offered to children might have not supported them. The educational focus was put more on the accumulation of knowledge and less on creativity of their own life. Therefore, the newly developed curriculum decided to reduce the amount of teaching contents of each subject and run the school for five days a week. This was in order to have children gain the ability to create their own life, “IKIRU-CHIKARA”. From the viewpoint of home economics education, this “IKIRU-CHIKARA” is the capacity that Japanese home economics education has always tried to accomplish through home economics classes. On one hand, home economics is supposed to take charge of education for “IKIRU-CHIKARA”. On the other hand, home economics was not an exception in the reduction of class hours. This is a contradiction the present curriculum holds. It can be said, in a sense, that home economics was neglected.

3. Characteristics of the present home economics education

The following are some characteristics of the present home economics education.

1) Reduction of teaching contents and class hours

The total class hours have been reduced in order to implement the five school day system and affluent educational activities. The teaching contents were carefully selected. The educational focus was put on having children acquire a basic proficiency. This change made children and their parents wonder how efficiently they spend Saturdays at home and at last some schools started to offer classes and extra curriculum activities on Saturday. This also created differentiation and competition among the schools. The class hours of home economics have been reduced as with other subjects (Table 2-1).

Table 1. Home economics class hours:
Comparison of the former course of study and the present course of study

Subjects	Grade/ Year	Former	Present
Elementary school level: Home Economics	Grade 5	70	60
	Grade 6	70	55
Junior high school level: Technology & Home economics	1 year	70	70
	2 year	70	70
	3 year	70-105	35
Senior high school level: Comprehensive Home Economics Home Life Skills Basic Home Economics	(One of the three within 3 years)	140	140
		140	140
		140	70

Three home economics subjects are offered at the senior high school level. In the former course of study, all three home economics subjects required 4 credits. The two home economics subjects in the present course of study, Comprehensive Home Economics and Home Life Skills, still require 4 credits, but Basic Home Economics requires only 2 credits. Each school needs to

offer one of these three subjects. Over half of the senior high schools in Japan have been offering the 2 credit Basic Home Economics instead of one of the 4 credit subjects. This has resulted in differentiation among schools with so-called academic schools choosing the 2 credit subject and non-academic schools choosing one of the 4 credit subjects.

2) Teaching individuals

In order to meet individual student's needs, some schools minimize the class size to less than 35 students per class, implement team teaching and hire more teachers for differentiated guidance according to the level of proficiency. However, the minimization of the class size is only happening in certain areas or the 1st year of each school level. Those teachers hired for the differentiated guidance are unstable part-timers. There are still challenges to overcome.

In particular, the number of full-time home economics teachers has been reduced due to the reduction of class hours and implementation of the 2 credit subject at the senior high school level. Some schools have only part-time home economics teachers. This has created a more difficult situation for home economics teachers. It is problematical that fewer part-time teachers give enough instruction to individual students only within the class hours. For example, some students need more time to sew than others and may want to work after class as well.

Also, it is emphasized that individual assessment should be made more appropriately according to the objectives indicated in the course of study and instead of relative evaluation, absolute evaluation should be applied. The Ministry of Education, Culture, Sports, Science and Technology addressed the four evaluation criteria, a) Curiosity, motivation and attitudes, b) invention and creativity, c) skills, and d) knowledge and understanding. Teachers are supposed to assess students' participation in class, collected handouts and examinations with those four criteria. Supervisors from school boards instruct teachers to create class plans in order to have the evaluation efficiently. However, this evaluation system also has some challenges. It is difficult to implement this evaluation when a teacher still has 40 students in one class. Especially, it is challenging for home economics because home economics has more experiments and hands-on activities than other subjects and fewer full-time teachers, as mentioned above. Furthermore, teachers are expected to strictly follow the course of study and the instruction manual of the course of study. In a sense, the evaluation seems to have become an evaluation of teachers instead of evaluation for students.

3) Newly created class: Integrated Study

One of the ways each school creates its original educational program for its students is in its development of a curriculum of Integrated Study. All three school levels, elementary, junior high and senior high, have Integrated Study and each school is supposed to create its own curriculum. It is expected to include cooperation among the teachers as well as students' families and community. In fact, it is not easy to gain cooperation from the community. Some schools allot their class hours of Integrated Study to other subjects that have reduced the number of class hours.

In the relation to Home Economics, Integrated Study has similar objectives and themes and activities to those of Home Economics. And, because of those similarities, some home economics educators fear the pending threat to the existence of home economics education. For example, like Home Economics, Integrated Study has the objectives to develop problem-solving ability and explore how to plan a person's future life. As well, it is suggested that Integrated Study deal with themes concerning environmental problems and social welfare and include hands-on activities and problem-solving learning. These objectives, themes and learning activities are not something new in Home Economics, but rather have always been part of the instruction. However, Integrated Study also differs from Home Economics in that the course of study does not specify the details of contents. The four themes indicated in the course of study are only suggested

themes and each school can define any themes as long as they are in their students' interest or concerning their school or the students' community.

Because of these similarities and differences, there is a concern that Integrated Study can sometimes appear like Home Economics, which could cause a problem. For example, an elementary school set up a theme of Integrated Study, "International Understanding" and had students cook dishes from other countries in order to instruct students about a diversification of food culture. The students did have cooking lab activities but they were not instructed on any cooking knowledge, skills, food hygiene or nutrition of the ingredients. They completed the cooking classes safely but the possibility of danger existed. It can be also questioned as to what the students learnt through this cooking class. Did they cook just for the experience? These cooking classes appeared very similar to food lab activities in Home Economics. Home Economics is taught at all three educational levels and students' learning is integrated through the three stages. Students will accumulate knowledge and skills they need for living by studying Home Economics through elementary, junior high and senior high school. Yet, Integrated Study does not have consistent objectives all through the three stages. One theme dealt with at the elementary school level may not be developed or may be completely redundant at the junior high school level because each school creates its original curriculum for Integrated Study.

4) Elementary school home economics

The former course of study for elementary school home economics indicated the teaching contents in the three areas: Clothing, Food and Family Life and Housing. The present course of study for elementary school home economics indicates the teaching contents in the following eight items.

Table 2. Comparison of the teaching contents of Home Economics at the elementary school level in the former course of study and the present course of study

Former	Present
Grade 5 A. Clothing B. Food C. Family Life and Housing	Grade 5 and 6 (1) The student will show his/her interest in family life, and develop skills to share housework and build relationships with his/her family. (2) The student will show his/her interest in clothing, and develop skills to put clothes on appropriately and take care of them. (3) The student will create useful things in his/her life and demonstrate skills to use them.
Grade 6 A. Clothing B. Food C. Family Life and Housing	(4) The student will show his/her interest in daily meals, and understand how to plan a balanced meal. (5) The student will develop skills to cook simple dishes with common ingredients. (6) The student will show his/her interest in housing, and develop skills to organize his/her own living environment comfortably. (7) The student will make a plan of using his/her resources and money in his/her life, and develop wise marketplace skills. (8) The student will recognize his/her life related to people in his/her neighborhood, and explore his/her lifestyle considering the outside home environment.

Based on Kateika Kyouiku 50 Nen by Nihon Kateika Kyouiku Gakkai (Japan Association of Home Economics Education). (2000).

5) Junior high school home economics

Like elementary school home economics, the present course of study for junior high school home economics abolished the areas. It divides each teaching contents of the Technology field and Home Economics field into two scopes and indicates the contents in the six items (Table 3).

Both male and female students study the same contents of both the Technology and Home Economics field.

The Home Economics field has two scopes: A.) Independent Living and Food, Clothing and Housing and B.) Family and Family Life. The contents of A are related to food, clothing and housing and the contents of B are related to child rearing, family relations, consumer education and community relations. The items of (5) and (6) of scope A and B are elective. Teachers need to choose two out of the four. Therefore, sewing is elective.

Table 3. Comparison of the teaching contents of Home Economics field at the junior high school level in the former course of study and the present course of study

Former	Present
G. Family Life H. Food, I. Clothing J. Housing K. Child rearing	A. Independent Living and Food, Clothing and Housing (1) Nutrition and meals (2) Selection of food and skills to cook daily meals (3) Selection and maintenance of clothes (4) Management of the house, and ways of residing (5) Eating habits and advanced cooking (6) Making simple clothes B. Family and Family Life (1) Relation between their own growth and their families (2) Child development and the family (3) Family and family relations (4) Family life and consumption (5) Child life and interaction with children (6) <u>Relation between family life and the community</u>

Based on Kateika Kyouiku 50 Nen by Nihon Kateika Kyouiku Gakkai (Japan Association of Home Economics Education) (2000).

6) Senior high school home economics

The present course of study for senior high schools has three home economics subject just as the former course of study did. All of the three subjects in the former course of study were 4-credit subjects. However, one of the three subjects in the present course of study is 2 credits and the rest are 4 credits. Because of the creation of this new 2-credit subject, over half of the senior high schools selected to offer only 2 credits of home economics. This means that senior high school home economics has been substantially downsized.

Table 4. Comparison of the teaching contents of Home Economics at the senior high school level in the former course of study and the present course of study

Former	Present
<u>General Home Economics</u> (1) Family and family life (2) Household management and consumption (3) Planning of clothing and clothes making (4) Planning for eating and cooking (5) Planning housing and house organization (6) Child rearing and parenting roles (7) Home projects and family life club activities	<u>Comprehensive Home Economics</u> (1) Human life, family and welfare (2) Child development, child rearing and child welfare (3) Life and welfare for elderly people (4) Life science and culture (5) Consuming for living, resources and environment (6) Home projects and family life club activities
<u>Home Life Skills</u> (1) Family and family life (2) Child development and parenting roles	<u>Home Life Skills</u> (1) Human life, family and welfare (2) Consuming for living and environment

<ul style="list-style-type: none"> (3) Household management and consumption (4) Life management skills for clothing, food and housing (5) Family life and information (6) Family life and electricity and home appliances (7) Home projects and family life club activities (8) Home horticulture 	<ul style="list-style-type: none"> (3) Family life and technology innovation (4) Planning for eating and cooking (5) Planning for clothing and sewing (6) Planning for housing and interior designing (7) Home projects and home club activities
<u>General Home Life</u> <ul style="list-style-type: none"> (1) Family and family life (2) Child development and parenting roles (3) Household management and consumption (4) Family health management (5) Planning for clothing and clothes making (6) Planning for eating and cooking (7) Planning housing and house organization (8) Child rearing (9) Family life and information (10) Home projects and family life club activities 	<u>Basic Home Economics</u> <ul style="list-style-type: none"> (1) Human life, family and welfare (2) Family life and health (3) Consuming for living and environment (4) Home projects and home club activities

Based on Kateika Kyouiku 50 Nen by Nihon Kateika Kyouiku Gakkai (Japan Association of Home Economics Education). (2000).

III. Promoting home economics education in this 21st century

We have some challenges in the present course of study as discussed above. If we focus on strong points of home economics education in Japan compared to other countries, the following five items should be emphasized.

The first point is that most children studying have at least six years of home economics education as prescribed in the present curriculum. Home economics education is undertaken from grade 5 through to at least senior high school 1st year, grade 10, or till senior high school 2nd year, grade 11 depending on which subject the senior high school offers. Almost all children study home economics for two years at elementary school, another three years at junior high school and another at least one year at senior high school.

The second point is that home economics is a required subject at all three school levels, elementary, junior high and senior high schools.

Because of it, the third is that home economics is studied in the co-educational setting.

The fourth point is that the home economics curriculum is regulated by the Ministry of Education all over Japan as the course of study. On one hand, this limits the content of home economics education at school or creates pressure on teachers and students to finish all the content the course of study addresses within the limited time. On the other hand, we have the same standard of home economics education all over Japan and students can acquire almost the same knowledge and skills for living.

And, finally, the fifth point is that home economics education is taking charge of demands of the 21st century such as international understanding, information technology, environmental issues and consumer studies, gender equal society and social welfare. The Japan Association of Home Economics Education edited and issued a book, "Kateika no 21 Seiki Pulan," in 2000. This book showed a plan of home economics education in schools for the 21st century. It described the relationship between home economics education and international understanding, information technology, environmental issues, social welfare and gender equity. For example, home economics can involve a study to be a responsible individual, family and citizen, and cultural

differences of clothes, food and houses in order to develop international understanding. Home economics can offer a place where children develop their five senses in order to critically use information in a virtual world. Home economics can develop the ability to choose a lifestyle concerning environment, and make an appropriate, active action as a consumer in purchasing, utilizing and discarding. Home economics can offer a way to look at personal matters such as family functions and caring for the elderly and children as social issues in order to develop individuals and families. Home economics can have both boys and girls recognize the necessity of their own economical power, skills for living and balanced work and family life to establish gender equity. In these ways, home economics education is taking charge of the 21st century demands.

We are facing many challenges in the existence of home economics education because of the new course of study. Therefore, we need to strongly emphasize the importance of this education in order to make the world sustainable and improve our standard of living. Home economics educators have always developed curriculum that responds to the social changes in history. The current course of study emphasizes “IKIRU-CHIKARA”, as the ability children require in order to live in the 21st century. The newly developed class, Integrated Studies, has resulted in the reduction of class hours of Home Economics at all three school levels. In addition, some content in Integrated Studies, which could be better handled in Home Economics, risks being handled inappropriately in Integrated Studies. If the purpose of education is to assist children to acquire the ability to improve their own futures, home economics education needs more emphasis, not less.

One way to promote home economics education in today’s Japan might be to show how students studying with the current curriculum have acquired far fewer living skills than the students who studied under the former curriculum. Another way is to study home economics in other countries in order to learn to sustain and promote this education.

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Diversity and Multiculturalism in the Family Studies Curriculum

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The face of Canadian families has become one of many cultures and customs, complex in structure, and constantly changing. The issue of how the Family Studies curriculum addresses the image of Canadian families will be looked at through a comparison and analysis of the Family Studies curriculum currently in use in Ontario and British Columbia. The IRP for Home Economics 11 and 12 in British Columbia was written in 1998. The Ontario government made Family Studies a part of Social Science and Humanities and wrote curriculum guides for Family Studies 11 and 12 in 2000. The way in which these curricula portray the image of Canadian families will give insight as to how we understand the structure of families in Canada.

My interest is in investigating how the curriculum defines the family and the cultural groups that dominate the perspective in Ontario and British Columbia. I will focus on how the curricula identify the cultural groups that make up Canadian families and multiculturalism within Canada. Chambers (1999) challenges curriculum theorists to uncover the history of the past. She states that one should write from a perspective that paints the picture of the many nationalities within Canada, identifying the country from where people have come and the country to where they are going. Bowers (1992) challenges the educational leader to bring to mind our cultural conscience and the moral values of our cultural past. He states “that the purposes and processes of education should be understood from a deep cultural perspective and that all aspects of education reflect the influence of culture” (Bowers, 1992, p. 21). The traditions of our cultural past form the way we think and learn. The way our mind perceives knowledge varies with our cultural influences and “different cultural groups pass on different forms of knowledge” (Bower, 1992, p. 27). An example of this would be how words can be misinterpreted. The meaning of one word could be lost in translation or perceived to mean something totally different from the writer’s intent. The perceived meaning may have been interpreted from what the word may mean in its country of origin. Does the curriculum give an understanding of who Canadians really are and what the family represents? The students’ minds are storehouses of information waiting to be stimulated and I will look at uncovering all the rich memories and understanding that is developed within the family. What is it we aim at developing? What value do we give to cultural diversity and how do we *accommodate the diversity of the student population*? By analyzing the family studies curricula in Ontario and British Columbia, I seek to uncover what we teach students as the understanding of Canadian families.

Tradition vs. Experience

In Canada, the family has changed significantly in the past twenty years with our increased population of immigrants from non-Anglo-European lineage. The rapid growth of the population through immigration has been the catalyst in the way we look at the family structure. We have taken on the character of a multicultural nation, diverse in population and accepting of all people.

The diversity in Canada distinguishes us from any other country in the world. The demographics of our communities consist of many different culture groups that change from one geographic area to another across the country. Analysis of the 2001 Census showed that the population had over twenty ethnic origins for a population of 29.6M people (Canada Census 2001). One could identify Canada as predominantly Anglo/Franco, where the traditional family was one of Caucasian or dominantly white descent. The current statistics show that we are now only twenty-eight percent Anglo/Franco origin. Contrary to our American neighbours, the

statistics from the 2000 US Census (United States Census 2000) showed a seventy-five percent white origin. Canada has become a society that encourages families to maintain their cultural origin and allows the influence of cultural diversity as part of the Canadian lifestyle.

In Canada, we welcome cultural diversity and have opened the door to many immigrants. American society is likened to a *melting pot*, where all faces of the past become identified with the white culture. Canadian society is likened to that of a *salad bowl*: “[I]t is seasoned with many pockets of cultural heritage throughout the land, a country where the cultural past is blended together and identified as one nation” (Jarman and Howlett, 1991, p. 20). Canada has become known as a land where one can find a home away from home. The country continues to broaden its identity as it welcomes many people from around the world. Canada is looked at as a place to set up new roots to grow one's cultural past. One does not find it necessary to give up their cultural past but to assimilate it as part of the Canadian culture. This sense of assimilation may be the reason why Canadians often identify with their ancestral homeland first and Canada as their second home away from home.

Should we approach education in a traditional way when we are a non-traditional country? The “traditional” curriculum makes assumptions that one shoe fits all (Posner, 2004, p. 45). The curriculum is standardized with outcomes that are the same for everyone. This is contrary to what we are or who we are as individuals living in a diverse Canadian society. The traditional approach assumes that we have the same basic knowledge and same basic understanding. However, an individual may not have any previous understanding of our curriculum and their knowledge and experience are not from within this country. Therefore, our reference point of learning stems from a culture that is not familiar to that of the curriculum. A non-traditional family cannot be identified in the traditional way. We are not able to identify a traditional family in Canada. We may have similar values and customs but not one cultural group dominates Canadian families.

Traditional education resembles an industrial model. It is the metaphor of a *machine*. The school had become the factory that funnelled the information into the next generation. It manufactured the people that produced what our country needed to grow and industrialize. In the past, this model was developed to prepare the next generation with the skills and information to produce and develop the country's economy. Education has been dominated by the needs of the economy. And those who write the curriculum to suit these needs have dominated traditional education. But we are experiencing a shift from the industrial model of education. What had worked in the past to develop economic progress is not the same model used to develop our economy today. The lack of raw goods and diminishing resources has driven our economy outside of our own country. Today the need to grow our country's economy cannot be met by the factory model of production. The economy is now global and there is a growing need to develop resources outside the country. Traditional education can no longer look at operating from traditional assumptions.

Curriculum influence

Politics and economic development have influenced and affected the way curriculum is written. The cast of characters in writing the curriculum has been dominated by the United States. This resulted because of our geographical proximity and strong influence in developing our country. In the past, we could piggyback on the progress of the United States. We could ride on the coat tails of their experience and held them as our forerunner in the race of progress. Men also have traditionally dominated our culture and women have had little influence over the writing of curriculum. Although Canada is a country of immigrants, those who have been here the longest

fail to recognize that they are dominating the curriculum with their values and ideas of what is Canadian content. We cannot be “isolated from everyday living, static, and absolute...an experiential view is based on the assumption that everything that happens to students influences their lives” (Posner, 2004, p. 48). The experiences a student receives from their cultural background influences their perspective of life and affects the context by which they learn at school. We cannot classify their learning, nor can we limit their experiences influenced by their home and family. Wien and Dudley-Marling (1998) refers to the Ontario curriculum *paralyzing* the growth of enquiry and limiting the outcome of today’s curriculum needs.

The Home Economics curriculum focused on preparing women to raise children and provide the necessary needs of the family within the home (Peterat, 1984). The change in the curriculum focus shifted from that of the past. Those who wrote the curriculum were predominately Anglo-Franco and their viewpoint dominated the curriculum focus. The government believed that a healthy family would bring a healthy nation (East, 1980). However, the objectives of the curriculum started to change around the 1980s where the role of the woman changed to include a future career outside of the home. Career preparation and personal development skills were modules that reflected change (Peterat, 1984). The household management has become a shared responsibility between men and women with the role of the woman changing with her role outside the home. Today we are a global society where our tentacles of learning should branch out into many different resources; where culture and understanding of culture becomes imperative to the learning process. Our approach to learning differs within cultural groups. For example, tribal or village people are cooperative learners. The elders’ role is to mentor the youth and that learning comes from their life experiences. All community members have a part in contributing to the learning process, The Aboriginal Elders were known as “*Keepers of Knowledge*” and their wisdom is the key to cultural learning with an Aboriginal perspective (Western Canadian Protocol for Collaboration in Basic Education, 2000, p.16). Often life experiences are shared in storytelling and through these stories learning and experiences are passed on to one another. Stories are the channel of learning, the sharing of memories, passing of wisdom, and the development of tradition. These are the experiences of learning that cannot be duplicated by a machine.

Curriculum objectives

The curriculum outline described in the BC and Ontario IRPs inadequately explains how one is to “apply their learning to a variety of real-life situations at home and in the workplace. Home Economics help students to understand and interpret their work and to identify and solve problems that occur in their daily lives” (BC IRP, 1998). The BC curriculum guide suggests that strategies be used to foster the understanding of the role of the family and the course content however, it states clearly:

[T]here is not necessarily a one-to-one relationship between learning outcomes and instructional strategies, nor is this organization intended to prescribe a linear means of course delivery. It expects that teachers will adapt, modify, combine and organize instructional strategies to meet the needs of students and to respond to local requirements” (BC IRP, 1998).

While looking closely at the BC curriculum, the IRP recommends the use of a textbook to address the topics of discussion and guide the student through the suggested learning outcomes.

The curriculum outline in the BC Integrated Resource Package (1998) refers to the textbook, “*The Living Family, A Canadian Perspective*” (Jarman and Howlett, 1991), as the main reference for Family Studies 11 and 12. The learning objectives are described in each chapter of the book and the curriculum is developed to follow the textbook.

I have included the first section of the textbook as part of the curriculum analysis because it is used as the only reference to describe in detail the perspective of the Family Studies course. It is a hard cover bound book of 450 pages. The cover is vivid with coloured photographs of families of different ethnic groupings. Seven units address the following topics:

- Unit 1 - An Introduction to the Canadian Family
- Unit 2 - Between Families: The Young Adult
- Unit 3 - The Newly Married Couple
- Unit 4 - The Couple with Young Children
- Unit 5 - The Family with Adolescents
- Unit 6 - Launching
- Unit 7 - The Family in Later Life

The first unit in the textbook is the foundation of the Family Studies course. The first three chapters of the textbook discuss the topics of Canadian families and lead the student through the inquiry of *family*. Why should one study the family and what are the characteristics and functions of a family? It gives a Canadian perspective and leads through the inquiry "whether families in the past and in other cultures are the same as or different from families in Canada, and whether all families in Canada are the same" (Jarman and Howlett, 1991, p. 4). The illustrations are scarcely placed throughout the text and are quite dated. And there is no obvious inclusion of cultural diversity or writings from any other cultural background but Anglo-European. The curriculum is based on the textbook to deliver facts and information about the family.

The rationale of the curriculum is based on "the rapid social, economic, and technological changes occurring in our society and their impact on work and on personal and social relationships are placing many strains on families and on young people" (BC IRP 1998, p.1). The needs and wants resulting from other social changes such as gender roles, equality in the workplace, global economy, divorce, fewer marriages, fewer children, and structure within the family itself has driven the curriculum issues. The curriculum outline does not address the fact that Canada has had such a shift in cultural diversity and the large increase in immigration throughout the country. This one fact alone would necessitate the change in way the issues are addressed.

Defining family

The definition of family provides the foundation of the Family Studies curriculum. It is broad in the wording and noted as being sensitive to cultural groups.

The family is a social unit of interacting persons, who make commitments, assume responsibilities, nurture each other, become socialized, transmit cultural and religious values, and share resources over time (Family Studies Ontario Ministry of Education, 1987, pg. 4).

This definition of the family after the 1981 census included not only *blood relationships* and *legal ties* as a family unit but also those living in a common-law relationship. The textbook, *Living Family*, attempts to describe the different structures of family in terms of people living together. The use of the word family in the text means the same thing as co-habiting. The other notable change in the family structure according to the recent publication of the Canadian census (Stats Can, 2002) is the increase in divorce and broken marriages. The increasing number of one-parent families also exists amongst those who have one parent in another country working to support the family or awaiting legal immigration status.

These family trends have changed the traditional way we identified the nuclear family. The textbook describes the nuclear family as the husband playing the main role as provider and the wife as the homemaker. If we were to look at the family as being the social institute that built this country, we must learn about the change in family conditions and needs. We would need to have a curriculum that makes adjustments to the changing trends and brings about educational aims that reflect a shifting society. The definition of the family is not as easily described as one might be able to describe a prescription to a medicine which has a specific elements or formula. The elements of a family cannot be clearly identified as the traits of the family change with the regions and geographical locations, the economic status, the psychological characteristics, and the cultural and religious backgrounds. These elements combined add to the complexity of being able to find common traits or similarities in the family. "As societal values have changed throughout history, the intended purpose of an education has followed suit" (Posner, 2004, p.74).

The early development of the Family Studies curriculum was to meet the purpose of educating young women in the roles of homemaking. It was to help nurture the political goals of the nation, to increase the population, and to contribute to the stability of the social and economic condition of the family (Peterat, 1984). In more recent years, "Family Studies is an interdisciplinary curriculum, integrating the social and physical sciences and the humanities in the study of topics arising from daily lives in homes and families" (Canadian Home Economics Association, 1996). The curriculum interests both girls and boys and focuses on inter-personal relationships, personal development and family issues, resource management, and consumer education. It helps to develop an understanding of problems associated with family life and develop preventative skills to manage these problems and bring about a healthy society.

Living with change brings about new perspectives; socialization brings about the adaptation to change, and learning can bring about a change in behaviour. But not all change is welcomed. There are many cultural traditions that people fear will be changed as the curriculum addresses family issues. There is resistance to change by families who are proud of their traditions and don't want their children to abandon these traditions. Aoki (1983) refers to the way most Japanese Canadians *lived apart from the mainstream*. These are the shared views of many families whose parents are not native to Canada. Equally, many First Nations people have terrifying memories of how they were forced to accept Caucasian education and to live in residential schools. The children were punished if they spoke their native language and were taken many hundreds of miles away from their homes to receive an education void of Native traditions. The Family Studies curriculum should be sensitive to these cultural viewpoints and reflect a perspective that is adapting to the diversity issue. There is no one point of reference to which the context of family can be compared in the curriculum. As Jarman and Howlett (1991) state, "The degree of ethnicity of a group may vary with the length of time the group has been in Canada" (p. 18). Often the way in which Canadian identity is viewed depends on the viewpoint of the family. If the family has a strong tie to their ethnic group, they will often refer to themselves as a hyphenated-Canadian, for example, Indo-Canadian, Chinese-Canadian, and French-Canadian. There is a strong desire to maintain their ethnic background and traditions. "In 2002, almost one-quarter (23%) of Canada's population aged 15 and over, or 5.3 million people were first generation, that is, they were born outside Canada. Not since 1931 has the proportion of people born outside the country been this high" (StatsCan, 2002). This increase in the number of immigrants will influence our approach to teaching the perspective of the family.

Approach to teaching

Teachers and their individual perspectives of the family drive the curriculum in Family Studies. Looking at the BC IRP, the curriculum guide is based on the textbook and its approach to the interpretation of family. It is a factual study of the family and presents a limited viewpoint since it is written in 1981 and many aspects of the family have changed since that time. Beyer and Apple (2000) refer to the publisher's *internal "narrative"*. This is the voice that politics plays in the shaping of cultural understanding and knowledge portrayed in the text. It is the power that authorizes what is to be part of the curricula. The behavioural perspective according to Posner (2004) looks at changing behaviour through one's learning experiences. If students were trained in a certain way, their response to controlled stimuli would result in specific behaviour. This would suggest a limited or restricted approach to the instructional experience. It would not allow for the provision of new information or current trends. It has been stated earlier, many cultural groups do not want their children to have a change in behaviour where the issue of culture and understanding of family are concerned. They are not willing to accept that there is only one way to look at the family.

The constructivists' perspective draws on past experiences and knowledge. The approach is participative and interactive with ones existing understanding of the family. The curriculum guide gives suggested instructional strategies for identifying family structures through *case studies, interviewing elders and watching videos about adolescents in other cultures*. The textbook provides some case studies on different topics but does not provide varying cultural perspectives. The perspectives have been dominated by the traditional Anglo-Saxon roles and functions within the family. There is little said about the cultural differences or conflicts that may arise in the framework of the family. The textbook uses Charles Cooley's theory of social interaction and discusses the notion of *looking glass self*, where one develops an understanding of self through the eyes of others. However, we cannot be accurate in our understanding by comparing ourselves to others experiences. It is limiting the interpretation to be guided by the reflection of the other person's understanding. There is the possibility that one's failure to acknowledge cultural differences would narrow one's vision or outlook. We find that "the vision of the learner shifts from active participant to passive recipient; the assumption being that the learner is a receptacle for storing what has been learned" (Wien and Dudley-Marling, 1998). One would think that there was a right or wrong to this way of thinking and in fact, neither way is more accurate understanding of family. The student should use their own cultural background and family structure to guide their inquiry into understanding the functional structuring of the family. There are no standards to assess the subject and that the inquiry would be student driven rather than teacher driven, giving the learner control over the outcome of their experiences.

Layered learning

The assumption that we have equal opportunity to learn and add to our learning experiences encourages one to believe that there is a journey to be travelled. The sequence of learning in Family Studies represents that of the spiral pattern. It can fit the organization of *Man A Course of Study* (Posner, 2004, p. 132). In Family Studies we have no one set of objectives that sequence themselves after each other. There are experiences in the curriculum that would *converge* together to gather information into the classroom. Some of these experiences would be gathering information to share with other students. Bringing in research and developing strategies together would teach the students problem-solving and evaluating skills. Gathering their different cultural experiences provide opportunity to be *divergent in structure*. The diversity in customs and traditions relate to ceremonies, celebrations, food preparation, and dress. These would differ with the individuals and their families. The *mixed curriculum* would build on community and

commonality in our relationships with one another. It resembles the curriculum with which we relate to each other on a social basis and our common needs and wants.

In Family Studies, we are building on the core understanding of the individual's family values and structure. These characteristics can vary depending on the demographics of the community and cultural groups within that area. The learning experience would then be interdependent and yet independent on the students in the class. The curriculum then becomes a spiral pattern, gathering all the different levels of understanding to a journey of discovery together. The students bring their values and understandings to the learning experience to help nurture and expand the learning experiences of classmates. The experiences should "promote critical thinking and refrain from taking sides, denigrating, or propagandizing one point of view" (BC IRP, 1998, p. 9).

Through research and inquiry, the learning experiences should help the students make relevant connections to their own lives and understanding of family. This type of learning represents layered learning, where one would add to the existing learned experience and enhance one's understanding to a broader sense. There is no need to change one's behaviour or understanding of the concepts they have already acquired but the experience expands their understanding of other person's culture and traditions. They may choose to adapt to some of these new concepts and adopt them as part of their own. Or they may choose not to participate in the experience and become an informed observer. We could use the metaphor of cultural costumes. One would try on another student's cultural costume and feel what it would be like to wear that traditional dress. They could identify with the symbolism of the costume. They may discover that it is appealing to them and may want to continue to wear the outfit at some occasion or they may just experience it for the moment. But through the experience of trying the cultural costume, they will develop an understanding of what it looks like, how to put it on, and when it is customary to wear it. The experience is broadening their understanding of the individual's cultural background and lifestyle. It brings a deeper understanding and appreciation for the other person and how their traditional dress is a part of their learned experience from their family. It will enrich their interpretation and take them on a journey outside of their own life's experiences.

Critique

My initial questions were to determine what we teach as the image of Canadian families and how we understand the structure of families in Canada. I first looked at the curriculum guides in British Columbia and Ontario to see what the course outlines identify as the definition of family. A weakness of the curricula is a lack of a specific definition of the family in the curriculum guides. The curriculum guides did not provide adequate information to developing the course for Family Studies. There was little provision of an outline or suggested scope and sequence. The BC curriculum guide states that:

There is not necessarily a one-to-one relationship between learning outcomes and the instructional strategies, nor is this organization intended to prescribe a linear means of course delivery. It is expected that teachers will adapt, modify, combine, and organize instructional strategies to meet the needs of students and to respond to local requirements (BC IRP, 1998, p. 5)

It seems that both curriculum guides leave much of the curriculum content for the teacher to determine and that the only structured resource is that of the suggested textbook, *The Living Family, a Canadian Perspective* (Jarman and Howlett, 1991). This resource seems to be the strength of the curriculum. A beginning teacher would be dependent on the textbook to frame the content of the course. It covers the topics in the learning outcomes and provides curriculum

objectives. The textbook states the primary role of the family is to bring social order to the people that live together. They are committed to each other and nurture each other's physical and emotional needs. The family builds character through cultural and religious values and establishes the emotional and physical well being of the individual.

The prescribed learning outcomes address the issue of multiculturalism in Canada but do not give the tools in which the students can investigate the differences within the cultural groups. The suggested learning strategies require the teacher to "provide the students with case studies" (BC IRP, 1998, p. 36) but the guide does not provide a model or sample case study for the teacher to use. The curriculum also makes the assumption that the teacher has the resources to provide the students to adequately investigate the topics in the classroom. It suggests that many of the learning outcomes can be researched by interviewing family members or friends from the older generations to compare and identify issues of the family (BC IRP, 1998). The competence of the teacher to cover these topics would be dependent on the distribution of cultural groups in their class. It could also vary with the abilities of the students in their class to perform these interviewing skills. This approach would suggest that the curriculum perspective is experiential. The students are to learn through their personal experiences and those of other individuals in their lives. The curriculum makes the assumption that their life experiences is the learning process in itself and that no two individuals will have the same experiences (Posner, 2004).

The textbook does provide a limited number of descriptions of social structures of families of non-European societies. But the descriptions are brief and do not give any insight into the values or beliefs of these groups. The study of the social structure includes the history or function within the family. However, this is written strictly from an Anglo-European point of view. There is no reference to the many cultural groups in Canada and their historical contribution to building Canada as a society. I found this to be one of the weaknesses in the curriculum. There needed to be more emphasis on Canadian history of the family from other cultural groups. The influences of these groups cannot be ignored, nor can they be eliminated from the curriculum.

The search to find resource material that support the curriculum lead me to another textbook, *Families Today* (Sasse, 2004). I was drawn to this text because of its experiential approach to the curriculum. It uses many different learning strategies to inquire into the topic of family. It provides brief discussions on the topics to be explored and gives leading questions on these topics that help students develop their research or inquiry. The textbook helps the student to think critically and problem solve. The weakness in this resource is that it is written from an American perspective and has no Canadian content. It also has little historical information and has no representation from any ethnic groups.

The major concern over the issue of Canadian diversity and multiculturalism was the lack of content in the British Columbia and Ontario curriculum guides. How can one build a base for understanding multiculturalism and diversity in Canadian families without information to teach this to students? There should be contributions from the different cultural groups to help develop the resources needed to address the topics of family structure, function within the family, values and traditions, changes in social trends, and interpersonal relationships. Customs and traditions from the many non-European societies should be accessible for teachers throughout the province of British Columbia and Ontario. The differences in cultural groups changes as our geography changes from region to region. Teachers need to access this information to bring into their classroom and provide a variety of cultures and traditions that may not be available because there is no one in the class from that culture. The curriculum content should not be left solely for the teacher to acquire. The government of Canada recognize that we are a diverse and changing

society but there is a lack of resources to teach the issues of family and its changing role. There is also a need to address the shift in cultural diversity and the increase of immigrants over the last decade. This one fact would necessitate changing the curriculum. The way the family is portrayed in Canada will be dependent on how well we can educate our students to understand the many different cultures that make up our society, the contributions that each of these groups make to a thriving nation, and our ability to adapt to a changing society.

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Beyond the ABCs: Making Nutrition Education Relevant to Middle School Students

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Introduction

As a home economics teacher, I have been teaching nutrition to middle school students over the past nine years. I have been teaching the recommended Canada's Food Guide to Healthy Eating and have integrated knowledge of the basic six nutrients into my cooking demonstrations. Most students can recite the food group names and tell me which nutrients are found in which foods. We even do a one-day meal analysis. However, I am unsure whether my students actually internalize this knowledge and change their eating habits – which I believe I am supposed to be doing ultimately. So, I began to question my teaching practices and what I am wish to achieve in my foods and nutrition classes.

I reflected. What knowledge should I be presenting to my students? What factors influence eating behaviour? Which curriculum models help students move from knowledge to action? Which developmental characteristics, in adolescence, should I consider in shaping my teaching environment? What are some pedagogical innovations in education that can give my teaching practice new vision? The following literature review attempts to address these questions by investigating what researchers have learned about nutrition knowledge, adolescence and teaching nutrition. Some terms to clarify during this review include: knowledge, nutrition education, healthy dietary practices, adolescence.

Nutrition Knowledge

The Concise Oxford Dictionary (1976) defines knowledge as what a person gains through the understanding of theory (information) or practice (experience) of a given subject or field. In the field of nutrition education, knowledge seems to focus on information: What are the food groups? How many servings of each should one have; Which foods give us which specific nutrients? This type of knowledge is perpetuated in curriculum documents like BC's Home Economics 8 to 10 Integrated Resource Package (1988) that specifically promotes the use of the Canada's Food Guide to Healthy Eating, nutrient identification and meal analysis, as the tools to be used to teach nutrition.

Traditional academic research also promotes this type of knowledge for nutrition education. Gong and Spear (1988) state that biological information is what adolescents should be learning in nutrition classes. Nutrition knowledge should focus on teen growth and developments (height, weight, alteration in body composition and sexual maturation); and nutrient needs (increase in the consumption of calories, protein, calcium, zinc, iron, and all six B vitamins). They conclude that nutrition educators will be able to develop better teaching strategies when they have a better understanding of the changes occurring in teen's bodies and the resulting impact these changes have on nutritional needs.

This focus on biological information is a narrow way of looking at nutrition education for it neglects the many elements that influence what and how people eat. There is no mention of how knowledge is transformed into behaviour. Gong and Spear (1988) do not suggest any teaching strategies that might motivate students to improve their eating behaviours. Their

approach is prescriptive and does not allow for adolescent participation in knowledge development.

In a more recent study, Massey-Stokes (2002) acknowledges that nutrition information is important, however, nutrition education for teens also needs to incorporate practical knowledge. Interventions for healthy eating should be skill based and include life skills, critical thinking and problem solving (meal planning and food preparation). In her conclusion, Massey-Stokes (2002) states, “the task of health promotion is both to understand health behaviour and to transform knowledge about behaviour into useful strategies that will enhance health” (p. 289). She suggests the use of social cognitive theory (psychosocial factors how they effect behaviour how to change behaviour); ecological models (change can only occur when we see how culture, social, interpersonal, environmental factors effect behaviour); strong community support, and effective teaching resources, as the means to help students gain better knowledge about nutrition and to change eating habits.

This review was thorough. Her approach to adolescent nutrition is holistic. She includes not only physical reasons for healthy eating, but she includes outside factors that could affect eating patterns and some solutions. She focuses not only on information acquisition but also on critical thinking and problem solving that could lead to better decision making and action. Her weak points are that the process is still very top down, meaning students are told what healthy eating means, which strategies to follow as well, she also does not define healthy eating. I think students should be more involved in the development of knowledge and action plans.

These two studies combined can give a better view of what nutrition knowledge adolescents should be learning. There would be biological information but also practical knowledge that would help teens make more responsible decisions about healthy eating. I believe, however, that adolescents need to have more personal connections to the process in order to make action meaningfully, something these two researchers do not take into consideration.

Influences on Nutrition Behaviour

Is nutrition knowledge enough, however, to influence changes in nutritional practice? Anderson, Stanberry, Blackwell and Davidson (2001) set out to learn more about long term behaviour changes resulting from the delivery of a 14 hour nutrition education unit (Guide to Good Food) on students. Nutrition education was defined “as the means by which functional and scientific nutrition science is transmitted to the ... public in a manner which leads to reasonable nutrition behaviour (Anderson et al., 2001. p.32).

The research was based on a quasi – experimental design that used a pre-test and post-test design to determine how much nutrition information was learned. A food diary was kept by students and then analyzed for their food choices. The study involved 118 students ranging from 14 to 18 years, in a public high school in the southern United States. Students in the experimental group received instruction from the Guide to Good Food, while the control group received instruction from a different unit.

Anderson et al.’s (2001) results indicated similarities between experimental and control groups in the pre-test, but there was an increase in knowledge noted only in the experimental group in the post-test. After analyzing the food diaries, there was no significant change noted in food choices made by either group after treatment.

The researchers concluded that nutrition knowledge in students does increase with nutrition education but it does not alter food selection. Other factors, which may influence selection includes peers, convenience, taste and accessibility. They suggested further study in this area by reviewing a transformative learning model, the use of prestigious role models to deliver the nutrition message and problem solving activities.

This study presented some significant findings about the effectiveness of nutrition knowledge on nutritional behaviour change. The sample size of the control group may compromise the generalizability and the validity of this study, however. There was almost four times the number of students in the experimental group than in the control group, therefore, not providing an equal representation of each group and thus affecting the ability to generalize the findings across both groups.

If nutritional knowledge does not alter food choices, what factors do? Young and Fors (2001), in their study of eating habits of grade 9 to 12 students, revealed that families have a strong influence on whether students eat breakfast, lunch, or fruits and vegetables. They surveyed 155 grade 9 to 12 students in a suburban county in Atlanta, Georgia. There was almost equal representation by grade and gender; however, the sample was predominantly white. The survey consisted of 106 items which were to show a relationship between the following variables: demographics, family context; parental situation; hours spent at home without parents; perceived weight; eating behaviours.

The researchers concluded that an increase in the consumption of breakfast, lunch and fruits and vegetables occurred when students belonged to two parent households; students received higher levels of adult monitoring per day; students experienced higher levels of communication with parents. Males were more likely to eat breakfast and lunch. More teens, from each race, were likely to eat lunch than breakfast. As grade level went up the consumption of breakfast decreased. Weaknesses identified in the study included no definition of the term 'healthy'; no surveying of dinner time food consumption; no identification of factors that affected the intake of one fruit or vegetable over another. Young and Fors (2001) recommended that for any nutrition intervention to be successful it needs to have the cooperation of parents and family, as well, it needs to focus on elementary and middle school students, as this is a time when eating habits are formed and students can more readily be influenced.

This study was very ambitious in attempting to link so many variables with eating habits. The study does not identify all the questions asked in the survey but the authors themselves state that terms were not well defined and the questions were subjective which leads me to question whether the students were able to consistently answer the questions with the intent the researchers wanted. This lack of consistency will influence the validity of the data collected. As this is an empirical study, a cause and effect relationship was not established between variables due to the cross-sectional nature of the survey – an important element in this type of study. None-the-less the authors were able to show that other environmental factors, like parental support, can influence nutrition behaviour and that educators need to take this into consideration when planning nutrition education.

Another factor that can influence eating behaviour patterns is the intention to eating a healthful diet. Backman, Haddad, Lee, Johnston & Hodgkin (2002) attempt to identify predictors of healthy dietary practices using the Theory of Planned Behaviour. They also wish to learn if there are any differences between gender and ethnicity. The proposed model has a framework for the “termination and analysis of behavioural, normative and control beliefs that impact on health behaviours”(p.185). Healthy dietary practices are defined as eating five servings of fruits and

vegetables; decreasing fat intake; eating smaller portions of protein and fatty foods, junk foods and fast foods.

The sample consisted of 780 randomly selected fourteen to nineteen year olds in science classes in four public schools in San Bernardino, California. The study was one month long. There was a pre-questionnaire given to measure intention, attitude, subjective norm, perceived behavioural control, behavioural beliefs and outcome evaluations, normative beliefs and motivation to comply and control beliefs and perceived facilitation toward healthful dietary behaviour. The post-questionnaire was given to assess the dietary intake and healthful eating practices of teens during a one month period.

Backman et al. (2002) found that there was a modest link between intentions to eat a healthful diet and healthful behaviour. Intentions, however, were more strongly affected by attitude (if you had a positive attitude you were more likely to eat healthy foods, tolerate giving up foods and maintaining a healthy weight); perceived behavioural control (factors effecting ability to eat a healthy diet including knowledge, food availability, motivation, money); and subjective norms (social pressures like mothers, siblings and peers). They found also that females had more positive attitudes, ate fewer calories, were more sensitive to peer pressure and had higher intentions of eating a healthy diet than males. The only ethnic difference found was that blacks, both male and female, ate more calories and fats. Blackman et al. concluded that the combination of the above factors, which lead to healthy eating habits, should be considered in the development and implementation of nutrition education, communication and marketing interventions.

Some limitations to the study, I feel, include that the findings may be limited to the adolescents sampled in San Bernardino high schools; some students may have misinterpreted questions on the pre-and post-questionnaires leading to an error in reporting and in the ability to validate data analysis.

These three studies combined give a better view of what factors influence adolescent nutrition behaviour. Biological information alone is not enough to create action. Having an understanding of environmental factors that influence eating behaviours (parents and intentions) and the use of alternate teaching strategies like critical thinking skills could be used to help teens make more responsible decisions about healthy eating. I believe, however, that adolescents need to have more personal connections to the process in order to take action meaningfully, something these researchers do not take in to consideration.

Curriculum Models for Nutrition Education

Nutrition education, as part of the home economics curriculum, historically has had a technical focus – information and means-end focused. The researchers above state that this focus solely is no longer an adequate method of helping students to make healthier food choices. Home economics educators need to look to alternate theoretical models of curriculum in order to facilitate the kind of behaviour change that is expected of students.

Brown (1980) stresses that home economics education needs to fulfill three modes of action; technical (which meets the physical, aesthetic and useful necessities of life); communicative (which leads one to better understand one's intentions, meanings, goals and values); emancipatory (which involves freeing individuals from false self-understanding and social constraints that prevent individuals from attaining their goals). Curriculum education needs to fulfill all three modes of action in order to best assist families and individuals.

Baldwin(1989), however, stresses that curriculum models, based on these three modes of action, have different sets of assumptions about culture, society and the learner, causing home economics educators to organize curriculum differently and use different teaching methodologies. She believes the critical model aligns better with Brown's (1980) vision because it not only recognizes and fosters the other two models but it also develops critical questioning techniques to overcome repressive social conditions experienced by students. I believe that Baldwin's weakness is that she does not acknowledge the parallelism of the three curriculum models with the three modes of action; the need to integrate them equally into curriculum; nor does she demonstrate a full understanding of the historical, systemic/holistic nature of home economics.

In reviewing these models it becomes apparent that curriculum is complex and needs to include many elements in order to educate or to impact the whole child.

A Middle School Perspective

Early adolescents have very different social, cognitive and developmental needs than older teens and therefore their learning environment needs to be shaped carefully so as to foster student's growth.

The National Middle School Association (1995) has done extensive studies characterizing early teens and developing strategies that will assist teachers in creating a nurturing environment in which they can learn. They describe the early teen (ages 10 to 15) as one who is learning how to conceptualize and can consider more than one idea at a time. They are beginning to think more abstractly and benefit from strategies that teach them to think critically and involve problems solving. Cognitive growth is, however, slow and learning for middle school students still needs to be concrete and experiential. At this time in their life, adolescents are very concerned about their body appearance and body image and so take a lot of interest in personal grooming. Their health practices are often poor, especially in relationship to their eating habits and the nutritional demands that their growing bodies are making. Peer relationships are particularly strong at this time and behaviours and judgements of right and wrong are influenced by assertions and actions of their friends.

With this characterization in mind, the Association states that middle school curriculum should be challenging, integrative, have varied teaching and learning approaches. Curriculum is challenging when it engages teens so that it sustains their interest and effort; it must address relevant issues and skills, enable them to take more control of their learning; have the opportunity for in depth study so that values, assumptions, alternative points of view can be explored; it addresses the why and the how; and finally connects them to the world around them. Curriculum is integrative when students can put some meaning into their experiences; make a connection between school experience and what happens in the daily lives outside of school time. Life issues are inter-disciplinary by nature and resolving issues requires critical thinking and creativity. Students in such cases are active producers of knowledge rather than simply consumers of knowledge. Curriculum should have varied learning and teaching approaches. Teaching techniques should enhance the range of skills, abilities and knowledge of teens, nurture multiple intelligences and capitalize on different learning styles. Students should be able to pose questions, problem solve, and apply learned skills in appropriate settings. Learning becomes relevant when it includes the student's culture, experience and personal background. Adolescents learn best when they have the opportunity to engage and interact with others and have hands on experiences.

Nutrition education should be very holistic. Using the Association's recommendation, I think nutrition education needs to be personal, meaningful, skill based, exploratory and creative. Teens, otherwise, will find the experience lacking in interest and will not likely engage in the process whole-heartedly.

Innovative Teaching Approaches

Traditional teaching strategies that are one-size-fits-all need to be set aside for ones that are more meaningful, critical and tailored to the needs of early teens. An innovative approach to delivering nutrition education was studied by Story, Lytle, Birnbaum and Perry (2002). They wanted to determine the feasibility of using peer leaders in a school-based nutrition intervention for young teens. Social cognitive and adolescent developmental theories helped to develop their premise that teens become more independent, eat away from home more often, and are more concerned about peer interactions, their weight and looks and that these factors can effect their eating habits. Since adolescents are eating at least one of the major meals at school and peer interaction is an obvious part of the environment, examining how these two elements influence nutrition was in order.

The study took place in the metropolitan areas of Minneapolis and St. Paul, Minnesota. Sixteen schools were divided into two treatment groups. Eight schools received a two-year intervention (nutrition program) at the grade 7 and grade 8 level. The other eight schools received the intervention at the end of the research trial. The study followed a grade seven cohort through to the end of their grade 8 year. The focus of this study is on the grade 7 year as this when the grade 7 peer leaders were selected and used to help deliver the nutrition program.

Process evaluation measures were used to evaluate the following components: peer leader training (attendance logs); peer leader and student feedback (peer leaders received an evaluation form to assess their perception of being a peer leader and classmates received a form to evaluate the nutrition program, as well as, how helpful were the peer leaders); classroom observation by trained evaluation staff determined the quality of the delivery of the program (fidelity); teacher ratings on degree of implementation (checklist form); and assessment of perceptions of curriculum, effectiveness of peer leaders and responsiveness of students (teacher interviews by trained evaluation staff).

The analysis of the data showed that peer leaders enjoyed the experience, would be a peer leader again and felt they had done a good job. Peer leaders also demonstrated an improvement in their eating patterns. Observation data showed that leaders conducted the activities as outlined in the nutrition program. Teachers felt that peer leaders conducted the activities trained, were useful in the teaching process, and that the whole experience was positive for them.

Story et al.(2002) concluded that peer led education is feasible in the delivery of nutrition education. It is a means to use peer pressure and peer involvement in a positive way. Teens have the opportunity for empowerment, have more control over their learning environment, and teen interventions may be more effective than teacher led ones. Some areas for improvement included a desire by peer leaders for more training and to try to find a way to have all students participate in the delivery of the program.

I found this study refreshing. There was finally some attempt to include students in the development and delivery of nutrition programs. I feel however that there needs to be more studies to determine knowledge increase and behaviour change. The program did alter the eating behaviour of peer leaders but there was no data collected for the whole class. The researcher also

did not indicate what data source they used to determine that peer leaders improved their eating habits.

Conclusion

What implications does this review have on my teaching of nutrition? Firstly, I feel that I can still teach the 6 basic nutrients and the Canada Food Guide but I need to compliment it with practical knowledge like life skill training and problem solving skills. Secondly, in order to facilitate eating behaviour change, I need to make connections with parents and the family, as well as, to better understand the systemic nature of eating habits and how this influences my students' choices of food. Thirdly, as I re-evaluate my curriculum, I need to be inclusive of the 3 modes of action: the technical aspect of preparing nutritious foods; the communicative aspect of understanding the beliefs, values and goals we have about eating healthy foods; and the emancipative aspect of becoming self-aware of what factors interfere with my student's ability to choose healthy foods. Fourthly, my teaching strategies need to focus on students' interest in their developing bodies and challenge the perceptions they and their peers have about food, healthy eating and body image. I also need to show the connection between what they learn in class and their personal lives. Finally, I need to include more innovative teaching strategies that will better help my understanding of what nutrition and healthy eating means to middle school students and help them to develop nutrition knowledge that is meaningful to them.

To conclude, nutrition education is not simply a paper and pencil information unit to be delivered to students. Rather nutrition should be seen as a process that is complex, systemic and develops over time. Research in nutrition education now needs to focus on understanding how all these elements work together so as to better help students develop technical, understanding and critical skills so that they can develop strategies for healthier eating.

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Teaching Literacy Within Family Studies: Ontario Cross-Curricular Literacy Resource Development

Maggie Rose, District Wide Co-coordinator of Social Sciences & Humanities, Toronto District School Board

Introduction

In this paper, literacy through Family Studies instruction will be discussed, as well as the need for cross-curricular literacy among other subject areas to address the needs of students who are at risk for academic failure or of not graduating. A research report from the Ministry of Ontario stated, "Students who struggle with literacy need excellent teaching and strong positive relationships with teachers." (Think Literacy Success, 2003). The focus of the resources developed in summer 2004 was to give good teachers great strategies that concentrate Family Studies teaching on improving student literacy, since students at risk for academic failure need multiple supports to learn how literacy is used in real life. Exemplary family studies teachers make these connections for their students.

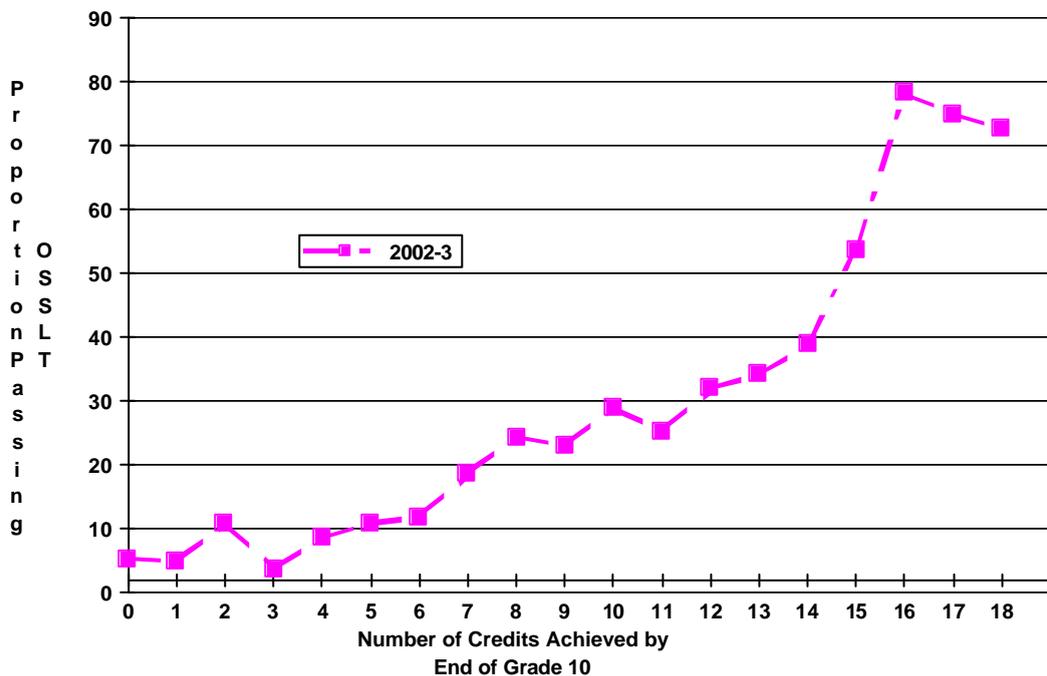
The Project and Participants

The Ministry of Education and Training's Council of Ontario Directors of Education (CODE) in April of 2004 put out a call for all subject associations to submit proposals to develop classroom ready, subject specific resources supplementing Think Literacy: Cross Curricular Approaches, grades 7-12 (2003). The Ontario Family Studies/Home Economics Educators Association (OFSHEEA) and the Ontario Family Studies Leadership Council (OFSLC) partnered together to hire four writers, four reviewers and a lead writer to produce up to 50 teacher-ready resources for the two Intermediate "open level" Family Studies courses, Food and Nutrition (HFN) and Individual and Family Living in Canada, (HIF). The deadlines were very tight: writing commenced at the end of June, and resources were publisher-ready by mid-July. The writers were very experienced at their job and were chosen because they were accomplished classroom teachers as well. Some of their experiences included having previously written textbooks, developed Family Studies curriculum for the ministry of Education and managed other professional projects. In the end, 44 strategies were developed for the two courses, equally spread throughout the curricula's topics.

The Need for Literacy Focused Family Studies Strategies:

In 1999 and 2000, the Ontario Curriculum was modified, as were graduation requirements for Ontario secondary students. One major change was the demand that all grade 10 students pass a standardized literacy test before being granted a graduation certificate, with no exceptions. This brought to the forefront the need for direct literacy instruction, particularly for students at risk of failing this literacy test, called the OSSLT, or Ontario Secondary School Literacy Test. Data began to be collected on what reading, writing and oral communication skills students needed or lacked, and who was being “left behind” by the current curriculum and proposed pathways of post secondary choices. The data explained in this report are all from Toronto District School Board, as due to being the largest school board in Ontario, having the most diverse population of the province, and some of the most startling demographic indicators of students at risk, they have allocated the most funds to research and data analysis. Some of these are outlined below:

- Of grade 9 students in 2000 who failed or withdrew from their English credit, 53% of them dropped out of high school by 2004.
- Less than half (47%) of students who finished 15 credits by the end of Grade 10 graduated by the end of Year 4; less than a fifth a students who finished 14 credits by Grade 10 had graduated by Year 4.
- Grade 10 Students who did not participate in the first OSSLT in 2002 were the students most likely to be at-risk of leaving school without graduating: 38% of students absent from the OSSLT, and 30% of deferred students, had dropped out by Fall 2004.



The above graph shows that the majority of students who failed one or more credits in their first two years of high school were also at risk of failing their first attempt at the OSSLT.

TDSB Grade 9 Cohort Report 2000-2004

At this time, it was determined that teachers needed assistance teaching literacy skills to students, and not just in language arts, or English classes, as it was proven that student literacy test scores are improved when literacy is taught through the content of daily courses. Family Studies teachers know that all students, but particularly struggling learners, respond positively to classroom programs that are connected to their lives, culture, and future beyond the classroom, so the direct link of Literacy in Family Studies was an obvious need and logical connection for the subject association members.

Cross Curricular Literacy

Research in 2001 and 2002 found that literacy within the content area is much more effective than only within language-focused classes. It also found that a school-wide team approach helps students make connections to prior learning from one course to another. Schools adopting a cohesive interdisciplinary plan for literacy have shown greater improvement in their literacy scores than those not making this a priority. All teachers contribute to direct instruction in reading, writing and oral skills, as research indicates that adolescents with delayed reading skills and poor comprehension strategies benefit from multiple strategies taught by creative teachers who know their students well. (Think Literacy Success, pp16-17).

The three areas of literacy (reading, writing, and oral communication) for both the learner and the teacher cannot be taught in isolation. One cannot effectively learn about writing for a purpose without talking about specific content that one has carefully read and comprehended. To teach each individually is slightly artificial, but has proven to focus the learning on mastering skills used throughout the course and for the student's entire school career.

The strategies outlined in the general document (Think Literacy: Cross Curricular Approaches, 2003) and detailed in the subject specific documents in the 17 subject areas that participated were carefully chosen to encourage collaborative classroom environments, and purposeful, engaging student discussion, before, during, and after all activities. It resulted in content being reinforced for all students, not just those needing remediation. The classroom becomes a community of students who are capable of mutual respect, active listening, and a sense of personal safety to take risks within their own learning.

To summarize, outlined below are some of the specific benefits of teaching literacy in the Family Studies curriculum:

- Increase in students' motivation to master literacy skills with personally and socially relevant topics used as the vehicle
- Students at risk for academic failure in other classes can feel safe learning skills of reading, writing and communicating in courses they like.

How literacy instruction is accomplished:

The methodology of teaching literacy is well researched. Teachers structure and model before, during and after reading/writing strategies relevant to the curricular topics and then Students are given structured opportunities to discuss content area topics. Through the Family Studies specific resource, teachers are provided with quality teaching strategies. Students benefit by gaining transferable learning skills, and teachers benefit since the resource improves teacher instruction and understanding of students learning.

Teaching reading:

In order to teach the skills of preparing for reading, engaging in reading and reacting to what was read, teachers model how to read a variety of non-fiction forms and teach the decoding skills of many types of written information, such as visuals (charts, tables, diagrams, timelines, cartoons, and illustrations), instructions (within recipes, and projects), and print factual sources (texts, articles, and brochures). Students then practice the strategies taught and get structured feedback. It is interesting to note that the vast majority of the reading after high school is non-fiction, yet reading skills are taught in schools mostly with narrative text and literature! Secondary school Family Studies courses help change this focus.

Teaching writing:

Students learn to write by writing, and learn to write better with a consistent approach to the writing process across all subject areas. Within these resources, teachers provide models of good writing in Family Studies topics. An example might be seeing personal reflections of a social teen issue, and how that affects a family. Students create their own writing, and get constructive and formative feedback on their work. By using these strategies, teachers are taught how to scaffold the learning experience of writing to best ensure the improved success of their students.

Teaching listening and speaking skills:

Oral communication is the very foundation of all literacy. Family Studies curriculum requires students to debate, defend ideas, build consensus in groups, and so on. It also requires them to listen actively in small and large groups. There are three ways for explicitly teaching communication skills:

- Pair-work allows students to “think aloud” what they know, gives time for reflection and connecting information, such as in a think-pair-share activity on how teens contribute to the needs/wants of their family, or in a timed-retell activity of how students prepared their research projects
- Small-group discussions to build critical thinking skills, positive relationships, cooperative learning skills, such as structuring a jigsaw activity for learning about food labeling guidelines, or brainstorming and discussing the different functions and structures of families in Canada.
- Whole-class discussions teaches respect for others, active listening and maximizes participation without anxiety, and an example of this is in a four-corners activity that gets a class to consider the reasons for skipping breakfast with students sharing their ideas to change these behaviors. Teachers have been using many of these strategies for years. The difference now is that the theories behind why these strategies work to build literacy skills are also provided.

Teaching presentation skills:

Without modeling and rehearsal, students find presentations an overwhelming experience. They are nervous, distracted and more concerned with how they look than the value of what they are presenting. The audience is inattentive and uncomfortable, and as a result, the content of the student’s presentation is lost as a learning activity for others. With modeling and

rehearsal of an effective presentation, the students demonstrate confidence and awareness of abilities, and the audience is able to benefit from content of presentation.

Summary:

Preliminary statistics on the efficacy of teaching literacy within Family Studies are yet to be collected, as the resources have not yet been in place for a full school year. It is known though, that of TDSB Grade 9 Students after the first Semester of this school year:

- 13 % failed Individual and Family Living
- 11% failed Food and Nutrition
- 20% failed “Learning Strategies” (a core learning skills course for at-risk students), and
- 16% failed their first attempt at grade 9 English

Data will need to be collected to determine if trained teachers produced students who did better in the OSSLT than those who did not use these cross curricular approaches. We do know, however that since 2000, failure rates of grade 9’s in English have remained around 9-11% of the population, so the need for literacy skills training remains crucial for all teachers to deliver. The most effective way this can be accomplished in professional development of secondary school teachers. As of spring 2005, every teacher in Ontario received a copy of Think Literacy: Cross Curricular Approaches, April 2004, and that every subject area has developed their own subject specific supporting documents. OFSHEEA and OFSLC have further supported Family Studies teachers by posting these documents on the subject association websites (www.ofslc.org and www.ofsheea.ca), and have reviewed literacy resources in published newsletters. Many boards of Education around Ontario have provided in-service training and Professional Activity day training to further increase their teachers’ exposure and understanding of the documents. Professional development is key, as teachers need to develop awareness of a need for change in their teaching, then they build knowledge and skills towards that change, begin to apply new practices within their classes, reflect on the results with colleagues, then assess strategies for improvement and start the cycle again. It is the job of centrally assigned program staff to manage and encourage that development towards improved practice among Family Studies Teachers.

Conclusion:

“All teachers must be equipped with the knowledge and skills to model and teach effective literacy skills in their subject area” (from Think Literacy Success, 2003 page 16), for it isn’t just the role of the English teacher, or the language instructor, but every teacher from math to history, Physical Education to Family Studies.

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www.ofsheea.ca www.ofslc.org Websites of resources including the Family Studies specific literacy resources for Foods and Nutrition, Grades 9/10 and Individual and Family Living, Grades 9/10.

Day Care in High Schools

Andrea Sweeney and Helen Seymour, teachers, Horton High School, Wolfville, Nova Scotia

History and Development of Day Care

- teen parent support group formed 1991 (14 babies born to students)
- asked to submit ideas for new Horton High School 1995
- when preliminary plans came out, day care and wellness centre were not included
- Presented to the steering committee; approved in principle
- Presented to PTSA; approved in principle
- Teen parents of 1996-97 presented at open public meeting; Minister of Education was present and living in our school district – idea well received
- Presented to May 1997 meeting of AVRSB. Our Board was the only one in the province without a school day care. Approved in principle but not financially.
- Summer of 1997 spent putting together business plan to show that the day care could support itself
- September 1997, business plan presented to & approved by the steering committee
- September 1997 – Equipment (FF&E) list compiled for the daycare.
- Board of Directors formed; monthly meetings held.

Focus

- 1. licensing & non- profit centre status
- 2. job description of director and staff;
- 3 director to be hired by July 1, 1998
- Once hired, the Director dealt with subsidized space application, wage enhancement; infant space approval and setting up of the centre.

Role of Day Care in High Schools:

- Support for teen parents and post secondary parents- Provides reliable childcare by well-trained staff at subsidized costs; allows students to graduate from high school and post secondary.

Numbers assisted- High School-11 children/ infants over 7 years of operation.

Post secondary students- 11 children/ infants

Staff members- 17 children/infants (Cafeteria; Custodial; Community Ed and teaching)

- Support groups for teen parents had been intended but formal groups never materialized due to pressures in establishing the centre. Regular parent meetings are held that include student parents. These sessions include parenting strategies.

Educational Value to the High School:

- serves as a supervised work site for Career Education students- child care; laundry; food preparation
- Provides a means of making career choices
- Family Studies practicum-

- Grades 9 and 11 students observe and work with children from 3 months to school age in a supervised setting.
- Day Care Director visits classrooms to educate about day care operations, goals, etc.
- All high school students have the opportunity to observe and interact with the daycare children through Muscular Dystrophy hop-a-thon; hot dog sale/doughnut bit stand; National Child Day events; Halloween class visits from the children
- All high school students have the opportunity to see a realistic view of parenting.

Having a Successful Centre:

- Board of Directors is required to maintain a non - profit status. Meet monthly.
- Licensed and meet all the guidelines of the day care act.
- Committed day care staff
- Support received from the building owners/ management- Hardman Group has enabled us to keep the overhead costs to a minimum (Rent, heat, lights, office supplies and custodial at no cost)
- Support of the Community- Rotary Club; Lions Club; EKM Health Foundation, school board maintenance personnel; community volunteers

Conclusion:

High school day cares have a positive impact on the overall school environment.

Day Care Practicum (Grade 9)

Helen Seymour, Horton High School, Wolfville, Nova Scotia

Name _____

Date you visited the Day Care Centre _____

Number of children present in the centre _____

Number of Adults present in the centre _____

1. What were the children doing while you were in the centre? List all activities you observed. _____

2. Describe a situation where a day care teacher spoke with a child to give direction. How did they handle the situation? _____

What made the approach successful? _____

3. Approximately how long does a child stay with the same activity? _____

4. Do the children generally complete activities or do they leave them incomplete?
_____ Give an example _____

5. Comment on the language development you observed: fragmented sentences, etc.

6. What kinds of things did the children discuss with you? _____

7. What stands out the most about your visit to the day care? _____

Why do you think this stood out? _____

8. One thing you would like clarified about day care is _____

Rubric for Child Studies Project

Helen Seymour, Horton High School, Wolfville, Nova Scotia

Qualities	2	3	4	5
Age appropriate	Not at all appropriate	Somewhat appropriate	Quite appropriate	Very well matched to age
Safety for age	Totally unsafe	Somewhat unsafe	Good concept but has weakness	Very safe for age designation
Physical value	Didn't recognize the value	Recognized a small physical value	Recognized most value	Has a high physical value and well recognized
Social value	Didn't recognize the value	Recognized a small social value	Recognized most value	Has a high social value and it was well recognized
Cognitive value	Didn't recognize the value	Recognized a small part of cognitive value	Recognized most cognitive value	Has a high cognitive value and it was well recognized
Creativity	None	Little	Good	Highly creative
Effort/ use of class time	Poor use of class time and project is evidence of this	Poor use of class time but project is satisfactory	Good use of class time and project is good	Good use of class time and project is of superior quality

Caring about Preservice Health Education: Engaging in a Reflective Conversation

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Abstract:

Career and Life Management (CALM), a senior high health education program expects teachers to treat the sensitive and controversial subject matter with diligent care. While one may certainly speak of care in terms of one's attitude towards a program of study, 'care' best emerges in the relationship between teacher and student. If an instructor hopes to increase the effectiveness and utility of preservice health education, s/he must be prepared to forge a caring relationship with students. In this paper I highlight the notion of care and emphasize the need for instructors to gain insight into the preservice student perspective which develops during the practicum experience. By engaging former preservice students in a reflective conversation, an instructor, with genuine interest in their needs, wants, and realities can guide the discussion to recognize course strengths and weaknesses. This insight may be used to make modifications to the preservice health course of study for the benefit of future aspiring teachers.

Alberta Health Education:

Alberta Education (formerly Alberta Learning) is dedicated to guiding and assisting students as they work to become "responsible, caring, creative, self-reliant and contributing members of a knowledge-based and prosperous society" (Alberta Education Mission Statement, Business Plan 2002-2005, p.1). It stands to reason that if educators are to realize such a future for today's youth, they must not only teach arithmetic, biology, and physics, but healthy decision-making, as well. Arguably, health and education are inextricably linked in that a healthy student is more likely to be academically successful, and can consequently become a key contributor in the development of a prosperous society. This hypothesis appears sound; whether it is fully supported by the province of Alberta is a point of contention in light of curriculum, policy, classroom practices, and professional development efforts.

Despite the debate concerning educators' responsibilities and/or obligations to promote health; Alberta Education does clearly endorse comprehensive school health education, identifying *Career and Life Management (CALM)* as a vital component in this initiative. Typically, in grade 11 it is mandatory for students to complete this course requirement to obtain an Alberta High School Diploma. The ultimate aim of CALM "is to enable students to make well-informed, considered decisions and choices in all aspects of their lives and to develop behaviors and attitudes that contribute to the well-being and respect of self and others, now and in the future" (Alberta Learning, 2002, p.1). To assist in guiding teachers' efforts, three general outcomes anchor this course, and provide direction for teacher planning: Personal choices, Resource choices; and Career and life choices.

CALM is designed to teach students to make effective choices concerning present and future life situations. Presumably, effective CALM instruction will afford students the opportunity to critically consider life's many decisions, which may allow them to pursue healthy lives. Teachers admittedly are in a difficult position since it is expected that they create a safe and non-threatening environment so students can "explore feelings, ideas and issues surrounding personal choices and decisions" (Alberta Learning, 2002, p. 3). In order for such personal reflection to occur, the teacher must be aware that the instruction of, engagement with, and discussion of certain topics may provoke unexpected reactions and arouse certain emotions. Sex and sexuality are certainly among the most controversial of subjects, and thus must be approached with sensitivity; however additional topics of equal importance are addressed in

CALM, and these too may be considered sensitive and controversial. For instance, relationships, marijuana use, alcohol consumption, suicide, mental health, spirituality, mortality, and career paths, are all subjects that “must be treated with care” (p. 3).

What exactly does it mean to “care?” The CALM curriculum suggests that educators entrusted with the responsibility to teach adolescents, must treat the topics with care; there is no mention of establishing caring relationships with students or how teachers would strive to relate to one’s students (see figure one). Arguably such an instructional depiction of CLAM is problematic in light of Noddings’ (1981) conception of care. Noddings theorizes that an element of care resonates from an individual engrossed with interest for the reality of the other. She does not describe care as being filtered through subject material; rather she notes that care originates within the individual and develops in a relationship. Figure two illustrates what Noddings describes as the one-caring and the cared-for, which can respectively signify the teacher and student; the subject matter is subsidiary to the formation of a caring relationship. Presumably, then, CALM becomes significant within the context of a caring relationship between teacher and student. Therefore, teachers must be concerned not only for the controversial topics, but also, and more importantly, for their students with whom they must endeavor to establish relationships of care. In forging such relationships, a teacher cannot exclusively attend to the mandated curriculum outcomes, but must take steps to understand the students, as well.

Figure One

Career and Life Management Instructional Depictions

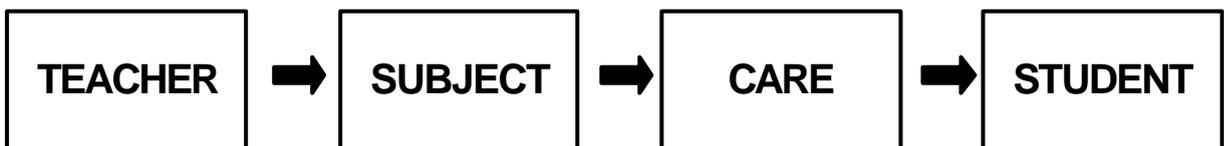
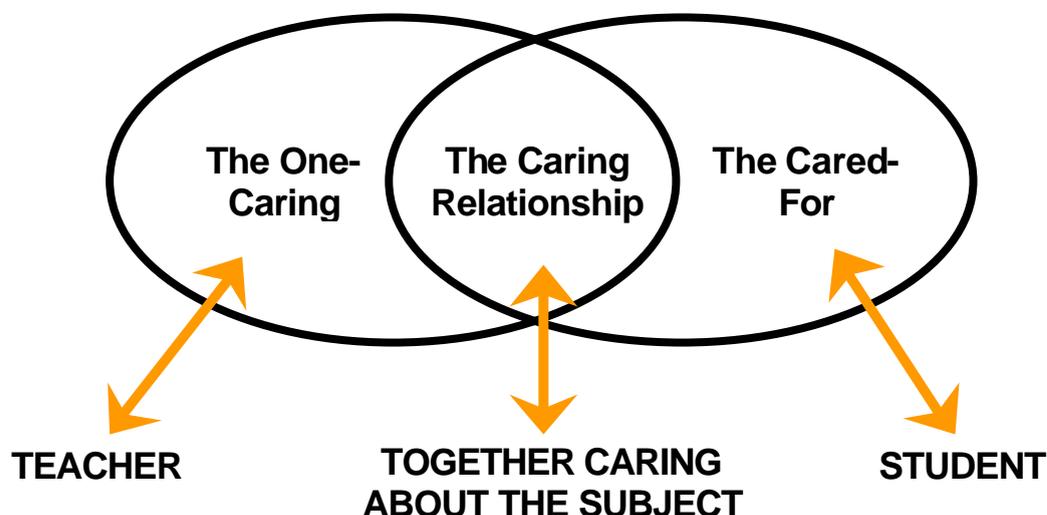


Figure Two

Noddings: The Caring Relationship



EDSE 333: Health Minor

At the University of Alberta, Bachelor of Education students begin the program by completing the Introductory Professional Term (IPT). This term is intended to assist students in applying theory to classroom practice while allowing students to reflect on their practicum experience (see Snart & MacKay, 2001). Students who specify health as their curricular minor, enroll in EDSE 333, an integral component of the IPT, where CALM is the curricular focus. The university expects instructors to creatively plan an education course in accordance with a myriad of specified objectives including “pedagogical knowledge, contextual factors of teaching, an understanding of professionalism, and a preliminary competency in teaching” (Faculty of Education Handbook, 2004-2005, p. 25-26). These expectations are in addition to what is conceptualized as “knowledge for teaching,” which is defined by an endless list of how-to’s including the following: how to plan a lesson, a unit, an activity; how to discipline a child; how to abide by a professional code of ethics; and how to convey a particular concept (Connelly & Clandinin, 1999). I propose that such a viewpoint is in response to the expectations students harbor prior to entering the faculty of education. Clark (1988) indicates,

Students begin teacher education programs with their own ideas and beliefs about what it takes to be a successful teacher. These preconceptions are formed from thoughts of hours of observation of teachers, good and bad, over the previous fifteen or so years. (Clark, 1988, p. 7)

Therefore, preservice teachers come to the faculty of education concentrating on teacher performance. Instructors who recognize this student concern can better relate to preservice teachers, their anxieties, and preoccupations, and so meet their needs. Having done so, instructors can subsequently emphasize the importance of other teaching essentials such as preparation and deliberation. By acknowledging the views of preservice students, health instructors can relate to them in a more meaningful manner and ultimately satisfy course outcomes while working to prepare them for the health classroom; such efforts arguably are motivated by care. When the

instructor teaches health education by establishing caring relationship, preservice students themselves are more likely to personalize and internalize this approach, and so eventually establish a similar caring teacher-student relationship when they enter the CALM classroom.

During the IPT term a teaching practicum is integrated at various times during the professional program. As a result, preservice teachers oscillate between the student role at the faculty of education and the teacher role at respective practicum schools. This forces them to work at reconciling their student/teacher roles. In doing so, preservice teachers may seek a deeper understanding of complex issues which may include how students learn, how they can be assisted in their learning, and how the mandated curriculum appropriately fits in this effort. Instructors can assist preservice students in addressing these concerns by understanding their opinions and conceptions. With this in mind, instructors can subsequently emphasize to preservice teachers the value of establishing a caring relationship with adolescent students so they can guide them in making healthy life decisions. While engaging with students in the field, preservice teachers profit from what Connelly and Clandinin (1999) describe as 'teacher knowledge.' As this 'teacher knowledge' develops, a preservice student arguably fuses his/her understanding of what occurs in the classroom with what was taught at the faculty of education. Thus, knowledge becomes practice, as these educators shift their orientation from student to caring teacher.

If teacher education is to be effective, an instructor must recognize 'teacher knowledge' as critical in shaping course development while emphasizing that teaching is more than a simple adherence to the how-to's. Clandinin (2000) espouses this sentiment, noting that "questions about preservice teacher education do not begin with what theoreticians, researchers, and policy makers know but, rather with what preservice teachers know and have found in professional practice" (p. 29). In light of this stance, instructors ought to afford preservice students with the opportunity to provide constructive criticism regarding education courses as they are in the process of developing 'teacher knowledge.' In the department of Secondary Education at the University of Alberta, preservice students do offer feedback to instructors using scantron evaluation cards, answering questions on a Likert scale. They are also given the option to write substantive comments; however given the time restriction, these remarks, in my estimation, typically lack thoughtfulness. My ultimate goal is to improve my teaching of preservice health education; I had thought these evaluations would guide my efforts in satisfying this professional aim. Unfortunately, I was dissatisfied with the lack of depth and detail in these forms. I yearned to hear my students' perspectives regarding my instruction of EDSE 333. I sought to understand what practices must be continued, modified, or eliminated. Such insight I believed would give me greater confidence as I continue to guide preservice students in their transition from student to health educator. This effort arguably is motivated by care: I attend to the student-teacher relationship by acknowledging the needs, wants and realities of the preservice students. In order to secure feedback concerning EDSE 333, I initiated a guided group conversation with former students, inviting them to reflect on their burgeoning teacher knowledge. This reflective activity has contributed to my development as a teacher, and in turn will benefit future EDSE 333 classes.

The Significance of Reflection:

Are my teacher practices valuable and meaningful? Posing this query to my students came with a certain degree of risk since I willingly put into question my beliefs, approaches, and conceptions that are central to my identity as teacher (Weinbaum, Allen, Blythe, Simon, Seidel, & Rubin, 2004). Nevertheless, I believe that such a daunting task is not only necessary, but also critical so teachers prevent the threat of professional stagnation. I suggest that my students in this case, are in the perfect position to identify curricular and instructional strengths, and to distinguish areas where improvement is needed. Given that my preservice students were beginning to understand teaching, both from a theoretical and experiential standpoint, I suspected they could draw on this knowledge, which was at the forefront of their minds to provide

constructive criticism regarding effective teacher preparation education. It could be argued that such a practice is ridiculous since the classroom is clearly divided between a truth-determining authority figure and learners: thus preservice students cannot provide valuable feedback to guide educational developments. Weinbaum et al. counter such a position with the argument that “good teaching is often a matter of educators’ willingness and ability to learn from students: to see in the way that students see and to appreciate how students make sense of their world” (p. 3-4). Following Weinbaum’s lead, I was determined to understand the preservice student perspective by engaging with my students in a retrospective dialogue that Schön (1987) has recognized as reflecting-on-action. Through the giving-and-taking of reflective thought with my collaborators, I sought to achieve specific outcomes (Yinger, 1990).

Dewey (1933) noted that reflective thinking is distinct from other thought processes in that it involves (1) a state of doubt, hesitation, perplexity, mental difficulty, in which thinking originates, and (2) an act of searching, hunting, inquiring, to find material that will resolve the doubt, settle and dispose of the perplexity (p. 12). Becoming familiar with the student perspective served as my *material* to guide and direct my learning of teaching for the benefit of the ultimate stakeholder, the preservice teacher. The critical goal in leading the reflective conversation was to recapture our experience in EDSE 333, think about it, mull over it, and evaluate it (Boud, Keogh, & Walker, 1985). To facilitate the discussion, I devised a list of guiding questions that I intended the students to address. I was an active participant in the discussion, but also remained aware that my primary purpose was to listen and gain insight into the preservice student perspective. I periodically had to stimulate their memory by providing course-related details, and I occasionally probed to obtain rich descriptions to explain particular comments.

Participants:

EDSE 333 was offered during the fall term spanning September to December. The course was designed to accommodate a week practicum and concluded with a four-week block requiring students to return to their respective practicum schools. Two points must be emphasized. First, the students were likely to be placed in a health education classroom, teaching either at the junior high or high school level. Second, the students did not return to EDSE 333 following their practicum to debrief with peers or the instructor about their field experience. Course evaluations were distributed prior to student practicum placement which effectively signaled the end of EDSE 333.

A class of 13 preservice teachers comprised EDSE 333 during the 2004 fall term. The class contained a mixture of students in the third or fourth year of the Bachelor of Education program, combined degree students in a five-year program, and after degree students who already possess an undergraduate degree. I selected the preservice student participants for this reflective conversation according to their final grade in EDSE 333. I reviewed the roster in order identify three students who had achieved the highest, the median, and the lowest marks. The class average of EDSE 333 was a B (78%) with a range of C+ (70%) to A- (90%). By gaining the participation of three students at the extreme ends and in the middle of the distribution, I hoped to have access to diverse opinions, comments, and suggestions.

Guiding Questions:

I posed broad questions so as to refrain from inadvertently focusing on course specifics that I deemed significant. My intent was to allow the students to lead the reflective conversation so I could understand, from their vantage point how the course could be enhanced in light of their needs, wants, and realities. The general topics I wanted to address were the following: 1) students’ overall impressions; 2) students’ course expectations; 3) class atmosphere; 4) assignments; 5) successfulness of lessons; and 6) practicum experiences. Some of these topics

were elaborated at length while others prompted little discussion. The transcription of the 40-minute reflective conversation identified numerous tangential concerns. Hereafter, I highlight those points raised that suggest course strengths, weaknesses, and helpful student suggestions that I will seriously consider when teaching EDSE 333 in the future.

Strengths:

All three students saw benefit in the small class size and the student-centered approach I employed. I purposely engaged students on a personal level, encouraging them to draw on their previous experiences with adolescents while discussing health-related matters. One student mentioned that other education courses offered at the university had approximately 200 preservice students and were lecture-based. Such a class configuration did not encourage attendance, since students surmised that they “would not be missed.” Conversely, a student’s absence from EDSE 333 was recognized by peers, and they would later question the student, “Where were you?” Thus, these preservice teachers valued attendance, participation, and appreciated a classroom situation in which their presence was perceived as being important. I must acknowledge the class size, in this case was a function of enrollment and obviously a factor over which I had little control. Still, the small class size was conducive to foster in-depth discussion which students identified as serving three purposes: 1) create a welcoming atmosphere allowing one to consider and respect colleagues’ views regarding controversial subject matter; 2) underscore the importance of health education; and 3) allow the longest class, in terms of time, pass without students “gawking at the clock as is done in other classes.”

I was quite interested in identifying which assignments students deemed beneficial and interesting. I had given the students three assignments to complete; however the preservice teachers, who took part in the conversation, thought that only two of the three were worthwhile. First, students were asked to either individually, or with a partner plan and present a lesson highlighting a CALM outcome. To complete this task, the preservice teachers had to distribute a lesson plan to their peers, and as well submit to me a reflection paper after having viewed a video recording of their presentation. The participants told me that this assignment allowed students to confront the challenge of public speaking, gather resources related to the curriculum which they will be expected to deliver, observe various pedagogical approaches, and identify aspects of the lessons which would otherwise go unidentified by the presenting preservice student.

Second, I thought it necessary to emphasize the importance of inspiring adolescents along a path of lived experience. To focus on this objective, I asked the preservice teachers to create a personal “Box of Inspiration” which would contain artifacts relating to a CALM outcome. The aim of this assignment was to motivate students to understand and appreciate the curricular goals. My three participants deemed this assignment useful. In fact, one of the preservice students noted that she employed this idea to begin a lesson during her practicum on alcohol consumption, and considered the “use of physical objects [as] powerful for students.” Another participant noted that a box of pertinent tangible items could be used as a “hook” to gain the attention and interest of students.

Weaknesses:

The preservice participants resoundingly agreed that the final project was not as meaningful relative to the other two assignments. They were expected to write a reflection paper after having read *The Tone of Teaching* (van Manen, 2002). In light of this reading they were encouraged to think about their emerging identity as teacher; curricular realizations from coursework; and positive and negative CALM discoveries in the field. During the reflective conversation, the participants noted that they would have preferred a reading directly related to health education, rather than a “literary” assignment. The students had expected EDSE 333 to

focus on “how to teach health and how to teach CALM.” Presumably, the reflective paper did not meet their course expectations, and thus this assignment was negatively received.

The how-to teach expectation held by the preservice teachers was satisfied to a certain degree by the student presentations, yet the participants suggested that many “took so long...and class time could have been used more effectively.” Indeed various pedagogical approaches were demonstrated by the preservice teachers, but it was suggested that many of those ideas will “realistically not be remembered.” Despite recognizing that EDSE 333 should not simply be a collection of how-to teach approaches, they failed to see the merits of personal reflection. It must be emphasized that the participants may have not been reflecting on their own practice, but were recalling their individual experiences in the CALM classroom as students. I suspect that my participants were just beginning to distinguish between being a student of CALM from being a teacher of CALM as they agreed with the comment that “it is really hard to teach because it is such a sensitive topic... when I was in school, I thought these teachers had such an easy job.” A participant emphasized that CALM is more difficult to teach than other subjects because of a lacking of support. The participants suggested that the administration and teachers “place little importance [on health] as it is not a core subject” making it difficult to “convince students that CALM is a meaningful course.” The students noted that it would have been helpful if they were made aware in EDSE 333 of the status health has in certain schools, so they could plan accordingly.

Another course weakness identified during the reflective conversation pertained to the content of EDSE 333. Given the time limitation, I focused on the CALM curriculum which is taught in secondary school with periodic reference to the junior high health outcomes. I was made aware that many of the students enrolled in EDSE 333 were subsequently assigned to junior high health classes to complete their practicum requirement. While one of the participants did employ the resources that were supplied during our class, she emphasized that it would have been extremely helpful to have had reviewed the junior high curriculum in EDSE 333 prior to the practicum.

Suggestions for Improvement:

When the participants identified course weaknesses, I probed for suggestions as to possible modifications. These students suggested that future preservice teachers would appreciate replacing the reflective paper with a resource manual assignment. Such an assignment would require the class to collect resources relating to curriculum outcomes, and collectively produce a manual. A student noted that such an assignment would be worthwhile as teachers could refer to it while planning the delivery of CALM. The presentations, though regarded as “valuable practice,” were also time consuming. To overcome this difficulty, the participants recommended that shorter lesson be presented that better address various CALM outcomes. The instructor would thereafter facilitate a debriefing exercise to discuss possible presentation enhancements and activity alternatives that could be employed to satisfy the same curricular objectives. By condensing the presentations, participants believed time could be dedicated to reviewing the junior high health education curriculum. The preservice students also recommended that half of the instructional time of EDSE 333 be devoted to the classroom dynamics and curricular expectations of the junior high health programs.

Conclusion:

CALM expects teachers to exercise care when dealing with sensitive topics. However, teachers must remember that care goes beyond a concern for the subject matter; rather care resonates from teachers’ relationships with their students. As Noddings (1981) notes, care exists within a relationship between the one-caring and the cared-for (Noddings, 1981). In order for

bachelor of education programs to be effective in preparing teachers for the health education classroom, the instructor-student relationship must be considered. I contend that an instructor cannot fully care for preservice students and their achievements unless s/he has genuine interest in understanding their needs, wants, and realities. When instructors take steps in identifying students' views, the course can be altered so as to guide the preservice students in embracing the role of teacher.

Indeed personal reflection on the part of the instructor is crucial in ascertaining what can be altered in an effort to enhance the instruction of preservice health education. Nevertheless, listening to students' views by engaging in a reflective conversation could serve to verify one's own suspicion, and as well highlight course aspects that the instructor did not recognize as being problematic or advantageous to teacher preparation. Given that I had never taught EDSE 333 in the past, I wanted feedback as to how the course could be improved. I sought to ensure that my self-evaluation of the course was not influenced by my own desire to successfully instruct EDSE 333.

It is unfortunate that the students' four-week practicum in a health classroom was scheduled at the end of our time together as a class. During the practicum, presumably the preservice students refer to the health education preparation class in light of their developing 'teacher knowledge.' By conducting the reflective conversation, I was fortunate to obtain a rich amount of detail concentrating on their knowledge in relation to health education which developed in the field. To inform our discussion I strongly suggested that the participants consider their experiences at the faculty of education and more importantly, their practicum experiences to specify facets of EDSE 333 they deemed beneficial, and as well as inadequate. I thought it necessary to ask my students to assume my position, as instructor, and make recommendations as to how they would remedy the identified weaknesses. These suggestions were well developed and highlighted that there is not one approach to teaching about teaching health education: instructors' practices must continually adapt and change, always striving for improvement. The reflective conversation allowed me to gain an insight into the student perspective, and now I possess a better understanding of the students for whom I am expected to care, as I endeavor to enhance preservice health education.

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The Role of Family Studies in Comprehensive School Health

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Health Canada's recommendation for comprehensive school health begs the inclusion of family studies as part of an integrated approach to promoting healthy students in healthy schools.

This paper invites the reader to consider family studies and Health and Physical Education as complimentary rather than competing programs. A history of these school subjects clarifies their shared journeys and explicates how health education has been integrated into family studies from its inception as domestic science. Family studies and Health and Physical Education share similar challenges in improving student health and well being. A better understanding of family studies and its relevance for health education is needed to appreciate its fundamental importance in comprehensive school health.

In their Consensus Statement on School Health, the Canadian Association for School Health (CASH) identifies two components of comprehensive school health -- instruction and social programs. They make the following recommendations for health instruction in schools:

- a comprehensive K-12 health curriculum;
- a K-12 physical education curriculum;
- a K-12 family studies/home economics curriculum;
- the integration of health into subject areas; formal and informal learning, the development of awareness, knowledge, attitudinal change, decision-making, skill-building, behavioural change and social action;
- effective pre-service and in-service training; adequate teaching/learning materials; and appropriate teaching methodologies. (Canadian Association for School Health 2003. 1).

These recommendations are addressed in this paper in terms of family studies as it relates to health education.

The Canadian Association for Health and Physical Education, Recreation and Dance (CAHPERD 2004) recognizes the difficulty of developing a national perspective for health education in Canada because philosophies and approaches to health education differ across provinces. The same is true for family studies/home economics education in Canada. In this paper, I focus on Ontario education because of my involvement in teaching family studies in this province since 1976. Therefore, I refer to the school subject as "family studies", which is the title that has been used in this province for more than three decades (Tryssenaar 1993). Other provinces continue to name it home economics or human ecology, yet all who teach family studies/home economics/human ecology share the Canadian Home Economics Association (CHEA) philosophy that, "our mission is to enhance the quality of life for individuals and families" (CHEA 2002, 56).

Family studies is closely aligned with Health Canada's definition of health and its understanding of comprehensive school health (CSH). Health Canada's states that "...health is concerned with the quality of life of all Canadians. It encompasses social, mental, emotional, and physical health, and is influenced by a wide range of biological, social, economic, and cultural factors" (Health Canada 2002, 1). Furthermore, "CSH views health as a resource for daily living" (Health Canada 2002, 1). Similar themes are evident in The Ontario Ministry of Education definition of family studies:

Family studies is an interdisciplinary subject area integrating social and physical sciences in the study of topics arising from daily life. It includes the study of individual and family development, relationships, parenting, decision-making, resource management, food and nutrition, clothing and textiles, housing and health sciences. (Ontario Ministry of Education 2000b, p. 11)

Health has been integrated into family studies since its origin as domestic science. The family in all of its physical, social, emotional, mental and spiritual contexts, is a major determinant for the health of individuals and the nation.

A History of Health and Family Studies

Family studies and health education share similar histories. Both were introduced into public education over 100 years ago as a response to the need for higher standards of sanitation and hygiene and a call for educational reform at the beginning of the twentieth century.

Historically, public health initiatives have followed a pattern as outlined by The Centre for Health and Health Care in Schools (CHHCS):

Key health care strategies began with quarantine and sanitary reform, followed by maternal and child health programs, antibiotics, and finally, screening and treatment progressing to managed care. Focus of health activities started with water systems and pasteurization, personal hygiene, the hospital as a centre of care, to categorical health programs, to modern conceptualizations of healthy communities. (CHHCS 2004, 1)

Health, as a school subject, followed a similar development. At the end of the 1800s and into the early 1900s, schools were the vehicle for reaching the greatest number of people in a sparsely populated Canada. It was an era when many Canadians did not have access to newspapers or magazines. Radio, television, and electronic media were not yet invented. School was the place to inform the public about epidemics and communicable disease and promote nutrition and healthful behaviours. Direct instruction in the elementary schools regarding sanitation, pasteurization, and hand-washing soon followed. Vaccinations for smallpox, and later for tuberculosis, were first carried out through the schools (CHHCS 2004). The belief was that school children would not only take the health message home to their families, but would model it themselves for the next generation.

The Victorian obsession with hygiene is central to the origins of family studies as a school subject. Family studies has its roots in domestic science, which was established in Ontario in the late 1880s and later became known as home economics. Family studies continues to be misunderstood because of the vestiges from its earlier connections with “stitchery” and “cookery”, yet from the beginning domestic science, home economics, and family studies have evolved from in response to the changing needs of families with regard to their health and well-being.

Hygiene and Domestic Science: 1897 – 1936

Domestic science was introduced into elementary schools in 1897 in response to the efforts of Adelaide Hoodless who dedicated her life to the training of young women in domestic science following the death of her youngest child from drinking contaminated milk (Tryssenaar, 1993). She saw the necessity for school-based training in a society where home was no longer a manufacturing centre, but a place where scientific knowledge of housing, sanitation, hygiene, home economics, and child care was essential.

What helped to further the cause of domestic science in schools was a climate of educational reform at the turn of the century influenced in part by progressivism expressed in the writings of John Dewey (1897). He advocated experiential, hands-on learning over the traditional teacher-directed, rote-learning canon of that era. Domestic science for girls and manual training for boys incorporated Dewey’s ideals and allowed schools to schedule these subjects as parallel programs (Heyman, Lawson, & Stamp 1972). Although family studies no longer reflects the gender segregation of domestic science versus manual training, it has retained the experiential, hands-on pedagogy.

Literature on the history of home economics indicates that domestic science was concerned with far more than sewing and cooking instruction. It was about with the hygiene of domestic life, the science of right living, and the health of the home (Peterat & DeZwart 1995, Rowles 1964, Skrypnik 2002, Tryssenaar 1993). Science and sanitation were combined in teaching about food preservation, laundry techniques, scalding dishes, the thorough cooking of food, and the boiling of milk and water to prevent illness. The health of the family was squarely on the shoulders of women (Berry 1922) and public schools were the means for transferring such vital matters to the next generation of mothers.

Domestic science, which continued to be optional in elementary schools, achieved a place in secondary schooling through the growing acceptance of vocational or technical education. The growth of vocational education received its impetus in the 1920's from the increasing enrolment in secondary schools and the thriving manufacturing economy, which led business leaders to call for the vocational training of students (Stamp 1982). Preparing students for their future role in society included training young women for their future vocation as homemakers. New facilities constructed for vocational education included high school classrooms equipped for instruction in dress-making and cooking.

Home Economics and Health: 1937 – 1972

Cooking and sewing were also but a small part of what was becoming known as "home economics". Elizabeth Berry (1922) in an article titled "Why is Home Economics a School Subject?" noted that the teachers of these subjects "gradually came to realize that they had to deal with food, clothing, and shelter viewed from the standpoints of production, hygiene, economics, and art..." (Berry 1922, 36) and further, that these subjects included what continues to be a central tenet of contemporary family studies courses, "a study of the relation of the members of the family to each other and to society" (Berry 1922, 36).

Between 1937 and 1972 in Ontario, the subject known as home economics was structured around science, economics, and art with an underlying ideal of perfection. The standards of home economics could be achieved by following the precise "how to" kind of instruction that dominated the field (Tryssenaar 1993). Economics underscored the practical nature of selection and management of food, clothing, and housing. In food courses, the science of nutrition -- a growing field of study -- was balanced with the art of food preparation and presentation. The economy of home sewing and housing was balanced with creativity and the art of gracious living. Courses in home management and child development were viewed from both a scientific and economic perspective. Healthy eating and nutrition, cleanliness, safe home environments, and a concern for healthy growth and development of children were evidence of the continued connection between health and home economics. However, social changes affecting families, and women in particular, soon challenged the traditional ideal of home economics as training for the vocation of homemaker.

The social fabric of home and family changed dramatically throughout the 1960s with a growing number of homemakers participating in the paid work force. Divorce rates were on the rise, more children were being raised in single parent and reconstituted families, and the roles of men and women in families and society were changing. Home economics curricula began to focus on the changing family in response to these social trends.

Health Perspectives in Family Studies: 1972 – 1998

In 1972 in Ontario, not only did the curriculum change, but the name changed as well (Tryssenaar 1993). Courses became co-educational and were organized around themes developed cooperatively with students. Family as environment, quality of family relationships, building family relationships, and decision-making as it related to family relationships were examined in

all courses. The importance of meeting individual and family needs became central to the exploration of issues such as health and well-being, self-concept, sexuality, divorce, and day care. Family studies evolved from training girls in hygiene and sanitation to engaging young men and women in a better understanding of family and human relationships in everyday life.

Pedagogical changes were also spelled out in the family studies guidelines at the intermediate level by the Ministry of Education (1972). Teachers were encouraged to include group work, skits, role play, discussion, film and interviews, and involve students in community activities. Television, radio, and print media of all kinds were suggested as ways to bring the world into the classroom. The changes were profound and allowed family studies to align with the social sciences.

The family studies curriculum continued to respond to social change. The curriculum of the 1970s was revised in 1987. It became more stream-lined and truly elective in nature by dropping prerequisites. It included guidelines for the Grade 7 and 8 Families and Family Environment courses, as well as secondary level courses that could be delivered at a three levels of difficulty -- basic, general, or advanced. Food and Clothing remained at the Grade 9 or 10 level, while Parenting, a completely new course, Housing, and Economics in the Family were electives offered at Grade 11 or 12. Families in Canadian Society, the Ontario Academic Course (OAC), became the capstone and prepared students for related courses at the post-secondary level. Though this curriculum retained some of the traditional sounding titles, its aim was to give students "self-confidence, interpersonal skills, and awareness they [would] need in order to function well in a family context and manage their own family life in a climate of societal, cultural, technological, and scientific change" (Ministry of Education 1987, 4). Family and human relationships continued to provide the context for all courses.

In 1987, family studies was clearly defined as "*the social science of people's relationships with each other in their primary social unit and their relationships in society*" (Ministry of Education 1987, 4). The family studies curriculum of the late 1980s and 1990s opened the door to teaching about some of the deepest concerns of society. Physical, social, and cultural factors affecting all aspects of family well-being were addressed. Topics of consequence for teachers and students of family studies included eating disorders, body image, physical and interpersonal safety, child abuse and neglect, parental disharmony, power issues in relationships, sexuality, dating violence, teen pregnancy, marital violence, cohabitation, custody, remarriage, aging, and death. Reflection and critical thinking underscored a transformation from the technical "how to" framework of home economics to the interpretive stance of family studies which asks "What does *this* mean for individuals and families?"

Given the new direction taken in family studies, it is not surprising that physical and health education was suggested as one of the ministry guidelines with similar content that could be combined with family studies for developing new courses. Healthy Active Living was one such collaboration between family studies and physical and health education in some boards. The family studies focus on human development, sexuality, and healthy relationships was combined with physical and health education concerns for fitness, daily activity, and substance use and abuse. For the first time, curriculum integration was recommended in the Ministry guidelines, blurring the boundaries of heretofore distinctly separate courses.

The Ontario Curriculum: 1998 – present

A mere ten years later, the conservative government in Ontario under the leadership of Mike Harris brought in sweeping educational reforms in the guise of the "Common Sense Revolution" (Gidney 1999). In response to their pledge for a more rigorous and relevant curriculum, and to support the reduction of secondary schooling from five years to four, the entire K - 12 school curriculum was rewritten, published, and implemented with unprecedented haste (Majhanovich 2002). Documents for school subjects from grade 1 to 8 were released in 1998,

grade 9 and 10 documents were published in 1999, and grade 11 and 12 in 2000. The new curriculum policy, known as *The Ontario Curriculum*, was standardized in terms of layout and design for all subject disciplines at all grade levels.

Every course of study begins with a course description that may be added to, but not be changed, for course selection calendars. A clear listing of the overall and specific expectations that students must achieve by the end of the course follows. Assessment and evaluation procedures have also been standardized. All courses must be evaluated based on an achievement chart that specifies four achievement categories - knowledge and understanding, thinking and/or inquiry, communication, and application. Although teachers find these categories "forced" in some courses, they facilitate the generation of computer comments for the Ontario Report Card common across all grade levels.

Implications for Family Studies and Health Education

The new curriculum has had both positive and negative implications for family studies and health education. At the secondary level, family studies is now clearly situated as a social science. In fact, it dominates the Social Sciences and Humanities document (Ontario Ministry of Education, 1999b, 2000b) comprising 13 of the 19 courses in that subject discipline. In spite of achieving such a strong identity in secondary education, family studies remains optional.

A positive outcome for family studies was the government promise of textbook dollars to support the new curriculum. Publishers moved to provide Canadian textbooks written by teachers of family studies to support the new guidelines, including *Individual and Family Living in Canada* (Holloway & Meriorg 2001), *Parenting in Canada: Human Growth and Development* (Cunningham, Meriorg, & Tryssenaar 2003), *Individuals and Families in a Diverse Society* (Holloway, Holloway, Witte, & Zuker 2003) and *Food for Today: First Canadian Edition* (Witte, O'Leary-Reesor, Miller, & Bersenas-Cers 2003). Teacher resource guides developed for these textbooks have not only helped teachers implement the new courses, but have continued to promote the kinds of constructive, experiential, hands-on teaching strategies that are characteristic of the family studies profession.

On the negative side, as a direct result of the Harris government reforms, family studies no longer exists at the elementary level in Ontario. The family studies program for Grades 7 and 8, so clearly evident in the 1987 curriculum, was expunged from *The Ontario Curriculum, Grades 1-8*, and although there was great potential for integrating family studies into other school subjects, this did not occur. Compared with British Columbia, which has a K-12 home economics curriculum (British Columbia Ministry of Education 1998) Ontario lags behind in achieving the Canadian Association for School Health recommendation for a comprehensive K-12 family studies/home economics curriculum. Ironically, family studies teacher training for the primary/junior division is available in Ontario (Dryden 2002) even though the curriculum does not exist. The challenge for such a pre-service program is locating the places in the elementary curriculum where family studies can be integrated.

The Ontario Curriculum does however include a definitive Health and Physical Education curriculum for Grades 1 - 8 (Ontario Ministry of Education 1998) that includes three components -- healthy living, movement, and active participation. These are introduced in Grade 1 and continue to be addressed in age-appropriate increments in subsequent grades. Healthy Living, as the health component of the curriculum, is divided into four strands -- healthy eating, growth and development, personal safety and injury prevention, and substance use and abuse. These strands are also repeated with greater sophistication in every grade. A clear benefit for comprehensive school health is that Health and Physical Education is compulsory at the elementary level, but whether or not adequate class time is provided for healthy living instruction remains questionable.

At the secondary level, family studies and Health and Physical Education compete for student enrolment. Perhaps an unintended consequence of the new curriculum is how it polarizes family studies and health education. They are seen as totally unrelated school subjects, yet each subject area provides relevant and complimentary health content that is important for students at all grade levels. Both have an important role to play if our goal is to achieve comprehensive school health.

Comprehensive School Health Issues

The Canadian Association for Comprehensive Health (Safe Healthy Schools 2003) identifies the following ten issues as critical in comprehensive school health: heart health, mental health, environmental health/allergies, tobacco, substance abuse, physical activity, nutrition/food safety, sexuality/STD/HIV, safety/violence, and injury prevention. The chart below (Figure 1.0) compares the family studies and Health and Physical Education courses in *The Ontario Curriculum* that address these health issues.

Family Studies Curriculum (Social Sciences)	Comprehensive School Health Issues	Health and Physical Education Curriculum
9/10 Food and Nutrition 12 Food and Nutrition Sciences	Heart Health	9,10, 11, 12 Healthy Active Living 11 Health for Life
9/10 Individual and Family Living 11 Managing Personal and Family Resources 12 Individuals and Families in a Diverse Society	Mental Health	11 Health for Life 11/12 Healthy Active Living
9/10 Individual and Family Living 11 Parenting 11 Living and Working With Children	Environmental Health/Allergies	11 Health for Life 12 Recreation and Fitness Leadership
11 Parenting 11 Living and Working with Children	Tobacco	9,10,11,12 Healthy Active Living 11 Health for Life
9/10 Individual and Family Living 11 Parenting 11 Living and Working with Children	Substance Abuse	9,10,11,12 Healthy Active Living 11 Health for Life

<p>9/10 Food and Nutrition 9/10 Individual and Family Living 12 Food and Nutrition Sciences</p>	<p>Physical Activity</p>	<p>9,10,11,12 Healthy Active Living 11 Health for Life 12 Exercise Science 12 Recreation and Fitness Leadership</p>
<p>9/10 Food and Nutrition 9/10 Individual and Family Living 12 Parenting and Human Development 12 Food and Nutrition Sciences</p>	<p>Nutrition/Food Safety</p>	<p>10 Healthy Active Living 11 Health for Life 12 Recreation and Fitness Leadership</p>
<p>9/10 Individual and Family Living 11 Parenting 12 Issues in Human Growth and Development 12 Individuals and Families in a Diverse Society</p>	<p>Sexuality/STD/HIV</p>	<p>9,10,11,12 Healthy Active Living 11 Health for Life</p>
<p>9/10 Individual and Family Living 11 Managing Personal and Family Resources 11 Parenting 11 Living and Working With Children 12 Parenting and Human Development 12 Issues in Human Growth and Development 12 Individuals and Families in a Diverse Society</p>	<p>Safety/Violence</p>	<p>9,10,11,12 Healthy Active Living 12 Recreation and Fitness Leadership</p>
<p>9/10 Individual and Family Living 9/10 Food and Nutrition 11 Managing Personal and Family Resources 11 Shelter and Living Spaces 11 Parenting 11 Living and Working With Children</p>	<p>Injury Prevention</p>	<p>9,10,11,12 Healthy Active Living 12 Exercise Science 12 Recreation and Fitness Leadership</p>

Figure 1.0 Comparison of family studies and health curricula applications for critical issues in comprehensive school health.

Safety and violence prevention are addressed at length in family studies courses from the perspective of human relationships. Therefore, family violence, violence between spouses, parents and children, care-givers and elderly, family members, and children in the school yard (bullying) are of primary concern. Sexuality on the other hand, particularly as it relates to sexually transmitted diseases, AIDS, and reproduction is the domain of Health and Physical Education as are physical activity and injury prevention. What is common to both family studies and health education courses is their focus on decision-making, problem-solving, and conflict-resolution skills as the means of engaging students in a personal commitment to health and well-being.

The context in which the issues are addressed is what differentiates the programs. Parenting courses in family studies might examine the effects of tobacco, alcohol, or substance abuse on the foetus during pregnancy, whereas Health and Physical Education courses focus on how tobacco affects student health. Likewise, the senior level Healthy Active Living courses examine mental health as a specific construct of individual health, whereas family studies courses address it in the context of the family. In theory, family studies and health education are more complimentary than competitive and together they offer a thorough, well-balanced approach to addressing the issues of comprehensive school health.

Ideally, given the recommendations for instruction to achieve comprehensive school health, all students would continue to take courses in family studies and Health and Physical Education at each grade until the completion of high school. In Ontario however, it is possible to complete four years of secondary education and only take the one course in Health and Physical Education and none in family studies. At the secondary level only one credit in Health and Physical Education is compulsory -- most often the Grade 9 Healthy Active Living course, while family studies courses are optional. The existence of quality curriculum does not guarantee the availability of that curriculum to all students.

To provide a more comprehensive delivery of health education to a wider student population, the combined resources of both family studies and Health and Physical Education should be considered. The following suggestions are possibilities for coordinating efforts between family studies and health classes in order to make the best use of resources and reach the most students:

- have students in both family studies and health create displays for a “health fair” based on one or more of the Comprehensive Health Issues outlined in Figure 1.0 and invite all students/teachers/administrators to attend;
- combine classes when exploring similar topics in family studies and health in order to make the best use of guest speakers, videos, or drama presentations;
- have students in health and family studies classes team up to provide “health challenges” for the rest of the student body;
- run a poster contest related to specific health issues in which family studies and health students compete not only for prizes, but for the opportunity to display their posters in the best locations around the school;
- have students from both subject areas team up to create and present daily health messages for the school announcements;
- have students prepare a series of drama presentations relating to health or personal safety issues and showcase them for other classes in family studies/health or at a junior or senior assembly.

By combining efforts, students may begin to see health as being both personal *and* relational.

The challenge of meeting the goal of comprehensive school health may require more drastic means than simply combining family studies and health education where conducive or

when possible. I contend that it is time to rethink the traditional means of delivering health education. Rather than continue to combine health with physical education, the time may be right to combine health with family studies for a number of reasons.

A Case for Delivering Health Education via Family Studies

The Canadian Association for Health, Physical Education, Recreation and Dance (CAHPERD) recognizes that "health education is increasingly becoming an add-on subject, with little-to-no structured curriculum time" (CAHPERD 2003, 1). Timetabling difficulties arise when health and physical education are combined in one school subject. Health instruction requires a classroom, while physical education calls for a gymnasium, and to provide two facilities for one subject is sometimes daunting. Timetabling, as well as the quality of the health program being delivered is further complicated by segregated classes, a greater time allotment for physical activity than for health, and a demand for classrooms by other subjects areas. Are health topics and issues given the same time and attention for males and females in gender-segregated health classes? Is there enough time in the health component of Health and Physical Education to provide students with the depth of understanding required for sensitive issues? What message are we sending students about the importance of health education if the health component of the course is dropped altogether in favour of the physical education component or if it is taught in change-rooms, hallways, cafeterias, or other marginal areas of the school? Family studies in comparison is scheduled in one classroom and integrates health related issues into an entire course of study.

Some concerns regarding health education go beyond timetabling. CAHPERD also raises concerns regarding teacher training indicating that:

...many teachers teaching health are ill prepared and ill equipped to teach the subject.

Teacher preparation courses and professional development opportunities in health education are often neither mandatory nor available; and sorting out the myriad of health education resources can be confusing. (CAHPERD 2003, 1).

A study of student perceptions of their experience in sexuality education also raises concerns about teacher education:

In addition to helping teachers acquire a breadth of knowledge about and comfort in teaching sexuality education, teacher education programs also need to ensure that teachers have and can use a wide repertoire of teaching methods that will be relevant to the learning needs of a diverse student population. Emphasis needs to be placed on understanding how students might experience a unit rather than on how to "teach the curriculum". (Noon & Arcus 2002, 15)

Teachers' relationship with curriculum begins to take shape during their pre-service training and continues to evolve as they enact the curriculum with their students (Tryssenaar 2004). In family studies the sensitive nature of the curriculum is of vital importance from the beginning.

Teaching controversial topics requires a "vigilant subjectivity" (Deluca 2002). Teachers need to be attuned to issues of equity, nuances of fear or embarrassment, vestiges of cultural beliefs, gender differences in maturity and readiness to approach a topic, and individual student differences in acceptance and tolerance of self and others. Teachers of family studies work in this realm on a daily basis. Because they are concerned with the quality of everyday life of individuals and families, their teaching strategies intentionally personalize curriculum content. They understand that their subject area is deeply sensitive, highly personal, and often controversial. Family studies courses are intended to address the interconnectedness of well being with human reality and therefore allow teachers the time needed to discuss controversial topics in detail and explore sensitive issues in depth.

Family studies teachers continue to respond to the changing needs of individuals and families in society and are now concerned with the alarming increase in childhood and adult

obesity facing society. Schools may well be advised to acknowledge the critical role of family studies in addressing this problem and to re-examine how health education is delivered. Daily physical activity is essential in combating obesity and should be compulsory for all students. Health education however, which does not receive the instructional time it deserves, could be integrated into a compulsory "health and family studies" course. Such a course might include the principles of healthy nutrition, the skills in selecting and preparing healthful food, and the role of individuals and families in ensuring healthy lifestyle choices. Furthermore, with thirteen family studies courses available at the secondary level in the Social Sciences and Humanities curriculum guideline (Ontario Ministry of Education 1999b, 2000b) it would be possible to incorporate many, if not all of the health expectations that are not being addressed in Health and Physical Education because of time constraints or inadequate training.

The Director-General of the World Health Organization observed that, "An effective school health programme ... can be one of the most cost effective investments a nation can make to simultaneously improve education and health" (WHO Director-General, April 2000). The possibilities that family studies offers to an effective school health programme should not be overlooked.

Conclusion

How does Ontario fare in achieving the instructional recommendations for comprehensive school health? We do have a K-12 physical education curriculum that includes a healthy living component. We do not have a K-12 family studies/home economics curriculum, as it is only offered as an optional programme at the secondary level. Health is integral to family studies and therefore family studies offers a number of possibilities for combining resources and approaches with health education classes.

Schools provide students with formal health education through family studies and Health and Physical Education and informal health education through related school and community events outside of the classroom. Both family studies and health education are geared toward developing awareness, knowledge, attitudinal change, decision-making, skill-building, behavioural change, and social action required for optimal health. There are adequate teaching/learning materials available because of the growing number of Canadian textbooks being published. Family studies continues to develop and reinforce appropriate teaching strategies for addressing sensitive issues relating to healthy families and human relationships.

There is still more to be done with respect to pre-service and in-service training of teachers for delivering health education in a comprehensive manner that is appropriate for all students. Family studies continues to provide opportunities for health instruction based on the concerns of everyday life. With its roots in hygiene and sanitation, and its heart in the well-being of individuals and families, family studies adds a crucial dimension to comprehensive school health.

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TABLE TALK – SUMMARY

Note: Group table talk has been put in boxes for clarity. Sue McGregor has offered a valuable commentary and summary for each of the questions prepared by the Symposium committee and Gale Smith.

1. What does transformative practice mean for us?

Group 1

- looking at curriculum in a different way*
- being more reflective (taking in consideration societal and global issues)*
- both personal and professional change*
- seeing change as an opportunity rather than a crisis*
- being aware of our beliefs and values*
- being aware of student readiness*

Group 2

- how do we go about changing the attitude about how we teach*
- do what you can do to gradually change the curriculum (allows time for reflection)*
- time must be allow time to implement change*
- take into consideration the students' perspectives - incorporating what they learn in the classroom into their daily lives – prepare students to get skills to work in today's society*

Group 3

- embracing change*
- identifying who your students are*
- teaching students not curriculum outcomes*
- being flexible and adapting to the types of learners in your class*
- creating new paths to reach goals (personal, curricular)*
- avoiding the "rut", striving to meet new needs*
- requires time*

Group 4

*It means we have to re-evaluate our beliefs, practices, and purposes.
Change is sometimes politically driven and at times hindered by political powers therefore we must endeavor to understand the "hidden agendas" behind the politics.
It includes modeling what we believe, examining the language that we use, making sure that language that we use matches our actions.
Involves understanding our students/community in order to be relevant and to help the student who "falls between the cracks".*

Group 5 created an Acrostic of key concepts:

- T – thinking change*
- R – recharge*
- A – action*
- N – new*
- S – self shift*
- F – facilitate*
- O – others*
- R – roles reflect continuity*
- M - mindset*

Group 6 presented the image of a double helix with the heading "it's in our genes to transform" – the side bullets included understanding the human condition, prevention, education, value-based, caring/feeling/nurturing, mentoring, respect for the problem/issue approach, philosophy/professional ethics/morality, multidisciplinary background give a solid foundation from which to change directions

Group 7 defined transformative practice as conscious change involving knowing the reasons for change (benefit to society, addressing moral issues), open mindedness and maintaining balance.

Comments - Sue McGregor:

The word practice means to work at something, in this case to work at being a home economics teacher and professor. The word transform basically means to change markedly in appearance, nature or function. The word is often used in connection with a butterfly which changes form from mundane to beautiful. Metamorphism is involved as well and it refers to completely changing nature or appearance of something or someone. A bit of deductive logic lets me suggest that transformative practice involves working at changing oneself, students, the education system and the profession to such a profound degree that a completely new entity emerges. Couple this understanding with the meaning of transformative learning and family studies becomes very powerful. When learning is transformative, the person's worldview changes and they see the world through a new paradigm. On one more level, transformative leaders share power with people and help them reach their potential as they all work towards the same vision for a more moral and just world.

Most of the comments shared in the table talk for this question edged toward the above notion of practice. Participants gravitated toward the following transformative ideas:

- * reflection, self awareness and self-knowledge leading to personal, curricula and professional change
- * embrace change and see it as an opportunity
- * student-centered learning
- * appreciation that this type of practice takes time
- * requires a critical approach (seeking hidden power agendas) married with values reasoning, open-mindedness and caring connections with people

2. How can we ensure that curriculum development serves our needs and the needs of our students?

Group 1

- need to find a balance between citizenship and productive worker
- must be open-minded about the different perspectives (e.g., child, teacher, parent, community)
- be aware of the needs and strengths of stakeholders
- be politically active

Group 2

- programs should always be open to meet today's needs – review and revise on a regular basis
- adapt curriculum for the clientele
- open communication between schools, universities, and provincial departments of education is critical for success

Group 3

- have more collaboration with teachers' associations, school boards, and professional associations
- tension between student perception of the subject area and the teacher perception

Group 4

- being able to work the system – networking and getting support from outside resources to see that our programs can be solutions instead of developing new programs
- take into consideration: the community; SES; diverse cultures; diverse learners; different learning styles

Group 5

- regular revisions that involve consulting teachers, community groups, university, local home economists/nutritionists, students
- frequent meetings among home economics/family studies teachers – face to face, web based
- research – meet with students who have been through our programs and find out what they think
- form professional learning communities – include other dept. in the school and others such as police, social services, and health practitioners
- claim our resources, entitlements – money is out there!

Group 6

- *ensure that classroom teachers have a solid relationship with the curriculum in its creation and development*
- *pilot test programs and revise*
- *find ways to address the tensions between the government/administration ideology and the professional knowledge of family studies/home economics educators who know the adolescent learner*

Group 7

- *identify the needs of the students and keep the information current*
- *make the curriculum broad enough to meet the diverse student populations*
- *provide the opportunity for student input, for community involvement and engagement*
- *continually reflect, evaluate and revise*

Comments - Sue McGregor:

Several themes emerged when analyzing the comments shared in the table talk for this question:

- * inclusiveness
- * consultation and collaboration using open communication while remaining open-minded (willing to change perspectives if information justifies it)
- * working "the system," especially via the formation of networks and professional learning communities
- * research (especially students' opinions and experiences with the curriculum)
- * ensure regular reviews and revisions that involve many stakeholders and strive to stay current with changing world
- * deal with tensions caused by ideologies shaping government administration versus family studies teachers' perceptions and between students' perceptions of curriculum and teachers'

Several words popped up that merit some discussion. One suggestion was to adapt the curriculum to the clientele. Referring to students as clients implies an exchange relationship rather than a transformative relationship. One table did explicitly say be aware of needs and strengths (assets) of stakeholders, but only one. Also, one table suggested that "teachers have a solid relationship with the curriculum." I think this is transformative! Being in relationship with something implies obligations to nurture the link, keep it strong and healthy and ensure reciprocal engagement. Another comment referred to entitlements, suggesting that teachers need to be assertive and go after the money that is "out there" - claim our resources. This position is intriguing given the prevailing sense of entitlement in a consumer society. A sense of entitlement is a claim to a right, especially a perceived right, to demand something or expect something. This comment was encouraging because, for too long, family studies teachers have not been assertive enough. Assertiveness means standing up for oneself while not stepping on the rights of others. It entails stating one's position on an issue positively, with conviction. It means being willing to defend oneself when people step into one's boundaries so one can mitigate the chances of being unduly influenced or have one's position sidetracked in some way. This is a powerful tool of social change agents.

3. How can we maintain the integrity of the profession?

Group 1

- *support teachers who want/need training*
- *need to be positive advocates for our own cause – public relations*
 - *includes being involved in related issues in education, e.g., Healthy Eating*
- *belong to your professional organization*
- *use innovative teaching strategies to teach the curriculum*
- *networking*

]

Group 2

- value and recognize your profession, become proactive
- appeal to everyone in the teaching profession to recognize the “attractiveness of home economics/family studies
- belong to your professional associations (local, provincial, national)
- encourage the hiring of qualified home economics/family studies teachers
- encourage longer practice teaching experiences with placements with qualified mentors

Group 3

- Integrity of the profession declines when unqualified teachers teach home economics/family studies therefore:
- support professional development, mentoring, collaboration among teachers, public relations, and the continuation of teacher training programs
- develop professional associations

Group 4

- promote the networking across the country –so we are not all re-inventing the wheel – consider a pan-Canadian curriculum
- connect with other organizations, educational groups, government, etc. so they know what we do and our content doesn't get claimed by other subject groups or not recognized as being part of our curriculum
- be open-minded and inclusive of people interested in teaching home economics/family studies who do not have a home economics/family studies degree – offer in-service, professional development to them to bring them up to speed

Group 5

Promote/Promote/Promote

- get as much publicity as possible
- make connections outside education
- sit on committees, write proposals, get connected
- advocate concerns to higher authorities
- mentor non-home economics/family studies teachers into the subject area

Group 6

- nurture connections at all levels to get people passionate about home economics/family studies education, e.g. cooperating teachers, instructors of pre-service teachers, university programs, secondary schools, professional development committees, government departments of education, health, etc.
- mentor new teachers
- acknowledge experienced teachers
- keep associations strong, support networking

Group 7

- make sure that we have personal integrity as we are the best ambassadors for the subject area
- understand and promote the core of our belief system – we support families as the core social unit of society

Comments - Sue McGregor:

The following ideas emerged from the table talk about how to maintain the integrity of the profession. It is evident that participants at the symposium assumed that maintain means a combination of these definitions, but especially three: support against criticism, keep in good condition and to state something with conviction:

- * the issue of unqualified teachers teaching family studies (some said don't let this happen and others said support people in this role so integrity is enhanced)
- * public relations, promotion of the profession and strong advocates
- * networking far and wide with a diversity of actors outside the profession and classroom

- * professional memberships and involvement
- * be innovative in the classroom
- * make sure each person has personal integrity (we are ambassadors)
- * understand and promote families - the core of our belief system

It is also evident that most comments related to the integrity "of the profession" rather than integrity "within" the profession. Without the latter, the profession cannot be transformative, progressive or sustainable. By far most of the comments dealt with the issue of unqualified educators practicing in the field. Is this not an issue of integrity within the profession which manifests itself as outward perceptions of integrity of the profession? Schools are using unqualified teachers because of perceptions about the field of study. Anyone can cook, sew, spend money, etc. Is this an issue of integrity? I do not think so. I think it is an issue of ideology and paradigms and assumptions about the value of families as an institution. Nonetheless, one table made the explicit recommendation that we understand and promote families - the core of our belief system - if we want to maintain the integrity of the profession. This issue merits further dialogue and conversations.

One table tendered the suggestion of developing a pan-Canadian curriculum in order to maintain integrity of the profession. This infers the assumption that consistency yields integrity, and it does!

4a. What are the absences or silences in the he/fs curriculum?

(note- most groups answered this question – only two groups tackled the second question)

Group 1

- *attention to citizenship*
- *a critical perspective on consumerism*
- *a strong claim to parenting education*
- *lack of a First Nations perspective, of multiculturalism, of respect for differences*
- *the teaching of processes (problem solving, problem posing, critical thinking)*
- *attention to the broader community*

We are sometimes silent as some of our content is taken to be taught in other subject areas.

Group 2

- *real life connections – transformative learning experiences for students*
- *topics such as genetics, nutrition, health, citizenship, social justice*
- *potential for mis-information when non-specialists teach home economics/family studies*

Group 3

- *room/time for reflection by teachers to think about the rationale behind our practices and to plan using different strategies*
- *perspectives/voices other than middle class – attention to SES, equity, diversity*

Group 4

- *importance of applying knowledge from the classroom to everyday life*
- *understanding cultures and social change*
- *being inclusive without stereotyping*
- *acknowledge the existence of cultural diversity*
- *more sensitivity training for teachers*

Group 5

- *multiculturalism and diversity*
- *no interdisciplinary communication*

4b. In what ways should we transform curriculum content?

Group 5

- *be more inclusive of culture, religion and values*
- *communicate with other subject areas*

- adopt a more "holistic" approach – teach both mind and body
- allow for student input in curriculum development

Group 6

- include more communicative/interpretive modes of action as teaching strategies
- make curriculum more inclusive but avoid stereotyping, e.g., anti-racist curriculum
- open the dialogue with students about what is important in their lives
- when using technical approach realize that there are multiple ways of doing

Comments - Sue McGregor:

The following chart summarizes the comments shared at the tables. It is very revealing. Indicating that concepts are absent or silent implies validation that they should be taught in family studies. Especially revealing is that the items noted as silent are understood to be in the curriculum, just not taught. I think this is a very transformative moment for those attending the symposium. Realizing that parenting, teaching processes, relating to the broader community and being inclusive are supposed to be taught but are not is a telling moment. Why are we silent on these issues? Also, why are we not dealing with issues of citizenship, social justice, diversity and the lived experiences of students? The fact that participants recognized that a critical perspective on consumerism is absent opens the door for transformation and changes in the way consumer education is taught.

Absent

Silent

Noted but not clear if they meant absent or silent

- * attention to citizenship
- * critical perspective on consumerism
- * First Nation's perspective
- * multiculturalism
- * diversity and equity
- * no voices other than middle class
- * claim to parenting education
- * teaching of processes
- * attention to the broader community
- * inclusiveness
- * real life connections (transformative learning experiences)
- * topics such as genetics, nutrition, health, citizenship and social justice

Some comments targeted things missing for the teachers themselves rather than missing from the formal curriculum:

- * time for reflection about rationale for practice
- * we are silent and, thus, lose our subjects to other disciplines
- * sensitivity training for teachers is missing
- * interdisciplinary communications are missing.

5a. How does home economics overlap with other areas?

5b. What are the implications of the answer to Question 5a?

Group 1

- if you think of a Venn Diagram – home economics/family studies should be the core/center of the overlap but subjects in schools today are more like silos, single entities with no overlap

Group 2

- home economics/family studies is a multidisciplinary subject so it overlaps everywhere, e.g., with agriculture, sex education, science & physical education (nutrition & health)

Group 3

This group did a web with home economics/family studies in the center showing that the subject overlaps with: science (biology, chemistry, physics); social sciences (Canadian Studies, history, world issues); art and design; English and drama; math and consumerism; comprehensive school health and physical education; technology and computer studies.

They also highlighted connections to literacy/communication, human relations, technology and problem solving.

Group 4

Listed these areas in the overlap: tourism, history, health, interior design, art, literacy, and drafting.

Group 5

- Is it an overlap or a complementary relationship?

Group 6

- our content is in a lot of subject areas, e.g., math science, citizenship. Health, literacy, artistic expression, technology

5b. What are the implications?

Group 1

- the potential for synergy is great – we have a lot to offer BUT we could also be pushed to the margins and be co-opted and our discipline weakened.

Group 2

- the overlap can be good or bad depending on the outcome

- concern about family studies/home economics teachers staying current

Group 5

- cross curricular sets a context for student learning – we teach the connections to everyday life – so perhaps we need to take ownership or take responsibility to share our expertise with our school communities – using interdisciplinary units could be called “reverse integration”

Group 6

- because of the overlap, content can and has been reassigned from elective to compulsory courses

- more curriculum development that is enriched with interdisciplinary connections

Comments - Sue McGregor (5a):

To overlap can mean to have something in common with or to partly cover over something else. This term was not clarified for the participants. These are two totally different meanings.

Commonality implies sharing an attribute(s) while covering something implies enveloping, protecting or concealing it. Conventionally, we understand home economics to share common attributes with other areas but that we do things differently than the other areas. We have the family as our core focus while other fields do, or may not. We focus on individual and familial well-being and quality of life, while others areas do not. Conceiving overlap to mean concealing or enveloping other subject areas is foreign to home economics. We are interdisciplinary and integrative. We count on using other areas' knowledge so we can weave it together in new ways to help families help themselves. There is no doubt that the participants understood overlap as sharing common attributes!

* use a Venn diagram with home economics in the core where all three circles overlap

* because it is multidisciplinary it is supposed to overlap everywhere

* one group drew a web with home economics in the center overlapping with a collection of school subject areas and processes

One table said, "our content is in a lot of subject areas." This point of view is different than the three noted above. Those above assumed that other content is in home economics. I am not sure what this means save that it was an "aha" moment for me. If our content is in other areas,

does that infer that it is being concealed and enveloped by other subjects? This is the other meaning of overlap, other than sharing commonalities. Those making this comment may be experiencing the acute loss of home economics and family studies in their schools. They see it has being hidden and obscured from view (losing visibility). I doubt they see it as being protected (another meaning of overlap), although some provincial administrators take this view. I am simply speculating, but it is intriguing!

Another table queried, "Is it an overlap or a complementary relationship?" This is an intriguing question, too. We know, from the short definition above, what the term overlap means. Complementary means "completing something, making it whole."

Relationship means being associated with each other or in connection with something. Hence, a complementary relationship implies that home economics and other subject areas need each other to complete each other and make whole. This is a transformative insight, too!

Comments – Sue McGregor (5b)

There was almost total consensus that this overlap has the potential to create synergy OR push us to the margins because our stuff is taken by others - it all depends. Also, it was noted that cross-curricular linkages set a context for student learnings which make connections to everyday life.

To make this happen, we need to take ownership of, and take responsibility to share, our expertise using interdisciplinary units (called reverse integration). This is also a transformative comment. Ownership means possessing something with the right to transfer this possession to others. Responsibility is social force that binds people to their obligations and the courses of action demanded by that force (answerable to others). To see family studies teachers bound by the forces of society to take courses of action and be answerable to someone, especially when transferring possession of expertise, ideas and wisdom that they possess, is a transformative idea! To do this from a interdisciplinary perspective will take us into a sustainable future.

Photo Gallery – Canadian Symposium VIII, April 22-24, 2005

