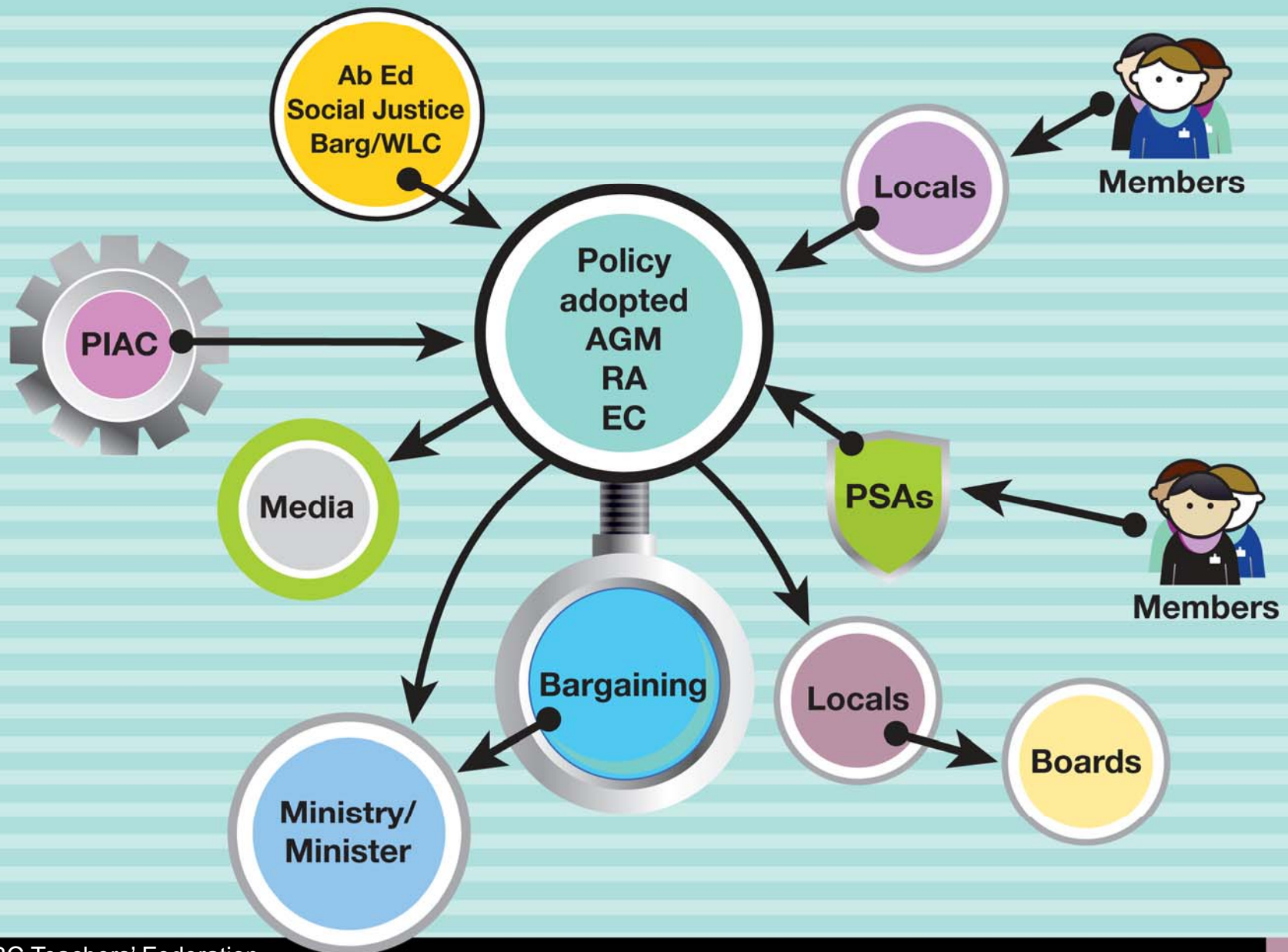


BCTF Education Policy Development



BCTF Education Policy Process:

- **Five types of education policy: examples follow**
- **1. Principles—broad areas that reflect values and frame the specific recommendations**
- **2. Programs—criteria for deciding on what and how**
- **3. Programs—specific provisions (e.g., primary program)**
- **4. Pedagogy—nature of learning and teaching**
- **5. Curriculum—general concepts and specific application**

Principles—broad areas that reflect values and provide a frame for decisions

9.A.01 The mandate

- The broad prime aim of the public school system should be to foster the growth and development of every individual, to the end that she/he will become and be a self-reliant, self-disciplined, participating member with a sense of social and environmental responsibility within a democratic, pluralistic society. (1994 AGM)

Programs—criteria for deciding on what and how –an example:

- **9.A.05**—Public Education Alternatives
-
- That the BCTF continue to support alternatives within the public education system to meet the diverse circumstances of students, subject to the following principles:
 -
 - 1. That they be based on sound education pedagogy.
 - 2. The full provincial curriculum will be in place.
 - 3. There is equal access of all students to the benefits of public education.
 - 4. All schools will have an equitable share of educational resources.

More...p. 56

Decisions about specific programs

- **9.A.13**—Primary Program
- 1. The BCTF supports the principles and school system organization of the revised *Primary Program: A Framework for Teaching*. (01 AGM, p. 35) (08 AGM, p. 11)

Curriculum—an example of a policy related to a specific situation—easily outdated

- **G. Consumer Education**
- **POLICIES**
- **9.G.01—That the BCTF supports maintaining and/or** introducing the teaching of essential consumer education skills within existing required courses. (Feb. 82 RA, p. 16)
- **9.G.03—That the BCTF opposes separate compulsory** courses in consumer education in the secondary school program.(Feb. 82 RA, p. 6

Pedagogy—broad policy to influence specifics

- **9.A.15**—Intermediate/Graduation Programs
- 1. The BCTF supports the Ministry of Education's three
- Principles of Learning:
 - a. Learning requires the active participation of the student.
 - b. People learn in a variety of ways and at different rates.
 - c. Learning is both an individual and a group process.
- (June 06 RA, p. 7)

Engage in developing BCTF education policy

- Where to start?
 - A. Review existing policy—pull out what is still valid
 - B. Build on broad statements of principles with their implications
 - C. Identify small enough chunks for consideration and debate by members

More to the policy process

- Develop recommendations that can be made to the executive
- Word the recommendations in a way that makes them relevant for the longer term
- Engage members in the discussion
- Suggest the decision-making body that is most appropriate: AGM for broad values and application; executive for specifics

Why bother with education policy?

- A sense of philosophy and principles helps in developing and using sound teaching practices
- The opportunity for wide discussion of broad issues of education policy and practice only comes along every couple of decades
- Let's not miss it