

The Reformation of Canada's Schools

**Breaking the Barriers to
Parental Choice**

Mark Holmes

Reformation Of Canadas Schools Breaking The Barriers To Parental Choice

Jiyuan Zhang



Reformation Of Canadas Schools Breaking The Barriers To Parental Choice:

The Reformation of Canada's Schools Mark Holmes,1998 A proposal for the deregulation of the Canadian school Arguing that a broad range of school choices is necessary in a pluralist society the author contends centralized decision making by departments of education obstruct parental choice He also criticizes the tenets of progressive or child centered pedagogy which he claims has captured the school system for the past three decades Annotation copyrighted by Book News Inc Portland OR

Understanding School Choice in Canada Lynn Bosetti,Dianne Gereluk,2016-08-04 Understanding School Choice in Canada provides a nuanced and theoretical overview of the formation and rise of school choice policies in Canada Drawing on twenty years of work Lynn Bosetti and Dianne Gereluk analyze the philosophical historical political and social principles that underpin the formation and implementation of school choice policies in the provinces and territories Bosetti and Gereluk offer theoretical frameworks for considering the parameters of school choice policies that are aligned and attentive to Canadian educational contexts This robust overview successfully shifts the debate away from ideology in order to facilitate an understanding that the spectrum of school choice policy in Canada is a response to the varying political challenges in society at large This book is essential reading for those who desire a deeper understanding of school choice policies in Canada

Faith, Rights, and Choice James Farney,Clark Banack,2023-02-27 The Canadian provinces have evolved quite different ways of responding to the policy problems posed by religious schools Seeking to understand this peculiar reality Faith Rights and Choice articulates the ways in which the provincial governance regimes developed for religious schools have changed over time Covering nearly three centuries the book begins with the founding of schooling systems in New France and continues into a variety of present day conflicts that emerged over the question of religion in schools James Farney and Clark Banack employ a method of process tracing drawing on 88 semi structured interviews with key policy insiders They also reference archival material documenting meetings political speeches and legislative debates related to government decisions around issues of religious education Relying on the theoretical foundations of both historical institutionalism and Canadian political development Faith Rights and Choice presents a new analytic framework to help make sense of the policy divergence witnessed across Canada

What's Wrong with Our Schools Michael C. Zwaagstra,Rodney A. Clifton,John C. Long,2010-07-16 What s Wrong with Our Schools and How We Can Fix Them examines the status of public education in North America and exposes many of the absurd instructional practices found in all too many schools Written by three experienced educators this book provides readers with a direct window into public education The language is straightforward the case studies based on real events and the research evidence clearly presented With chapter titles like Subject Matter Matters A Pass Should be Earned and There is Too Much Edu Babble the authors systematically demolish the ridiculous fads that have taken hold of public education As unashamed apologists for the importance of knowledge and content in school curricula the authors clearly show why the views of romantic progressives like those of

popular author Alfie Kohn fail to stand up to rigorous scrutiny A consistent focus on common sense permeates this book and provides parents teachers and administrators with practical ways in which they can help improve public education Anyone interested in the future of public education will benefit from reading this book For more information visit www.fixingourschools.com

The State of the System Paul W. Bennett, 2020-09-23 Over the last fifty years Canada's public schools have been absorbed into a modern education system that functions much like Max Weber's infamous iron cage Crying out for democratic school level reform the system is now a centralized bureaucratic fortress that every year becomes softer on standards for students less accessible to parents further out of touch with communities and surprisingly unresponsive to classroom teachers Exploring the nature of the Canadian education order in all its dimensions *The State of the System* explains how public schools came to be so bureaucratic confronts the critical issues facing kindergarten to grade 12 public schools in all ten provinces and addresses the need for systemic reform Going beyond a diagnosis of the stresses strains and ills present in the system Paul Bennett proposes a bold plan to re-engineer schools on a more human scale as the first step in truly reforming public education In place of school consolidation and managerialism one size fits all uniformity limited school choice and the success for all curriculum Bennett advocates for a new set of priorities decentralize school governance deprogram education ministries and school districts listen to parents and teachers and revitalize local education democracy Tackling the thorny issues besetting contemporary school systems in Canada *The State of the System* issues a clarion call for more responsive engaged and accountable public schools

In Defence of Religious Schools and Colleges Elmer John Thiessen, 2001-07-19 In placing his argument within the context of liberal democratic values Thiessen gives concrete examples of objections to religious schools and offers practical suggestions that follow from the philosophical treatment of the problem *In Defence of Religious Schools and Colleges* bridges the gap between philosophical argument and educational practice It will be of interest not only to philosophers and educational theorists but also to practitioners in education Academics policy makers political theorists lay people teachers administrators and parents those who object to religious schools and colleges and those who find themselves trying to answer the objections will benefit from reading this book

Rethinking the Welfare State Ronald Joel Daniels, M. J. Trebilcock, 2005 *Rethinking the Welfare State* offers a comprehensive and comparative analysis of social welfare policy in an international context with a particular emphasis on the US and Canada The authors investigate the claim that a decentralized delivery of government supported goods and services enables policy objectives to be achieved in a more innovative and efficient way but at a lower cost Secondly they examine the effectiveness of the voucher system as a solution to problematic welfare concerns While this system has shown much promise in improving welfare there have been problems for institutions unable to attract enough voucher assisted consumers to ensure their survival In this context the authors examine major social programmes such as food stamps primary and secondary education post secondary education labour market training childcare healthcare legal aid low income housing long

term care and pensions From Hope to Harris Robert Douglas Gidney,1999-01-01 Are the sweeping changes to Ontario s education system introduced under the Harris government bad or wrong Gidney places them in context charting the major landmarks and debates that have washed over the educational landscape in Ontario from the 1950s **The SAGE**

Handbook of Philosophy of Education Richard Bailey,Robin Barrow,David Carr,Christine McCarthy,2010-03-23 This book provides an authoritative yet accessible guide to the Philosophy of Education its scope its key thinkers and movements and its potential contribution to a range of educational concerns The text offers a balanced view of three key dimensions first in giving an equal weight to different styles and modes of philosophy second by including past and present perspectives on philosophy of education and third in covering both the general perennial issues in philosophy and issues of more contemporary concern Section one of the book exemplifies different styles of philosophy paying attention to the contemporary debates as to the nature possibilities and limitations of these different approaches to philosophy of education Section two is devoted to particular thinkers of the past and more general coverage of the history of philosophy of education Section three is dedicated to contemporary philosophic thought on education providing the basis and reference point for an exploration of contemporary issues The handbook is designed primarily to be useful to students studying the field of philosophy of education in the context of the study of educational foundations or theory But it is also designed to be of use to practising teachers who wish to gain easy access to current philosophical thinking on particular contemporary educational issues and to educationalists of all types who want a succinct guide to questions relating to the nature the history and the current state of the art of philosophy of education *International Beliefs and Practices That Characterize Teacher Effectiveness*

Grant, Leslie W.,Stronge, James H.,Xu, Xianxuan,2021-06-18 Research surrounding teacher quality and teacher effectiveness has continued to grow and become even more prominent as teaching has become more professionalized globally and countries have invested more comprehensively in teacher education certification and professional development To better understand teacher effectiveness it is important to have a global viewpoint to truly understand how beliefs and practices vary in each country and can lead to different characterizations of what makes an effective teacher This includes both cross cultural commonalities and unique differences in conceptualization of teacher effectiveness and practices With this comprehensive international understanding of teacher effectiveness a better understanding of best practices teacher models philosophies and more will be developed *International Beliefs and Practices That Characterize Teacher Effectiveness* identifies shares and explores the predominant conceptual understandings of beliefs and practices that characterize effective teachers in different countries This book provides international and cross cultural perspectives on teacher effectiveness and examines the prominent philosophies of teaching and pedagogical practices that characterize teachers in selected countries Each chapter includes a background such as history and undergirding philosophy within each country effective teacher models prominent applications of teacher effectiveness practices and special or unique features of teaching in the specific

countries mentioned This book is essential for practicing educators in various countries teacher educators faculty and students within schools and colleges researchers in international comparative studies organizations engaged in international education and administrators practitioners and academicians interested in how teacher effectiveness is characterized in different countries and regions across the world A Sage on the Stage: Common Sense Reflections on Teaching and Learning Michael Zwaagstra,2020-01-27 A collection of articles on what works for teachers and learners in the classroom and what doesn't Covers topics from school discipline to content knowledge to no zero policies Michael Zwaagstra is a public high school teacher and author He has extensive teaching experience at a variety of grade levels and currently teaches high school social studies in Manitoba Resources in Education ,1999-10 **Citizenship and Education in Liberal-Democratic Societies** Kevin McDonough,Walter Feinberg,2003-08-28 The essays in this volume address the educational issues which arise when national sub national and supra national identities compete How can we determine the limits of parental educational rights when the concern of liberalism to protect and promote children's autonomy conflicts with the desire to maintain communal integrity Given the advances made by the forces of globalization can the liberal democratic state morally justify its traditional purpose of forging a cohesive national identity Or has increasing globalization rendered this educational aim obsolete and morally corrupt Should liberal education instead seek to foster a sense of global citizenship even if doing so would suppress patriotic identification In addressing these and many other questions the volume examines the theoretical and practical issues at stake between nationalists multiculturalists and cosmopolitans in the field of education The fifteen essays plus an introductory essay by the editors provide a genuine productive dialogue between political and legal philosophers and educational theorists Reforming Education Benjamin Levin,2004-06-02 A study of large scale education reform in five different settings England New Zealand the Canadian provinces of Alberta and Manitoba and the US state of Minnesota **Crosscurrents** Mark William Charlton,Paul Barker,2002 Turn your classroom into a forum for debate and discussion with the fourth edition of Crosscurrents With its lively and effective yes no debate format Crosscurrents continues to provide students with a stimulating collection of essays that encourages the development of critical thought and analytic skills involving major issues of the day The authors frame issues with well written introductory essays and postscripts to further enhance the experience Crosscurrents addresses major political issues in Canada and elsewhere and contains debates on hot topics such as aboriginal self government changes to the electoral system health care school choice and many more This is an ideal text to assign for tutorials and an optimal starting point for alternative resources and research Choice ,1999 **Canadian Books in Print. Author and Title Index** ,1975 **Bibliographic Index** ,2002 Educational Reform Jordan T. Ville,2001 This book brings together the literature in a field which may define the 21st century Can economic and technological progress continue with educational systems which seem to answer to no one but themselves and which output graduates who can barely read and write and who have only the faintest clue how to

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