

Teaching Instrumental Music In Canadian Schools

Diversity and Equity in Canadian Schools
Heritage Language Programs in Canadian School Boards
Understanding School Choice in Canada
Evaluating Achievement of Senior High School Students in Canada
The Handbook of International School Psychology
The Emigrant and Sportsman in Canada. Some Experiences of an Old Country Settler. With Sketches of Canadian Life, Sporting Adventures, and Observations on the Forests and Fauna
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Canadian Education
Documentary History of Education in Upper Canada, from the Passing of the Constitutional Act of 1791 to the Close of Dr. Ryerson's Administration of the Education Department in 1876: 1841-1843
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this edited collection introduces readers to the main concepts that comprise the spectrum of diversity and multicultural education in canada with a particular focus on social justice and on what human flourishing might mean in these contexts diversity and equity in canadian schools blends theory and practice with each section containing one theoretical and one practical chapter devoted to each area of diversity including socio economic status gender and sexual orientation language religion geography disability ethnicity and race and indigenous education with a continuous focus on intersectionality the first chapter in each section is conceptual providing thoughtful narrative of the historical and current concerns of the given area of diversity the second chapter then provides practical considerations for educators in the k 12 classroom building teacher capacity both to work against the structures policies curriculum and pedagogies that limit marginalized students flourishing and to build the capabilities for flourishing in all students readers are provided with practical guidelines to help them approach each chapter with openness humility and critical engagement diversity and equity in canadian schools is well suited for canadian university courses in education that focus on critical multicultural education and equity diversity and inclusion in the classroom

the report based on a survey of 120 schools boards across canada begins with an overview of provincial legislation regulations policy and funding for heritage language instruction a province by province look at local school board programs examines scheduling teacher certification professional development community involvement transportation cultural components and pupil teacher and parent satisfaction with the programs an outline of teacher training in heritage languages is included as are sample policies and curriculum guidelines received from the boards polled

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

in canada today there is a clear move toward a more outcomes based education system this report examines the state of high school student assessment and reviews standards and accountability strategies it reports on the policies programs and initiatives in all provincial ministries or departments of education and a sample of school boards across the country data were derived from a telephone survey of departmental ministerial representatives from all 10 provinces and the 2 territories and from a questionnaire that was mailed to 279 school boards a total of 140 boards responded a 50 percent response rate data show that both boards and ministries are putting more emphasis on the development of comprehensive policies to cover all aspects of student evaluation there is some movement away from relying on paper and pencil testing as the sole means of evaluation the use of more authentic performance based approaches and a greater variety of assessment techniques are being promoted some of the best practices in high school evaluation involve use of a broad range of assessment methods introduction of or improvements to provincial examinations greater use of summative and formative evaluations greater emphasis on modifying evaluation for special needs students use of performance based assessment and more reporting to parents and the public thirteen tables are included appendices contain copies of the two questionnaires and selected school board material contains 19 references lmi

the handbook of international school psychology will be the major resource on the profession and its various applications in different countries it is a must read for school psychologists and professionals from related disciplines who wish to understand monitor and shape the field of school psychology scott huebner ncsp university of south carolina this book is a very important contribution the authors are all the most well known and respected in their countries with many years of international experience within the field the reader gets a firsthand impression of both the vast differences and the many common aspects within the school psychological domain the broad range of countries also shows how trends in school psychology and special education over years play an important role in cross national implementation strategies niels egelund institute of educational psychology the danish university of education the handbook of international school psychology provides a description of the specialty of psychology devoted to the global provision of services to children and youth their teachers and parents editors shane r jimerson thomas d oakland and peter t farrell have brought together prominent authors from 43 countries to provide valuable information and insights regarding the numerous facets of school psychology key features offers a comprehensive overview of key areas this handbook addresses the context of school psychology its origin history and current status and the infrastructure of school psychology in addition contributors

examine the preparation of school psychologists their roles functions and responsibilities and current issues impacting the field provides a balance of breadth and depth internationally renowned authors offer insight on the work of school psychologists around the world such as assessing children who display cognitive emotional social or behavioral difficulties developing and implementing intervention programs consulting with teachers parents and other relevant professionals and conducting research reviews key trends in the field trends influencing school psychology s international development are examined the past present and future of the international school psychology association ispa are discussed as are findings from the international school psychology survey that examines the characteristics and responsibilities of school psychologists intended audience the handbook of international school psychology is the foremost international resource regarding school psychology it is ideal for scholars practitioners and graduate students interested in acquiring an international view of school psychology

for canadian teachers and school administrators

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Introduction

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