



RECOMMENDATION

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A race relations policy was established. The success of the Vancouver model of development can be attributed to support from ethnic groups, an approved policy and guidelines in place, ongoing curriculum and professional development programs; and staff specifically assigned to meet program needs. Each year each school is asked to outline their race relations program.

Both the Toronto and Vancouver programs had strong trustee commitment.

**Required Knowledge:** Both cities were able to implement a set of complicated policies over time in communities with widely diverse groups and interests. It is the opinion of this Committee that what was achieved in these cases should be made known to others. The promotion and acceptance of cultural differences is a responsibility that is of equal concern to everyone in the community.

**RECOMMENDATION:**

**The Secretary of State should encourage the provincial governments to urge their various school boards to develop and implement a race relations policy.**

**EXAMINE THE CURRICULUM PRACTICES OF CANADIAN SCHOOL BOARDS**

**The hidden curriculum** is the teaching of social and economic norms and expectations to students. These norms and expectations are so much a part of schooling that they are seldom questioned or consciously examined. They range from the assumption that all students are familiar with Christian heritage to assumptions about the meaning of eye contact, pause length and social distance.

**Feelings:** Because this is the case, the feelings of cultural minorities who do not place high values on these same aspects are often neglected or overlooked.

**Pride** in heritage is an important consideration for many visible minorities. The conventional practices of many schools fail to recognize this and tend to consider the culture of some but not others.

**Denial** of opportunity can result when the hidden curriculum becomes the basis for teaching methods. Verbal praise, used by many teachers as a way to increase participation, may embarrass a student whose culture discourages such behaviour. The student may receive a low grade because of the requirement to participate in class activity.

**Climate:** The hidden curriculum must be taken into account when considering how to enhance the multicultural climate in the school.

**Individual Basis:** The Committee encourages all teachers and administrators to remember that there are cultural differences and that students should always be treated as individuals.

**Resources:** It is important that school boards provide school personnel with the resources to conduct periodic appraisals of the overall quality of the school environment and multicultural programs.