

SOCIAL AND CULTURAL FACTORS OF PRIMARY SCHOOL TEACHER TRAINING IN CANADA (1950–1990S)

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Summary

The article analyzes the demographic and economic ties and describes the social and cultural factors that in Canada in the 1950 -1990s determined changes in the tasks, organization, and training of teachers to work in primary school, taking into account the cultural needs of the population and government education policies. The application of historical and genetic as well as comparative methods of documentary sources analysis made it possible to identify the social and cultural-regional conditionality of the tasks and content of teacher training and their preparation for work in primary schools in different provinces. The article highlights the main contexts according to which the professional training of Canadian primary school teachers was carried out: historical, multicultural, traditional cultural, pedagogical, and religious. As a result of the comparative analysis of historical development, it was found that in Canadian cities such as Montreal, Toronto, and Vancouver there were concentrated large settlements of migrants, which played a dominant role in social and cultural development of Canada. Two main vectors of teacher training, multicultural and cross-cultural, which met the requirements of Canadian social environments and educational policy of Canadian governments, are studied. The training programs for primary school teachers in the provinces of Quebec, Ontario, and British Columbia, initiated mainly by the federal government of Canada, are described. The Government of Canada, together with the Ministries of Education, colleges and universities, has been found to have influenced the training of Canadian primary school teachers by creating a variety of educational programs best suited for the needs of society.

Keywords: teacher training, social factors, cultural factors, educational programs, vocational training, primary school teacher, multicultural and cross-cultural education.

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1. Introduction

Today, the education sector is the engine of social and cultural development of countries. Therefore, we consider the modernization of education in Ukraine as a vital source of both economic and social relations improvement. In the educational environment, in line with the development of the New Ukrainian School, there is a growing interest in the best examples of foreign experience in teacher training, including Canada in the chronological framework of the 1950s to 1990s.

Historical and educational studies show that Canada gained significant teacher training experience in the second half of the 20th century, including primary education in the context of educational reform. Additionally, the country's modern school education meets the needs of its citizens' cultural and economic development and is quite successful. In view of this, it is of scientific interest to study the social and cultural factors of primary school teacher

training in Canada of 1950 – 1990s. The results of the research provided new insights into the progress of educational change in the training of primary school teachers in Canada's diverse cultural space.

Despite considerable interest in the outlined problem and numerous studies on the history of Canadian education, the question of social and cultural factors influencing primary school teacher training is not covered in historiographical and scientific sources, so it needs new reading. In this context, both scientific and practical significance is given to the study of social and cultural factors that influenced changes in the purpose and objectives of primary school teacher training in Canada (1950-1990).

Analysis of scientific sources shows that some aspects of this problem have been indirectly studied by both Ukrainian and foreign scientists. Noteworthy are the studies that cover the following: formation of the content of general teacher training (*Akusok, 2009*), professional training of primary school teachers (*Khomich, 1998*), formation of professional skills of future teachers (*Karpinska, 2005*), formation of sociocultural competence in primary school students (*Bakhov, 2014*), training of future teachers within the system of multilevel teacher education in Canada (*Pavlyuk, 2012*), issues in curriculum transformation (*Macdonald, 1977*), the development of multicultural education in the USA (*Gollnik, 1980*), social and cultural training of primary school teachers in Canada (*Dubaseniyuk, 2010*). The role of social trust in teacher education is highlighted in the context of the adoption of the Growing Achievement Assessment Policy in Ontario, Canada. The authors of the above study consider social trust as a means of the meaningful adoption of an educational policy (*Wayne, Ian, 2020*).

Ontario and most Canadian provinces centrally reformed school education based on the pedagogy of measurement and performance. Accordingly, there were paradigmatic changes in the tasks and goals of primary education and teacher training for working in primary schools (*Milewski, 2020*).

It was found that the study of adaptation problems of young teachers to work in school, the problem of teacher burnout prevention and the problem of the impact of school culture and mentoring on the effectiveness of teaching and teacher activity is determined by social and cultural need to preserve human resources in the context of school education renewal in Canada in 2010s (*Whalen, Majocho, Nuland, 2019*).

Some aspects of teacher education and training in Canada have been covered by scholars, but the stated scientific problems have not been fully studied, which makes the scientific and practical meanings of social and cultural factors of primary school teacher training within these chronological limits relevant.

The aim of the article is to clarify and generalize the influence of social and cultural factors on the development of primary school teacher professional training in Canada within the historical and educational progress of the 1950-1990s.

The research is aimed at studying the peculiarities of the primary school teacher training in social and cultural perspective. Methodological approaches are based on the logic of scientific research, namely: historical and pedagogical approach allowed to identify the state of the problem in historical and pedagogical science, the experience in providing theoretical and practical components for the teacher's activity by educational establishments, the level of recognition of children's, their parents', and society needs; culture study made it possible to highlight the connection with a demand to prepare teachers to work in the multicultural environment of Canada in the context of demographic and economic change; hermeneutic approach was vital for a new reading of texts and the discovery of useful ideas in the context of the scientific research.

To achieve the goal, a set of methods was used, namely: general scientific (analysis, synthesis, comparison, systematization, and generalization) was applied to studying the essence of social and cultural factors (statistics) that impacted the change in the goal and methodological approaches to organizing primary school teacher training in line with the educational reforms carried out by Canadian governments in the second half of the 20th century; historical and genetic made it possible to structure factual information; comparative-comparative allowed to distinguish the features of primary school teacher training and components of teacher training at different stages, identify similarities and differences and formulate adequate conclusions; generalization of documentary printed sources had a purpose of integral representation of the investigated problems; the historical-genetic method contributed to the exposure of changes in terms of the study subject and their generalization.

2. Primary school teacher training in Canada in the context of demographic change

The retrospective analysis of Canada's demographic palette shows that in the second half of the 20th century, the majority of the country's population growth was due to immigrants, primarily from European countries, involved in World War II (including Ukraine). According to J. Elliott (1979), during 1951–1981 the demographic growth in Canadians of Ukrainian descent was characterized by a natural increase in emigrants in the postwar years. The influx of Ukrainian migrants to Canada, in contrast to European countries, has decreased significantly in recent years, comparative results are presented in Table 1 (Elliott, 1979: 389).

Table 1

Dynamics of population growth of Canadians of Ukrainian origin (1951–1981)

Years	1951	1961	1971	1981
Number of Canadians of Ukrainian origin (thousand)	395	473,3	580,3	529,6
% to the total population	2,8	2,6	2,7	2,2

Source: developed by the author

Demographic growth in Canada was facilitated by the country's geographical location and the policies of its government, as well as the absence of military battles here during World War II. Note that in the second half of the 20th century, the growth of industrial and agricultural production has necessitated an increase in the number of workers in various industries. Therefore, in the 1945s – 1950s, at the federal and provincial levels, Canadian government supported the involvement of immigrants, who were a powerful productive force at the time, in various areas of the economy and culture. This contributed to the expansion of a multilingual socio-cultural environment of this country.

According to the American scientist Anne-Marie Mooney Cotter, Canada in the second half of the 20th century facilitated the formation of cultural diversity (Anne-Marie Mooney Cotter, 2011). We believe that the above social and cultural changes have had a positive impact on the formation of educational policy in Canada (1951-1991). The federal government (1970-1980) supported the policy of cultural diversity in practice and considered immigration an important social factor in the country's development (Johnson A, 2018). In the study "Multicultural Aspects of Higher Education in Canada and Poland" (2014), Mariana Gavran describes the population of Canada as heterogeneous in terms of ethnic, racial and cultural indicators.

Multiculturalism has been supported by official Canadian policy (over 30 years) and has been based on relevant legislation. Therefore, the established norms in the training of primary school teachers and their preparation for professional activity largely met social and cultural needs of the Canadian population in those years (*Raven, 2018*), according to the Constitution of 1982 (*Canada Act, 1982*) and the Canadian Multiculturalism Act 1985. The recognition of cultural diversity has become a basic principle of Canadian society in the field of education, and the political and socio-administrative system of Canada in those years contributed to the economic, cultural and educational growth of the country (*Dubaseniuk, 2010*).

3. The influence of social and cultural factors on the training of primary school teachers in Canada (1950-1990s)

We agree with the opinion of the researcher A. Romanyuk that economic and social freedom and tolerance of cultural diversity have contributed to the population growth in the largest cities of different provinces of Canada: Montreal (Montréal), Toronto (Toronto), Vancouver (Vancouver). Urbanization has led to the growth of megacities, which were the leading centers of social change. The priority in the changes belonged to the development of an education system for children and youth in the multicultural space of Canada. Therefore, the development of the educational sector included a task for a quality intercultural teacher training (*Romanyuk, 2018*).

It is established that in the 1950s and 1960s, Canada faced a shortage of teachers to work in the primary grades. This problem stemmed from the lack of the necessary number of educational institutions for the primary school teacher training and qualified teachers ready to train young professionals for primary schools. Therefore, there was an urgent need to establish the work of vocational education institutions for the primary school teacher training. Based on the needs of the society for teacher education, in the period of history between 1945 and 1958 teachers from universities in the United States and Europe were invited to work in colleges in various provinces of Canada.

Summarizing the results of historical and educational research it can be stated that social factors favored the development of education because population growth and economic growth in Canada produced the need to improve the quality of children education so as to prepare them for life and work in the condition of economic and cultural growth. It is concluded that the transformation in the training of teachers qualified for the primary schools is due to social and cultural factors.

The retrospective analysis of the impact of Canadian cultural diversity on educational processes suggests that the content of Canadian university education within the chronological framework of 1945-1950 significantly reproduced the cultural and historical traditions of the immigrants from the Old World and is characterized by evolutionary progress. Curricula and features of education in higher professional teaching schools (institutions) mostly reflected the interests of individual cultures with their own educational values and multicultural community.

The impetus for positive changes in primary school teacher education was the use of new information technologies, including distance learning, which increased the number of indigenous students in the northern Canadian provinces (*Dzhurynsky, 2014*).

Cultural factors influenced the curriculum and content development for teacher education in the federal jurisdictions of Canada. Cultural dominants constituted the primary components of the educational environment of vocational training institutions for primary school teachers (*Bates, 2019*).

The study of the factors influencing primary school teacher training led to the conclusion that taking into account the interrelation of economic, social and cultural factors led to the development of a regulatory framework that contributed to the progress in the organization, content and technology of primary school teacher training in Canada.

4. The influence of social and cultural factors on the organization of primary school teacher training in Canada (1950-1990)

The content of teacher training in colleges and universities in 1950-1990's in some way ensured the interests of different ethnic groups as carriers of their own educational values and ethnic consciousness. As noted above, the provincial authorities of Canada paid significant attention to the functioning of educational institutions that provide educational services to indigenous peoples to prepare professionals for work in primary schools. In general, educational institutions that provided primary school teachers for indigenous peoples operated in the province of Saskatchewan at the University of Regina, Indian Federal College (First Nations University of Canada). The number of students in this institution was up to 300 people annually. The task of the school was to provide conditions for higher education for the natives (indigenous peoples – Indians). As confirmed in A. Dzhurynsky's research, graduates who successfully mastered the disciplines of the educational program received a bachelor's degree in the history of culture, art and education of Indians and had an opportunity to work as teachers in secondary schools (*Dzhurynsky, 2014*).

The above-mentioned feature of organizing the primary school teacher training for those aiming to work in primary schools for indigenous peoples and people of different cultures developed in the second half of the 1970s in Montreal, with the support of the Quebec government. To address the problem outlined above, McGill University launched a preschool and elementary school teacher training programs for those who intended to work with Inuit children (Nunavut area). To this end, a specially designed program was stipulated as distance learning for students over 21 who were teaching in one of the schools for Aboriginal people but had no teaching education. The education of these students was funded by local education committees. The period of study lasted 4-5 years and also included two mandatory annual sessions. The theoretical component that students studied at the university, they implemented in practical teaching activities in collaboration with their students. Considerable attention was paid to the organization of professional support for students provided by experienced teachers of this institution and teachers of local schools. At the forefront of educational programs for primary school teachers training were disciplines in the following fields of knowledge: history, culture, traditions, and ethnic features of the Inuit. It was found that providing students with teaching materials did not meet their needs. Therefore, professional training was sometimes reduced to fragmentary and unsystematic acquisition of knowledge. It was time to reform the education of students studying to become primary school teachers. Modernization of educational and professional programs was aimed at combining teaching and professional activity of teachers – with sessions (once a year for 3-4 weeks), held at McGill University (*Dzhurinsky, 2014*).

According to Canadian education documents of those years, the development of multicultural and cross-cultural teacher training programs was initiated primarily by the Federal Government of Canada and supported by the Official Languages in Education (OLE). The program facilitated learning two languages: English and French. The knowledge of both languages provided future teachers not only with social, cultural, and political rights, but also with economic and professional competitiveness (*Duff, Li, 2009*).

The analysis of the work “Increasing the Success of Students Immigrants from Arab Countries” found that in those provinces where teachers were taught in English, French was taught at a basic level because students were not Francophones. Prospective primary school students studied English and French because these languages were widely used throughout the country. Widespread use of French in the provinces of Quebec and New Brunswick (in all spheres of public life), led to studying French in primary school from the first grade. In the rest of the provinces, elementary school students studied French from 4th to 5th grade. During the training period, students took approximately 600 hours of French language courses (Aydin H., Kaya I., 2013), which led to the expansion of the content lines of the language industry in the curricula of primary school teachers.

Schools in the provinces of Ontario and British Columbia developed language curricula including languages and dialects used by the residents of these administrative territories. This approach provided favorable conditions for the education of the members of different ethnic groups – representatives of different cultures living in Canada. To this end, multicultural educational programs for primary school teachers were introduced, taking into account cultural characteristics of different ethnic groups (James, 2001). Thus, in 2002, British Columbia (Vancouver) began teaching future teachers in Chinese at the elementary level. As well, training programs for primary schools in South Asian communities were developed in Surrey (Aydin and Kaya, 2013). It was found that in most schools in British Columbia, teaching was in English and French. Nevertheless, these schools provided conditions for taking exams in other languages: Japanese, Hindi, Chinese, French, Spanish, German (intermediate level), which updated the changes in the preparation of teachers to work in a multilingual environment.

The situation in Quebec with regard to the multiculturally based teacher training was somewhat different. In general, the French-speaking province of Quebec did not accept the idea of multicultural policy, which became widespread in Canada in those years. The prevailing view here was that the standardized status of all cultures could pose a threat, equalizing the status of other cultures to French (Ghost and Abdi, 2004). According to the Charte de la langue française, also known as “Law 101” (“Loi 101”), French remained the official language of the province of Quebec. This law also regulated the French language as the official working language of public administration, public and professional organizations. According to the above law, there were caveats: only students who have mastered the English language at a sufficient level can enter schools that provide education in English (Ciftci, 2013).

At the national level, the educational policy of the Government of Canada was based on the current situation with the languages spoken by most Canadians; Indigenous languages or languages that Canadians want to learn in terms of cultural ties, personal identity, history and mentality (Duff, Li D., 2009). In Canada, within the chronological framework of the study, a characteristic feature of the primary school teacher training was the functioning of a wide range of educational programs, including cross-cultural, which met the needs of ethnic groups in the provinces. Therefore, vocational schools developed adequate training programs for primary school teachers. The Canadian Multicultural Education Foundation (1990) and the Alberta Teachers’ Association offered a number of resources that were useful to teachers when working with students and their parents. Educational programs for primary school teachers corresponded to the disciplines studied by students at school, namely:

- social studies;
- music – familiarizing students with the music of other nations;
- art – the studying of other nations’ writing;
- language arts – introduction and listening to works of art and poetry;

- math – a set of statistics on countries and the creation of charts (*Awid, Dayoub, 2016*).

It was the job of primary school teachers to create safe living environments for children of different ethnic and indigenous backgrounds. In the context of teaching teachers to work in primary school, an important place was occupied by school policy on the student learning organization, which consisted in:

- 1) providing a safe educational environment for all students; implementation of school policy among parents and students; unacceptability of discrimination and disrespect;
- 2) involvement and encouragement of teachers of different nationalities in teaching and learning;
- 3) the provision of interpretation and translation services in different languages for such documents as the “Student Code of Conduct”;
- 4) implementation of teacher diagnostics and support of students;
- 5) staff support and development;
- 6) initiative and organization of multicultural events.

Social and cultural factors (1950-1990) obviously determined changes in the organization and content of primary school teacher training in Canada (colleges and universities) in order to bring the school closer to the language, traditional mental and economic needs of residents of different provinces.

Despite significant democratic initiatives within individual provinces, as discussed above, Ontario developed state strategies for training primary school teachers. The Royal Commission on Education in Ontario (1995) recognized the “climate of uncertainty” in the province (vol. 1, p. 1), which was caused by economic and technological changes, limited public funds, and concerns about the viability of traditional social institutions in Ontario. Although the Royal Commission praised teacher training programs and instructors, it also recommended that the Ontario College of Teachers should monitor the teaching of teachers (*Kitchen, Petrarca, 2013/2014*). Under Ontario’s jurisdiction, a primary school teacher education system was built in these years. Since Ontario College of Teachers was a self-regulatory body as well as an institution that held community teachers accountable, its responsibilities included accrediting all curricula and teachers. As recommended by the Ontario College of Teachers Implementation Committee (1995), this institution was empowered to set standards for teacher education and to ensure that they are taught in accordance with those standards.

Following the adoption of the Ontario College of Teachers Act (1996), the institution accredited teacher education programs. Special attention was paid to the implementation of educational policy and defining the strategy for educational faculties in terms of organizing courses and programs consisting of an introductory program for teachers and systematic professional development (*Darling-Hammond, Lieberman, 2012: 159*).

The Ontario Department of Education, the Teachers College, and the universities are three educational institutions that are closely linked not only to each other but also to teacher education. The Organization for Economic Cooperation and Development praised the interaction of Canadian educational and government institutions in teacher education to meet the needs of Ontario (*Organization for Economic Cooperation and Development, 2011*).

5. Conclusions

It has been studied that in the period of history 1950-1990 the development of the mission and visions of primary school teacher training in Canada was significantly influenced by social and cultural factors. At the heart of the factors described above were the quantitative indicators

of demographic change due to the intensive involvement in various sectors of the economy of immigrants from different cultures. Changes in the training of primary school teachers, as well as education in general, are primarily due to the need at the provincial and state levels to prepare children and young people for life and work in multicultural communities. In Canada, in the years outlined by the chronological boundaries of the study, a system of teacher training was built taking into account the cultural needs of indigenous peoples, national minorities, cultural traditions that have developed in the provinces with mostly permanent population. Canada's achievements in the two-tier management of education (at the provincial and state levels) can serve as a model for building a system of in-service teacher training in multicultural environments common to many countries, including Ukraine.

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