

EDMONTON PUBLIC SCHOOLS

March 12, 2002

TO: Board of Trustees

FROM: A. McBeath, Superintendent of Schools

SUBJECT: Extension of Child Study Centre Alternative Program to Grade 6

ORIGINATOR: M. de Man, Department Head

RESOURCE  
STAFF: Gloria Chalmers, Sandra Irving, Edgar Schmidt

RECOMMENDATION

1. That the revised agreement between Edmonton Public Schools and the Faculty of Education of the University of Alberta (Appendix I) be approved.
2. That the extension of the Child Study Centre Alternative Program to encompass grades 1 to 6 be approved.

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**Background:** The Child Study Centre (CSC) alternative program, implemented in collaboration with the Faculty of Education of the University of Alberta, has been offered by the Department of Elementary Education on the university campus since September 1996. Initially, it was administered by the principal of Riverdale School but, since September 2000, is administered by the principal of Garneau School, in cooperation with the director of the Child Study Centre at the university. It is a grades 1 to 3 “laboratory school” that provides both systematic instruction and in-depth study through the project approach. The project approach involves the integration of the curriculum through purposeful fieldwork, resourceful, dramatic and constructive work, and collaborative learning. The teachers document the project work and implement portfolio assessment.

The laboratory school is set within the larger context of the Centre, which includes additional component parts. The Centre has a Kindergarten and a Junior Kindergarten program, which are operated privately by the University. Overall, the Centre provides professional preparation, laboratory placements and a context for research by graduate students from the Faculty of Education and other affiliated faculties and departments. The Faculty and students of the Elementary Education Department work together with the Centre staff to create a forum for exploring ideas about the nature of learning and childhood. The whole Child Study Centre is financially supported through the Edmonton Public Schools allocations and University funding sources, including parent pledges. The pledges range from \$1000 to \$1650 per child per year, depending on the number of families and the amount of grant money coming to the University to support the program. The grants, donations and pledges are used for the additional Teacher Assistants/ Teaching Partners who are in the classroom to support the University’s research, lab school, and demonstration activities. A portion of

these funds is also spent to support the field work that the children do and the cost of documenting the research and program activities. It is the practice of the University to accept students regardless of a family's capability to pay parent pledges. The grants, donations and pledges have been an ongoing part of the management of the Centre since its inception in 1969, and the Parents' Advisory Committee is continuously involved in reviewing and assisting in the financial planning for the Centre.

Last year a steering committee consisting of district and university staff and parents representing both locations was struck to oversee resolution of issues and ensure a smooth relocation of the program. One classroom was moved to Garneau School as part of the transition process in September 2001. Currently, the Centre consists of Kindergarten and pre-kindergarten classes located in Ring House #3 and in the basement of Education South building, a Grade 1 class, and a Grade 2 class, in the Education Building, and the Grade 3-4 class at Garneau School. The Dean of Education and the Chair of Elementary Education have been involved in the discussions. They are supportive of the move and extension of the program. Continuing discussions during the current school year have resulted in this report.

**Rationale for Recommendations:** Based on the experience of the CSC program for grades 1 to 4, there is interest and a desire to expand the program to Grade 6. Over the past year, staff at both the university site and at Garneau School met to discuss the possibility of moving the program to Garneau School. During these discussions, the following benefits were identified for extending the program. The extension:

- provides advantages as a laboratory school by expanding the options for practical professional placements and for research.
- enables the expansion of the program to include grades 5 and 6, making it a full elementary alternative.
- enables a closer connection with the Garneau School staff and a wider sharing of ideas and practices.
- would provide classrooms with windows, access to a gymnasium on site, a larger playground and a larger library.

Because of the recommendation to extend the education program, a revised agreement with the University is required. With regard to grades 5 and 6, experience over the past five years indicates that the approach can be extended to the upper elementary grades. If the recommendation were approved, the plan would be to move the Grade 1 and 2 program currently at the Education Building site and to add Grade 5 in September 2002. Grade 6 would be added in September 2003.

The Child Study Centre Alternative Program Description is provided in Schedule A of the Agreement Between Edmonton Public School District #7 and The Faculty of Education of the University of Alberta.

ES:ee

APPENDIX I: Agreement Between Edmonton Public School District #7 and The Faculty of Education of the University of Alberta

AGREEMENT BETWEEN EDMONTON PUBLIC SCHOOLS AND THE  
FACULTY OF EDUCATION, UNIVERSITY OF ALBERTA

THIS AGREEMENT made this \_\_\_\_\_ day of \_\_\_\_\_, A.D. 2002.

BETWEEN:

THE BOARD OF TRUSTEES OF EDMONTON  
SCHOOL DISTRICT #7  
(hereinafter called the "Board")

– and –

THE FACULTY OF EDUCATION OF  
THE UNIVERSITY OF ALBERTA  
(hereinafter called the "Faculty")

WHEREAS the Faculty wishes to provide education services to students in a "laboratory school" program in the Child Study Centre operated in partnership with Edmonton Public School;

AND WHEREAS the Board has agreed to work in a collaborative, mutually beneficial relationship with the Faculty to provide such education services on the following terms and conditions;

NOW THEREFORE THIS AGREEMENT WITNESSETH THAT:

1. DEFINITIONS

- 1.1 "Agreement" means this Agreement and any written amendments thereto;
- 1.2 "Centre" means the Child Study Centre of the Faculty of Education.
- 1.3 "Centre Director" means the Director of the Child Study Centre.
- 1.4 "Faculty of Education Advisory Committee" means the committee appointed by the Faculty to advise on the work of the Centre.
- 1.5 "Educational Staff" means certificated teachers, support staff, and a principal who are employed by the Board to provide the school program.
- 1.6 "Principal" means the person designated by the Board as principal of the School Program.
- 1.7 "School Program" means a school program for grades 1-6 as described in section 2.
- 1.8 "School Year" means the school year established by the Board for its schools.
- 1.9 "Student" means a person who is enrolled in the School Program.
- 1.10 "Professional Preparation" means pre-service and in-service teacher development.
- 1.11 "Child Study Centre Alternative Program" means the grade 1 to 6 program described in Schedule A of this Agreement.

## 2. SCHOOL PROGRAM

- 2.1 The School Program and the Research and Professional Preparation components will be an integral part of the total Child Study Centre Alternative Program, and to this end:
  - 2.1.1 it will be the responsibility of the Principal and Centre Director to work together in coordinating the School Program with other program activities of the Centre and the School Program;
  - 2.1.2 the Principal and the Centre Director will establish a process of progress reporting acceptable to all parties; and
  - 2.1.3 the Principal will be responsible for the supervision of the Educational Staff.
- 2.2 The School Program will be operated by the Board in accordance with the Board's policies and regulations.
- 2.3 The School Program will be in accordance with the curriculum requirements of Alberta Education.
- 2.4 The pedagogical models for the School Program will be as determined from time to time by the parties, in consultation with parents and staff.
- 2.5 The Parties will utilize the Child Study Centre Alternative Program Description as set out in Schedule "A" as a guideline for the organization of the School Program.

## 3. RESPONSIBILITIES OF THE FACULTY

- 3.1 The Faculty will, at no cost to the Board, provide a Centre Director who will:
  - 3.1.1 collaborate with the Principal and the Educational Staff before making a final determination as to the nature of the research projects to be carried out with respect to the School Program; and
  - 3.1.2 share with the Board the results of any research projects carried out with respect to the School program
- 3.2 The Faculty will oversee the work of any graduate research assistants who may plan and carry out fieldwork with children, engage in research, document and publish findings, participate in the training of pre-service teachers, act as mentors for visiting teachers studying new approaches, maintain relations with a network of interested schools and child care settings; promote best practices throughout the province and the country.
- 3.3 The Faculty will oversee work of the University students who conduct approved activities in the Centre as part of their University program.
- 3.4 The Faculty will conduct research as outlined in the Child Study Centre and Edmonton Public Schools Research Procedures agreement set out in Schedule "B".
- 3.5 The Faculty will oversee visits to the Centre by guests of the University.

## 4. RESPONSIBILITIES OF THE BOARD

- 4.1 In consultation with the Centre Director and the Faculty of Education Advisory Committee, the Board will provide the School Program during each school year covered by this Agreement.
- 4.2 The Board will designate one of its principals as the Principal for the School Program. It is agreed that consultation with the Centre Director on the appointment of the

Principal is desirable given the integral working relationship of the Centre Director and the Principal.

- 4.3 The Board will employ and provide appropriate Educational Staff to carry out the School Program. Staff selection will be done in consultation between the Principal and the Centre Director.
- 4.4 The Board will ensure that Educational Staff employed at the Centre will cooperate with the research and training activities conducted at the Centre by University Faculty and work as team members in a manner consistent with the goals and philosophies of the Centre and the School Program.
- 4.5 The Board will oversee visits to the Centre by guests of the school district.

5. SCHOOL PROGRAM FUNDING

- 5.1 The Board will fund the School Program with per-student allocations equivalent to allocations for similar students enrolled in schools operated by the Board. The use of these funds in support of the School Program will be planned collaboratively by the parties.
- 5.2 The Faculty will fund the Research and Professional Preparation components of the Centre, including the full amount of funding to hire and support a sufficient number of Teacher Assistants, as determined by the Faculty, to support this purpose

6. TERM

This Agreement will come into effect as of the date hereof or such other date as agreed to by the parties, and will remain in effect from Year to Year unless terminated in accordance with Section 7.

7. DISPUTE RESOLUTION

The parties will make reasonable attempts to resolve any disagreements relating to this Agreement by way of dialogue and, if agreed, by engaging a mediator to facilitate such a dialogue.

8. TERMINATION

- 8.1 This Agreement may be terminated upon the mutual agreement of the parties at any time during the term of this Agreement.
- 8.2 This Agreement may be terminated by either party without cause or reason therefor, by giving written notice to the other party prior to February 1 of any Year and will not take effect until August 31 of that Year.

9. AMENDMENT

This Agreement constitutes the entire Agreement between the parties and supersedes all other agreements between the parties. This Agreement may not be amended except by written mutual agreement.

10. INDEMNIFICATION

- 10.1 The Board will indemnify and save harmless the Faculty, its employees and agents from any and all claims, demands, actions and costs whatsoever that may arise, directly or indirectly, out of any act or omission of the Board, its employees or agents, in the performance by the Board of this Agreement.
- 10.2 The Faculty will indemnify and save harmless the Board, its employees and agents from any and all claims, demands, actions and costs whatsoever that may arise, directly or indirectly, out of any act or omission of the Faculty, its employees or agents, in the performance of their responsibility pursuant to this Agreement.
- 10.3 The aforesaid indemnification will survive the termination of the Agreement.
- 10.4 If any third party proceedings are commenced in any Court against the Board or the Faculty in respect of any matter covered by the terms of this Agreement, such party against whom the proceedings are commenced will forthwith give notice in writing to the other party and will afford every opportunity and assistance, except in a pecuniary way, to the other party to enable them to take part in or conduct investigations into proceedings, but the other party will not be required to take in or defend any such proceedings unless judicially involved in the same.

11. GENERAL

- 11.1 Any notices to be given hereunder will be in writing and will be delivered personally or by prepaid registered mail, telex or fax and in any case it will be deemed to be given only when received. The addresses of the parties heretowill respectively be:

- 11.1.1 The Faculty to the attention of:  
Director  
The Child Study Centre  
Department of Elementary Education  
551 Education South  
University of Alberta  
Edmonton, Alberta  
T6G 2G5

- 11.1.2 To the Board to the attention of:  
Principal  
Edmonton School District No. 7  
Garneau Campus, Garneau/Queen Alexandra School  
10925 – 87 Avenue  
Edmonton, Alberta  
T6G 0X4

Or such other address as one party may from time to time supply to the other.

11.1.3 A copy of any notice under this section shall also be provided to the Child Study Centre Parent's Society and the school council of the school housing the program. Notices should be sent to the attention of:

Co-chair  
Child Study Centre Parents' Society (Edmonton)  
Room 551, Education South Building  
University of Alberta

Chair  
Garneau School Council  
Garneau Elementary School

- 11.2 There are no representations, warranties, agreements or understandings between the parties hereto other than as expressly contained herein or in any amendments hereto, and this Agreement contains all the terms and conditions agreed on by the parties hereto.
- 11.3 A waiver of any breach of a provision hereof will not be binding upon a party unless the waiver is in writing and the waiver will not affect such party's rights with respect to any other or future breach.
- 11.4 Each party warrants that as of the date of this Agreement it has the authority to enter into this Agreement and that the agreement does not contravene any law or regulation or agreement bind or affecting either party.
- 11.5 Time is of the essence.
- 11.6 This Agreement will be construed and the relations between the parties determined in accordance with the laws of Alberta, and the courts of the Province of Alberta will have exclusive jurisdiction with respect to all matters relating to or arising out of this Agreement.
- 11.7 This Agreement will enure to the benefit of and be binding upon the parties hereto and their respective successors and assigns.

IN WITNESS WHEREOF the parties hereto have executed this Agreement as of the date and year first above written.

THE BOARD OF TRUSTEES  
EDMONTON SCHOOL DISTRICT NO. 7

Per: \_\_\_\_\_

THE FACULTY OF EDUCATION OF  
THE UNIVERSITY OF ALBERTA

Per: \_\_\_\_\_

## **Child Study Centre Program Description**

### **Overview**

The Child Study Centre is a laboratory school at the University of Alberta providing opportunities for teacher education and research administered by the Department of Elementary Education. A part of the Centre consists of an alternative program operated by Edmonton Public Schools in partnership with the University of Alberta. The University of Alberta Child Study Centre has operated as an Early Childhood Education demonstration program for over 30 years, initially as a program for preschoolers, and more recently extending to Grade 4. It operates currently at three sites, Ring House #3, the Education Building South, and Garneau School.

### **Purposes of the Centre**

The Child Study Centre is an education laboratory for Early Childhood Education that

- demonstrates outstanding programs for the education of young children,
- provides for the preparation of early childhood teachers and leaders, and
- develops knowledge about early childhood learning through research and program evaluation, and disseminates that knowledge through a network of links and partnerships

The Centre operates programs for children from pre-kindergarten to Grade 4, and currently serves more than 150 children and their families. The Centre provides opportunities for undergraduate students to observe and study early childhood and elementary school development and learning, and to practice the approaches to teaching used in the Centre. Faculty and graduate students from a number of faculties and departments of the University of Alberta use the Centre for research and development activities.

### **Historical Background**

The educational program of the Child Study Centre (CSC) has developed and changed in many subtle ways over the thirty-year period of its history. Different teachers and directors have come and gone but the principal goal has always been to develop a program featuring the best practices of early childhood education according to contemporary knowledge in the field.

In the past five years the CSC has extended the program to provide education to children in the elementary school grades. The extension of the program for older children was initiated at the request of the parents. They appreciated some of the educational practices, which worked so well for children in kindergarten and wished to have them continue into the primary grades. These practices are grounded in an educational philosophy that is a distinctive feature of the culture and style of interaction in the Centre.

## Philosophy

The teaching and learning in the Centre are based on the following educational principles. Children learn best when:

- teachers are responsive to individual learning needs and interests
- children are interested in what they are learning
- there are opportunities to learn in depth, building on everyday experience
- there is provision for active investigation, observation and discussion
- children's inquiry is guided by their own questions and desire to learn
- children can interact first hand with people, objects, places and events
- children can represent their learning in a variety of ways
- learning is memorable rather than memorized

Central to the philosophy of the Centre are the relationships among the children, the teachers, the families and the community. Mutual respect is shown in the day-to-day living in the Centre for all who work there. The classroom culture is one of collaboration rather than competition among children. The informality of the teaching and learning styles enables the teachers to know the children intimately and the children to draw on their strengths as they learn in a wide variety of ways. Parents are always welcome and involved when they come to spend time with the children in the Centre.

In accordance with the philosophy of the Centre samples of children's project work are displayed on the walls of the classroom providing an ongoing account of the learning being accomplished. The teachers provide photographic and written documentation to accompany the work displayed. At the end of each major project there is an opportunity for family members and other children in the Centre to appreciate the work that has been accomplished.

## The Educational Program

The parents see the educational practices as empowering their children's thinking and creativity, and developing their child's originality within the learning community of the classroom. It is the goal of the Centre to focus on learning how to learn, helping children acquire the skills for learning about their world. Children are offered opportunities to practice leadership in the classroom community of learners.

There are three parts to the educational program.

1. The acquisition of basic academic skills in language and math. This part of the program is carried out through direct instruction, group work and practice tasks. Lessons are generally taught in a sequence.
2. The application of skills and the development of conceptual knowledge in social studies and science through projects. The CSC staff and children undertake in-depth studies of real world topics with reference to conceptual frameworks in the subject areas of science and social studies.

3. Instruction in the specialist areas of physical education, and the visual arts, music and drama. The CSC occasionally has expert assistance in these areas from university staff and graduate students who work closely with the teachers to ensure the continuity of the program. The arts also find expression in the representational aspects of the project work

Through these three parts of the program the children have daily instruction and practice in the more formal aspects of language learning and mathematics. These basic academic skills are applied in the project work. The application of language and math skills enables children to develop fluency and understanding of their practical value. Because of the amount of time necessary for children to be successful in early math and language learning it is important for the children in the CSC to experience integrated learning in the areas of social studies, science and health. At the same time children benefit from the experience of depth in their learning as well as the coverage of prescribed topics in each curriculum area.

The early childhood educational practices are adapted to include both informal and more formal teaching and learning in relation to the Alberta Program of Studies. Especially in the acquisition of language arts and mathematics skills and knowledge there is systematic instruction, demonstration and practice in order for the children to develop a secure academic foundation.

At other times in the school day the program involves project based learning. During this time children are involved in the collaborative study of real world topics. Children are able to develop interests and pursue studies in depth. The interactive processes of teaching and learning are guided by the active inquiry of the children. The projects require in-depth research on the part of the children and their teachers. The research is carried out through fieldwork and interviews with experts in the community. The projects particularly address selected parts of the social studies and science curricula. These are drawn from the Alberta Program of Studies.

## **Teacher Education and Research**

The CSC is a laboratory school for the University of Alberta Early Childhood Education students in the Department of Elementary Education. Other university and college students and instructors in the Department of Elementary Education also spend time in the CSC. The CSC serves the needs of undergraduate students in the teacher education program and also graduate students and faculty who undertake research there.

In recent years the Centre has acquired a reputation for excellence in demonstrating and developing the project approach to teaching and learning. It is becoming a program of increasing interest to visiting teachers and scholars. Visitors from across North America and around the world have come to spend time in the CSC and study the work of the teachers and children.

The laboratory and demonstration functions of the Centre require a high level of transparency in its operation. This openness creates special challenges for the teachers. Teacher assistance is provided in each classroom so that the work of the teachers and children can continue without interruption as visitors' needs are accommodated and provided for. The special responsibilities of the staff in relation to the Centre's university laboratory school functions necessitate a high level of teacher assistance.

## **Organizational Features**

Grades Involved: The program will include grades 1 to 6. In September 2002, it is anticipated that grades 1 to 5 will be offered, with Grade 6 being added the following year.

Size and location: The program will be located at Garneau with a program capacity of approximately 150 children. The target class size is 25.

Admission and Oversubscription: Admission to the program will be consistent with board regulations on student accommodation and CSC enrollment guidelines, and will be open to all interested and qualified students. If the program is over subscribed for September 2002, available spaces will be filled first by students currently in the program and their siblings, secondly by students in the Garneau school program, thirdly, by students chosen by the Centre Director and the Principal for purposes of achieving gender balance and inclusion of special needs students. Any additional spaces will be filled by random selection. When a student is admitted by random selection, siblings will be admitted as well. Students who live in Edmonton will have priority over those who do not.

Staffing: In addition to the teachers, each classroom grouping of 25 children has a Teacher Assistant/Teaching Partner available to ensure the continuity of program and to document the program for the purpose of demonstration and research. As needed, hiring of teachers and Teacher Assistants/Teaching Partners will be done from among current district staff members who qualify for the particular positions related to either to children with special needs or to program demands because of the research and teacher preparation functions of the centre. New hiring would only occur if there were no suitable candidates currently on staff, and then only from applicants acceptable to the district's personnel department. Those Teacher Assistant/Teaching Partner positions that support the research and teacher preparation functions of the Centre will be funded through the Faculty of Education.

Program Monitoring and Review: As with all district programs, students will write district and Alberta Learning achievement tests. Provincial and district achievement tests and district surveys will be useful as indicators of the success of the program. Since it is a laboratory and research site, information from the various research projects could also serve as indicators of success.

Funding: The basis on which funds would be allocated for the Child Study Centre will be the same as for other district schools and programs. Additionally, the university will cover the cost of activities related to the research and teacher preparation functions of the Centre. The University portion of the financial support comes from the University of Alberta student lab fees, research funds, grants and donations (including parent pledges) and general revenue.

Transportation: Transportation will be the responsibility of parents. All students will be eligible for a subsidized Edmonton Transit pass.

## Schedule B

### **Child Study Centre and Edmonton Public Schools Research Procedures**

By agreement between Edmonton Public School Board and the University, research undertaken in the Child Study Centre must adhere to the following procedures:

1. Any graduate student or staff member must apply to do research in the CSC through the director. Submission of an application to the Cooperative Activities Program office is not required.
2. In consultation with the school principal the director will grant or deny permission to the researcher based on the compatibility of the research with the goals of the educational program and the availability of space and other relevant aspects.
3. If granted the opportunity to pursue research in the CSC the researcher, before beginning any research activities, must next seek ethics approval for the proposal from the appropriate university research ethics review board (REB).
4. Once ethics approval has been granted by the REB a CSC application form must be completed by the researcher and filed with the CSC secretary. The entire Ethics Review application package must be appended to the application form to be kept on file in the CSC.
5. Once the research is completed a summative report must be sent to the CSC and filed there with other such research reports.
6. Every 6 months by January 31 and July 31 copies of the reports will be sent by the CSC secretary to the office of the Associate Dean of Research for the Faculty of Education and to the director of the Cooperative Activities Program with the Edmonton Public School Board.