## **EDUCATION POLICY: Heroes & Hopes**

(Developing Canadian Educational Policy Once More...)

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### DAY ONE (I)

An educated person, let alone an educated Canadian is an elusive concept...!

I am coming to the position that what makes most sense in educational policy is that we focus on a system & a curriculum that...

- gives each participant a real sense of hope, and...
- inspires each participant to reach out & be a hero, at least to her/himself

AND.

TO GET YOU ON A COMMON WAVELENGTH, I'M GOING TO START WITH A VIDEO LECTURE...

Introducing you to a hero [even though he's an American] & a person who spent his whole life giving hope and in so doing,

was a real educator

[even though he never attended a Faculty of Education]...

[viewing of American Idealist...]

During	this video lecture, here are some questions to ponder (& make cursory notes on).
•	what does this story tell us about where we ought to look for heroes? For hope?
•	how do justice / education / humility best intersect?
•	where can we best emulate Shriver in our world(s) today?
	&
•	why might this develop a renewed sense of heroism?

when is it most vital that education strive to produce hope?
• produce heroes?
• in one (1) sentence, what does <i>American Idealist</i> say to you?
• in a second (2 <sup>nd</sup> ) sentence, what does this suggest for educational policy?
SMALL GROUP ANALYSIS:
In your designated <i>small group</i> develop a consensus position on the above queries and be prepared to present to the full class
FULL CLASS ROUNDTABLE:

**DAY TWO (II)** 

I journey to the edge of tomorrow, and when I got there — Lo, it was still today...!

If life is an uphill journey, then it is best to keep one's foot planted firmly on the accelerator, not the brake...!!

First of all	
What do these quotes have to do with Educational Policy & its development	t??
So let us hear now from you as individuals. What are our responses to the over	ernight
assignment? And why? [refer to <i>Policy Backgrounder</i> (Sargent Shriver)]	C
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#### **HOW DO WE GET THERE FROM HERE?**

- We don't need Shriver back...
- We don't need another Shriver...
- We need to be more like Shriver...

What are the obstacles???

- lack of public involvement
- lack of higher ethical reasoning
- insufficient term & sunset clauses in our leaders' contracts
- basic disbelief in the power of hope
- reticence to put music at the forefront of every student's education
- failure for the best to be willing to teach the least

OKAY, LET'S HAVE THE CONVERSATION	
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Additional Criticalina and other feedback
Additional Critiquing and other feedback
AND IN CONCLUSIONLet's Wrap-Up — in one (1) sentence, each
What did we learn during this seminar (over two (2) days)?