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# A Message From the Chair of The Charter for Public Education Panel

Welcome to an adventure in citizen democracy. Following is the report of the Charter for Public Education. This report arose from a process that took place in the Province of British Columbia, Canada in 2002-2003.

The British Columbia Teachers' Federation (BCTF) annual meeting in 2002 asked a panel of citizens committed to public education to tour the Province and engage with people about the principles of public education. The panel once formed was independent and worked out the process of the hearings and questions they would ask.

The nature of the hearings can be described best as a conversation. Certainly, some made formal submissions. However, many presenters made oral presentations. Some had booked time and many spoke spontaneously. The panel engaged with students informally about the things that mattered to them regarding public education. The panel attempted to set aside time at each hearing to invite dialogue among those who were present so that they could respond to each other's ideas. The role of the panel was to listen, ask clarifying questions, open up further ideas regarding principles, press for deeper dialogue, and at times offer insight.

The hearings were carried out in a respectful manner inviting comment from people with divergent views. Where there was disagreement among people attending the hearings, the Chair or other panel members asked for respectful listening in the midst of differences.

The panel heard time and time again that the hearings were energizing to people who attended. Most often, the majority of people stayed for the full afternoon or evening. People told the panel how helpful it was to be in a room with others who cared about public education, talking about what really mattered, about principles, about values and ethics.

At times there were students, teachers, a principal, parents, school board trustees and community members all in the same room hearing each other's insights and commitment to education. The hearings were often like a living room conversation. They were citizen and community democracy in action -- people gathering and hearing what was of vital importance to others. A key ingredient in all of this was respectful listening, something that many people alluded to as central to democracy and vital to public education.

On behalf of the panel, I would like to thank the British Columbia Teacher's Federation for their vision in initiating such a process. It took courage to hand such a task over to a community panel. It was a risk in democracy. It was a creative opportunity for all of the panel members.

The Charter is now in the public domain. It is "owned" by the people of British Columbia. What we call the "popular" version of the Charter, which is in poster form, was released in March 2003. The poster is available at [charter@publiced.ca](mailto:charter@publiced.ca). The panel has presented the Charter to many organizations in the Province of British Columbia, nationally and internationally. It is now available for individuals and groups to use to continue the vital conversation regarding public education.

The web site, <[www.charter.publiced.ca](http://www.charter.publiced.ca)> includes the Charter in French and English, as well as a full copy of this report. It will continue to be developed so that it can become interactive.

The panel will initiate follow-up so engagement in this unique adventure in citizen democracy can be deepened. Thank you to all who made presentations and to those who brought their music and art to delight us.

Sincerely,  
The Rev. Margaret Marquardt  
(Chair of the Charter for Public Education Panel)

# Panel Members

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# Acknowledgements

The **Charter** panel would like to express our heartfelt thanks to Rose Ann Mollard who provided clerical and administrative support, and whose smile and good humour were always there for each of us. We are indebted to Karen Steel for her work on the graphic design and layout of the **Charter**. With skill, creativity and artistry Karen captured the passion and wisdom the panel experienced in listening to submissions across British Columbia. Gaye Ross took on an immense amount of technical and organizational work with impressive professionalism.

Mike Mooney, Louis Isidoro, Joanne Enquist and Whitney Burgess provided timely and much-needed technical support. Lise West answered all the questions we could think of asking. Nancy Knickerbocker and Moira Mackenzie gave thoughtful and professional advice.

Kim Howland and David Denyer looked at an early draft of the Charter and gave us valuable suggestions which improved the document substantially. Thanks to Don Teeuwsen, Viki Vinaric and Braeden Caley for their participation and support. Michael Zlotnik was our most faithful presenter, and inspired us with his challenging and courageous perspectives.

BC School Trustees' Association President Gordon Comeau was kind enough to attend the Princeton hearing, share BCSTA documents with us, and make an important submission.

Special thanks to the TV production class at Elphinstone Secondary School and their teacher Linda Doerksen. We had the enormous pleasure of hearing twice from the Glen Eagles Secondary School Jazz Choir, both at our hearing in Coquitlam and at the press conference where the **Charter** was launched. The choir members and their teacher, Evan Bueckert, are to be congratulated for their inspiring music and for their useful and provocative opinions.

The British Columbia Teachers' Federation had the vision to initiate the **Charter** process and the courage to allow us complete independence. We thank them for the wonderful opportunity they provided for us. Thanks also to the BCTF local presidents who helped organize the hearings in communities across the province.

Finally, and most importantly, we would like to express our profound thanks to those hundreds of British Columbians who took the time and energy to help us in this process. In particular, we were privileged to speak with and learn from so many of the outstanding young people of our province. They are an inspiration.

To the extent that this report is useful to us as British Columbians it is as a result of the contributions of all those mentioned above. Any errors or weaknesses are, of course, the responsibility of the panel.

# Introduction, Background and Process

During the winter of 2001-2002, the leadership of the British Columbia Teachers' Federation began a process which was to lead eventually to the development of the **Charter for Public Education**. The BCTF Executive Committee felt that discussion about education in the province was often too narrowly focused on the immediate. The anxiety, anger and pain which characterized much of the debate regarding public education often obscured the bigger picture. British Columbians would benefit, the BCTF leaders believed, from engaging one another on the principles underpinning the public education system.

Certainly the stakeholders and education partner groups, as well as the wider community, would have a continuing desire and responsibility to participate in the vital day-to-day political and social policy debates which inform the current context. Nevertheless, broader and more fundamental discussion, it was felt, was needed.

The idea of an independent commission which would travel the province, hear from and speak with British Columbians and then report back in the form of a **Charter**, was brought to the BCTF Annual General Meeting in March 2002. It is worth noting that the concept was met, initially, with some skepticism. Many teachers, and their leaders, were not convinced that their resources should be expended in this way. Why, they asked, should teachers pay for a commission which they would not control, which would operate independently and which would report to BCTF at the same time as to the rest of the province? Nevertheless, after much debate and discussion, the 670 teacher delegates to the Annual General Meeting approved the initiative overwhelmingly. Later in the spring of 2002 the BCTF Representative Assembly approved a budget for the Charter.

The BCTF Executive Committee set several criteria for selection of members of the **Charter** panel. One of the five was to be a teacher. For the others, the requirements included that they not have any connection with the BCTF either currently or in the past, that they represent the diversity of the community, that they be credible as individuals and that they be supporters of the public education system. This last point was important. The **Charter** process was always seen in the context of a strong and vibrant public education system. Still, the attitude of the panel members to any particular issue or controversy, or indeed their views on what constituted the principles of public education, were

unknown when they were requested to participate, nor were they asked about any of these before they were chosen.

The **Charter** panel members were selected, except in one case, during the spring of 2002. The Reverend Margaret Marquardt, George Watts, Kathy Whittam and David Chudnovsky agreed to participate during this period. Unfortunately, a fifth panel member became ill and was required to withdraw in late August of 2002. Dr. John Moss was asked to participate in September and became a member of the panel.

It was understood that the budget was to be administered by the members of the **Charter** panel. Similarly, once the panel was put in place, it was responsible for all administrative and policy decisions. The expectation of the five panel members was that they were responsible for the writing of the Charter, a comprehensive report, recommendations to the BCTF and an accounting of the budget and expenditures.

## Logistics

Given budget and time constraints, the panel could hold hearings in a limited number of locations. Therefore much thought was given to choosing a range of communities which reflected the diversity of British Columbia. Large cities were represented by, for instance, Vancouver, Surrey, Victoria, Kelowna, Nanaimo, Prince George and Coquitlam among others. Smaller urban centres included Campbell River, Cranbrook, Fort St. John, Maple Ridge, Chilliwack, Penticton and a number of others. The panel insisted on hearing from residents of very small communities as well. As a result, hearings were held in locations like Port McNeil, McBride, Masset, Princeton and Sparwood. Care was taken to plan hearings in communities where the panel was likely to hear from First Nations people.

Advance notice of the hearings in each community was provided in several ways. Advertisements were placed by the Charter in local newspapers. Press releases were prepared and often picked up by local media. The panel chair, Reverend Margaret Marquardt, made herself available for media interviews, letters were sent to Parent Advisory Councils, local teachers' associations, school trustees, unions, community organizations, service clubs, chambers of commerce, MLAs, MPs and others. A colour poster, indicating the time and place of hearings, was prepared and posted in communities.

The **Charter for Public Education** website, [www.charter.publiced.ca](http://www.charter.publiced.ca) included an introduction to the **Charter** process and an invitation to

participate, a short description of the panel members and a schedule of the times and locations of the hearings. An e-mail address, [charter@publiced.ca](mailto:charter@publiced.ca), was made available to the media and during all of the advance publicity and promotion. Many people communicated with the **Charter** in this way.

The complete list of hearings is as follows:

October 23, 2002 – Gibsons  
October 24, 2002 – North Vancouver  
October 29, 2002 – Kimberley  
October 29, 2002 – Cranbrook  
October 30, 2002 – Sparwood  
October 30, 2002 – Fernie  
November 4, 2002 – Fort St. John  
November 6, 2002 – Vancouver East Side  
November 7, 2002 – Vancouver East Side  
November 13, 2002 – Prince Rupert  
November 14, 2002 – Terrace  
November 20, 2002 – Creston  
November 20, 2002 – Nelson  
November 25, 2002 – Prince George  
November 26, 2002 – McBride  
December 4, 2002 – Skidegate  
December 5, 2002 – Masset  
December 10, 2002 – Princeton  
December 10, 2002 – Merritt  
December 11, 2002 – Penticton  
December 11, 2002 – Kelowna  
January 8, 2003 – Revelstoke  
January 8, 2003 – Salmon Arm  
January 9, 2003 – Kamloops  
January 15, 2003 – Langley  
January 16, 2003 – Hope  
January 16, 2003 – Chilliwack  
January 22, 2003 – Whistler  
January 22, 2003 – Squamish  
January 23, 2003 – Maple Ridge  
January 27, 2003 – Port McNeil  
January 28, 2003 – Campbell River  
January 29, 2003 – Victoria  
February 4, 2003 – Nanaimo  
February 5, 2003 – Coquitlam  
February 6, 2003 – Richmond

February 6, 2003 – Delta  
February 12, 2003 – Surrey South End  
February 13, 2003 – Surrey North End  
February 14, 2003 – Alberni  
February 17, 2003 – Vancouver West Side  
February 18, 2003 – Vancouver West Side

## The Hearing Process

The **Charter** panel members met in late September 2002 to determine the process to be used for gathering the views of the people of British Columbia at hearings from October 2002 to February 2003. Submissions would also be accepted by e-mail, regular mail and in more informal discussions.

From the outset there was agreement that the **Charter** document should be visionary, capturing the essence/principles of what British Columbians believe public education should be about. The panel members realized that, in the current context, they would hear much about the painful experiences of students, parents, teachers, trustees, and others involved in the system. This was, however, not the mandate of the **Charter**. The panel determined, therefore, that it was their task to draw out the principles behind the pain.

This would be no easy task if the panel relied simply on what individuals and groups brought to the hearings. It is hard to exaggerate the depth of feeling, concern and anxiety expressed by participants about current challenges and controversies. Therefore the panel members decided to pose a number of questions to the participants at every public hearing.

*“What is an educated person?”* The panel asked attendees to think about someone in their lives who they considered to be a truly educated person and to list the characteristics that drew them to that conclusion. Participants were asked to share those characteristics and engage in a discussion about them. Arising from this discussion the panel went on to ask, *“Which of those characteristics are developed through the public schools?”*

*“What is an educated community?”* was the next question posed by the panel. The expectation was that participants would identify what was important to them about their communities and how one could recognize those characteristics.

*“What are the principles of public education?”* was the final question posed by the panel. The purpose was to draw from participants their conception of public education’s role in developing educated people and educated communities. The responses to these questions and the discussion at each community meeting would, the panel hoped, contribute material additional to submissions for establishing the public vision for education and the kind of community people desired for themselves and successive generations.

The panel often used an additional technique for re-framing the discussion in a way appropriate to its mandate. Very often a participant in the process would begin his or her presentation with expressions of anger, frustration or bitterness about current conditions in a particular school or school district, or with a criticism of current public policy. One or another member of the panel would remind the presenter of the mandate of the **Charter**, and would ask them to restate their concern, except in a positive way by expressing a principle rather than stating a criticism. Nevertheless, the frequent articulation of great anxiety about current conditions posed a challenge for the panel in terms of accurately reporting what it heard.

The panel was committed to the notion that the term “public education” should be interpreted in its broadest sense, rather than referring only to the K – 12 public school setting.

## Community Meetings

The **Charter** panel held public hearings in 42 communities throughout the province. It was agreed that, as much as possible, at least three panel members would attend each hearing, and, particularly in the larger communities, all five panel members would do their best to attend. In only one case, McBride, two members of the panel attended.

Local arrangements for hosting the hearings were generally made by the local teachers’ association president. In some cases, particularly in the greater Vancouver area, arrangements were made directly by the **Charter** panel and staff. The panel was impressed by the reception in each community, the great interest and support shown by local people for the process and the personal gestures and hospitality afforded to them. The panel ate a home-cooked supper provided by a principal in the school staff room, visited numerous homes, lunched and dined with local community members and was very well received. It became clear that people were proud of their communities and their schools.

The **Charter** panel requested that, wherever possible, the early part of each hearing should involve students, either in presentations, through performances or by displaying work. Often, the engagement with students, both through their performances and work, and during discussions, was the highlight of the hearing. The panel variously attended classes, enjoyed performances by choirs, dancers, poets, and dramatic groups, viewed artwork and received graphic illustrations of student expressions of the principles of education.

The submissions to the **Charter** panel took many forms. Some were written reports delivered by an individual or representatives of a group or organization. Others were graphic illustrations, such as one with paper cutouts of students representing the wide range of student needs in a class. Many were group presentations, some amusing and entertaining and others emotional and touching. All were sincere and well thought through. Submissions were made by a complete cross-section of the community. This included students, teachers, teacher organizations, principals and vice-principals, school district staff and superintendents, trustees and their provincial organization, parents and parent organizations, seniors, business people, First Nations organizations, municipal representatives, college and university students and faculty, community health nurses, early childhood educators and other interested members of the public.

In addition to formal presentations, attendees often became presenters as they listened to and engaged in discussion during the hearing. Often these impromptu interjections were very personal stories and experiences, which illustrated principles at the core of beliefs about public education. The panel found that, once engaged in the discussion, very few people left the hearing until its conclusion, with many discussions continuing on past the formal deadline for the end of the session.

The **Charter** panel requested that, wherever possible, hearings take place in schools, either in a library, a classroom or multipurpose room. In some communities the meetings were held in the local library, recreation centre or community hall. The names and addresses of all attendees were recorded to enable the panel to communicate the results of the process back to all participants. Notes of all sessions were taken by each individual panel member. Each presentation was numbered, as were the written and email submissions received during the period of public hearings. This enabled easy cross-referencing for preparation of the **Charter** and this report.

## Submissions

*(Every effort has been made to verify the names of those who made submissions and the spelling of these names. The **Charter** panel apologizes for any errors.)*

### **Gibsons**

101.1 – Elphinstone Secondary  
School Stage Band  
101.2 – Norm Gleadow  
101.3 – Gerry Ward  
101.4 – Dan Grey, Jessica  
Sutherland, Brent Watson, Katelyn  
Weston, Elisha Stracker, Johanna  
Dagliesh,  
101.5 – Linda Purcell  
101.6 – Elphinstone Secondary  
School Student Presentation  
101.7 – Steve Sleep, Linda  
Doerksen, Sam Heppell  
101.8 – Bob Paulin  
101.9 – Des Sjoquist  
101.10 – Sunshine Coast Student  
Choir  
101.11 – Lynn Chapman  
101.12 – Alix James  
101.13 – Dave Stoddart  
101.14 – Alice Lutes  
101.15 – Judith Wilson  
101.16 – Joan Yunker

### **North Vancouver**

102.1 – Misaki Kitahara, Gillian  
Edwards  
102.2 – Joel Thompson  
102.3 – Aaron Andrews  
102.4 – Shawn Addie  
102.5 – Paul Mason  
102.6 – Tristan Lambert  
102.7 – Wayne McIntyre  
102.8 – Pat Heal  
102.9 – Viki Vinaric  
102.10 – Chris Dorais  
102.11 – Frank Tusko  
102.12 – Dave Gouthro  
102.13 – Merrikay Snelgrove  
102.14 – Sheilagh Martin, Wendy  
Evans  
102.15 – Yanive Feiner  
102.16 – Dan Meakes  
102.17 – Kit Krieger

102.18 – Judy Marshal  
102.19 – Diane Nelson

### **Kimberley**

103.1 – Alison Tucker  
103.2 – Darren Lewis  
103.3 – Nancy Ballard  
103.4 – Stacey DeCosse  
103.5 – Larry Ballard  
103.6 – Alisa Peebles  
103.7 – Brian Green  
103.8 – Jamie Lee, Linda Lee

### **Cranbrook**

104.1 – Patti Radies, Carla  
Erichsen, Larry Dureski  
104.2 – Carol Johns  
104.3 – Joyce Beek  
104.4 – Janis Mayer, Collette  
Grasdall, Miriam Saville  
104.5 – Marian Hurd  
104.6 – Barb Heathfield  
104.7 – Gretchen Zinkan, Jenn  
Hess  
104.8 – Paul Knipe  
104.9 – Flo Reid, Patti Mitchell,  
Chris Olsen, Darrell Taylor  
104.10 – Rod Osiowy  
104.11 – Tom Volkers

### **Sparwood**

105.1 – Roy McLean  
105.2 – Geri Rothel  
105.3 – Ray Marshal  
105.4 – Sandy Cervo  
105.5 – David Pidgeon  
105.6 – Yvonne Miller

### **Fernie**

106.1 – George Popp  
106.2 – Brian Glover  
106.3 – Len Kosick

**Fort St. John**

107.1 – Hector Campbell  
107.2 – Jim McKnight  
107.3 – North Peace Secondary School, gr. 11/12 leadership class  
107.4 – Linda Boyd  
107.5 – Dave Constable  
107.6 – North Peace Secondary School, gr. 12 history class  
107.7 – North Peace Secondary School, gr. 11 social studies class  
107.8 – Linda Burkholder  
107.9 – Rita Churchill  
107.10 – Carol Tahsuda  
107.11 – Open Discussion, Bert Ambrose Elementary School, Fort St. John

**Vancouver East Side**

108.01 – Nathan Lusignan  
108.2 – Uli Rasehorn  
108.3 – Emily Sutherlans, Richard Hoover, Susan Lambert, Grace Hoover  
108.4 – Christine Ellis, Ben West, Christian Botelho  
108.5 – Barbara McGeough  
108.6 – Open Discussion, Charles Dickens Elementary School, East Vancouver  
108.7 – Kim Le, Hang Truong, Lourdes Cua, Dean Shima  
108.8 – Susanne Cruikshank  
108.9 – Student art submission, Hastings Elementary School, French Immersion, Division 23  
108.10 – Marisa Artiga, Jasmine Khin, Hannah, Vincent Liu  
108.11 – Jackie Gingras  
108.12 – Michael Zlotnik  
108.13 – Rick Coe, Rob Clift  
108.14 – Noel Heron, Jane Bouey  
108.15 – Kevin Milsip  
108.16 – Kelly Read  
108.17 – Donna Peterson  
108.18 – Debbie Little, Shelly Boychuck, Kenny Brett, Jennifer Young, Patricia Gudlaugson  
108.19 – John Tregilges  
108.20 – Roslyn Kellett

108.21 – Paul Orłowski  
108.22 – Donna Chang  
108.23 – Lois Sanford

**Prince Rupert**

109.1 – Rod Kingsfield  
109.2 – Terry Petrie, Kathy Murphy, Steve Riley, Joe Brown  
109.3 – Louisa Sanchez  
109.4 – Terri-Lynne Huddleston  
109.5 – Bill White  
109.6 – Debbie Leighton Stephens  
109.7 – Lorne Clerihue, Jean Clerihue  
109.8 – Brian Kangas  
109.9 – Joy Thorkelson  
109.10 – Shelley Stafford  
109.11 – Donna MacNeil  
109.12 – Herb Pond  
109.13 – Gary Coons  
109.14 – Oliver Clifton  
109.15 – James Cook, Chiara Berton, Ashley Cook  
109.16 – Rebecca Dundas, Dean Masecar, Tracy Shaw, Rickie-Lee Keiko Sugiyama, Tiffany Martin, Frederick Hachkevich  
109.17 – Peter Northcott  
109.18 – Brian Johnson  
109.19 – Angus MacDonald  
109.20 – Colleen Fitzpatrick  
109.21 – Russell Wiens  
109.22 – Nick Adey  
109.23 – Judy Riddell  
109.24 – Doug Yearwood  
109.25 – Tsimshian Tribal Council  
109.26 – June Lewis  
109.27 – Christopher Paul  
109.28 – Isabel Howard

**Terrace**

110.1 – Richard Eckert  
110.2 – Greer Kaiser, Anya Carrel, Daryl McDicken, Estelle Mitchell, Wendy Giesbrecht, Frank Rowe  
110.3 – Greer Kaiser  
110.4 – Arlene Shepherd  
110.5 – Anya Carrel  
110.6 – Darlene Westerman  
110.7 – Daryl McDicken

110.8 – Walter Thorne  
110.9 – Estelle Mitchell  
110.10 – Verallynn Munson  
110.11 – Helmut Giesbrecht  
110.13 – Frank Rowe  
110.14 – Coco Schau  
110.15 – Tosh Yamashita  
110.16 – Marj Brown  
110.17 – John Perras  
110.18 – Diane Penner

### **Creston**

111.1 – Jason Marriott  
111.2 – Jessica Dickerson  
111.3 – Stephanie Adelman  
111.4 – Jody Dutcher  
111.5 – Ambur-Rae Blobel  
111.6 – Alanna Novak  
111.7 – Ebby Gregory  
111.8 – Derek Kemle  
111.9 – Tiffany Vachon, Tammy  
Van Dusen  
111.10 – Amanda Daybell  
111.11 – Sacha Kassner  
111.12 – Shauna Panton  
111.13 – Ashley Wiens for Garret  
Smith and Jordan Ryckman  
111.14 – Erin Harris  
111.15 – Sabrina Romano for Sarah  
Lowen  
111.16 – Brittney Panton  
111.17 – Kathy Wiebe  
111.18 – Shawna Krisher  
111.19 – Tiffany Vachon for  
Keisan Goldsmith  
111.20 – Open discussion, Adam  
Robertson Elementary School  
111.21 – Bob Ewashen

### **Nelson**

112.1 – Regina Day  
112.2 – Herb Couch, Katherine  
Couch  
112.3 – Ingrid Hierck  
112.4 – Grace Wilson  
112.5 – Ron Butler  
112.6 – Carol Westmacott  
112.7 Geoffrey Burns  
112.8 – Cottonwood Community  
Choir

### **Prince George**

113.1 – Sharon Toohey  
113.2 – Bev Hosker  
113.3 – Carolyn Rowland  
113.4 – Marilyn Hannah  
113.5 – Pam Demontigny  
113.6 – Kathy Millard  
113.7 – Lorraine Prouse  
113.8 – Elizabeth Eakin  
113.9 – Colleen Davis  
113.10 – Mike Millard  
113.11 – Anne Lyle  
113.12 – Lisa Martinson  
113.13 – Dick Gilbert  
113.14 – Judith Gilbert  
113.15 – Jo Beattie  
113.16 – Frerya Enemark

### **McBride**

114.1 – Sharon Griffith  
114.2 – Carol Hammar  
114.3 – J. Blouin  
114.4 – Rick Thompson  
114.5 – Laverne Remmelg  
114.6 – Jill Howard  
114.7 – Rose Anne Forester  
114.8 – Harold Edwards  
114.9 – Pete Amyoony  
114.10 – Kevin O'Brien  
114.11 – Tim Dunn  
114.12 – Carol Hammar  
114.13 – Rick Thompson  
114.14 – Laverne Remelg  
114.15 – Kairyn Russell Janicke  
114.16 – Marilyn Wheeler  
114.17 – Mary Henderson Betkus  
114.18 – Kjell Valestrand  
114.19 – Harold Edwards  
114.20 – Tim Forster  
114.21 – Shannon Elliott, Maddy  
Storie, Caren Nelson, Michelle  
Smith Shannon

### **Skidegate**

115.1 – Duncan White  
115.2 – Heather George  
115.3 – Audrey Putterill  
115.4 – Russ Fleming  
115.5 – Heidi Bevington  
115.6 – Ceitlynn Epnors

115.7 – Vonnie Hutchingson  
115.8 – Marnie Younger  
115.9 – Jennifer White  
115.10 – Keith Moore

### **Masset**

116.1 -- Cody Hillier  
116.2 – Lorrie Joron  
116.3 – Charlotte Smith  
116.4 – Stephanie Tarr  
116.5 – Craig Kestle  
116.6 – Donna Bouchard  
116.7 – Mary Wilson  
116.8 – Jeff King  
116.9 – Tim Wolthers

### **Princeton**

117.1 – Ken Carlson  
117.2 – Jacqueline Rowe  
117.3 – Carol Johnston, Deanna Wong, Madison Johnston, Laura Robbins, Jessie Cook, Carley Brewer  
117.4 – Johanna Nott  
117.5 – Gordon Comeau  
117.6 – Open discussion, Princeton Secondary School, Princeton  
117.7 – Keri Petschl  
117.8 – Karen Kunderman  
117.9 – Carol Bertrand  
117.10 – Dianne Rodewoldt  
117.11 – Dawn Johnson  
117.12 – Carol Clarke  
117.13 – Ken Heuser  
117.14 – Susan Hamilton  
117.15 – Shirley Low

### **Merritt**

118.1 – Brent Herman  
118.2 – Ken Ellis  
118.3 – Rob Ruttenberg  
118.4 – Gordon Swan  
118.5 – Terry Scheitel  
118.6 – Ingrid Davis  
118.7 – Peter Vogt  
118.8 – Lori Robinson

### **Penticton**

119.1 – Randy Jopling  
119.2 – Matt Nielson

119.3 – Christie Araujo  
119.4 – Tara Scaullor  
119.5 – Mellisa Lemooin  
119.6 – Brittany Moorehouse  
119.7 – Prabhjat Pannu  
119.8 – Amandeep Rai  
119.9 – Don Henry  
119.10 – Gary Litke  
119.11 – Russel Werk  
119.12 – Ray Pitt  
119.13 – Suzanne Chavarie  
119.14 – Daryl Meyers  
119.15 – Don Henry

### **Kelowna**

120.1 – Video presentation – Kelowna/BCIT Program  
120.2 – Carly Saar  
120.3 – Melissa McMurphy  
120.4 – Graham Vaselenak  
120.5 – Robin Winninger  
120.6 – Jennifer Carter  
120.7 – Connie Quaeddlieg  
120.8 – Rachel Steeves  
120.9 – Dwight Wendel  
120.10 – Kay Treadgold  
120.11 – Brian Perry  
120.12 – Joan Eaton  
120.13 – Alice Rees  
120.14 – Peggy Salaberry  
120.15 – Joe Jamison  
120.16 – Tom Potts

### **Revelstoke**

121.1 – Jan Jorgenson, Silvie Richard, Amanda Mackie, Scott Cancellioiere, Josef Kollman  
121.2 – Judy Cowan  
121.3 – George Benwell  
121.4 – Alan Chell  
121.5 – Sue Leach  
121.6 – Jeff Nicholson  
121.7 – Ann Cooper  
121.8 – Stephanie Kollman  
121.9 – Doug Hamilton  
121.10 – George Benwell Jr.  
121.11 – Sally Thomson  
121.12 – Debbie Bott  
121.13 – Lyn Barisoff

**Salmon Arm**

122.1 – Sheena Godbout, Ari Johnson, Mike Bellamy  
122.2 – Dave Nordstrom  
122.3 – Diane Parnel  
122.4 – Norma Jean Gomme  
122.5 – Yolanda Jontz  
122.6 – Karen Horton  
122.7 – Reid Fowler  
122.8 – Diane Ambil  
122.9 – Candice Roggeveen  
122.10 – Steve Naylor  
122.11 – Janet Latendre  
123.1 – Candace Coupland, Brittney Froese, Angela Laird  
123.2 – Karen Cerniuk  
123.3 – Tom Friedman  
123.4 – John Sterling  
123.5 – Dave Scott  
123.6 – Dr. Lal Sharma  
123.7 – Rod Andrew  
123.8 – Joyce Christianson  
123.9 – Larry Bancroft  
123.10 – Dick Dickens  
123.11 – Sheila Park  
123.12 – Nathalie Jones  
123.13 – Fawn Knox  
123.14 – Kathryn McNaughton  
123.15 – Rick Turner  
123.16 – Sharon Harra  
123.17 – Donna Crossman

**Langley**

124.1 – Alison McVeigh  
124.2 – Dan Peebles  
124.3 – Don Truscott  
124.4 – Sharon von Hollen  
124.5 – Brian Junek  
124.6 – Les Seward  
124.7 – Jackie Erickson  
124.8 – Craig Spence  
124.9 – Shannon Spence  
124.10 – Helena Worrall  
124.11 – Laurence Greeff  
124.12 – Hattie Hogeterp  
124.13 – Sharon von Hollen  
124.14 – Julia Mint  
124.15 – Dave Hall  
124.16 – Diane Pona

**Hope**

125.1 – Cornell Stefaniuk  
125.2 – Peter Andres  
125.3 – Joan Bridgeman  
125.4 – Al Fraser  
125.5 – Terry Watson  
125.6 – Marvin Cope

**Chilliwack**

126.1 -- Webster  
126.2 – Amanda Franks  
126.3 – Kyle Stephens  
126.4 – Devon Remington  
126.5 – Leona Gardiner, Marnie McGrath, Dolores Lees, Barbara Black, Betty Lou Barth, Leanne Gillette, Carrie Hinterberger, Randi Hermans, Margaret Bramble, Elizabeth Gillies  
126.6 – Taryn Lang, Zac Waddington, Jen O'Rourke, Anna Despotovska, Katie Stephenson, Krystal Burr  
126.7 – Scott Wallace  
126.8 – Gwen Point  
126.9 – Zoltan Karolyi  
126.10 – Shirley Dargatz  
126.11 – Sue Vandelagemaat  
126.12 – Dana Tomes

**Whistler**

127.1 – Marjorie Reimer  
127.2 – Bianca Duval  
127.3 – Marina Featherstone  
127.4 – Alexandra Arcalean  
127.5 – Molly Andrew  
127.6 – Maddi MacDonald

**Squamish**

128.1 – Grade 1-4 students, Garibaldi Highlands Elementary School  
128.2 – Colin Chafer  
128.3 – Marian Kelly  
128.4 – Paul Harrington  
128.5 – Janet Kindree  
128.6 – Marjorie Reimer  
128.7 – Constance Rulka  
128.8 – Doug Morrison

**Maple Ridge**

129.1 – Ian Strachan  
129.2 – Michael Daniels  
129.3 – Lucinda Tooker  
129.4 – Jane Roxborough  
129.5 – Tracy Quinsey  
129.6 – Julie Zoney  
129.7 – Sieglinde Steida  
129.8 – Janet Amsden, Wanda Richards  
129.9 – Karen Delong, Wendy Langridge  
129.10 – Maureen Mason  
129.11 – Irene Ives  
129.12 – Martin Hart, Phyllis Schnider  
129.13 – Pamela Keeley Nolan  
129.14 – Laurie Geschke  
129.15 – Mary Caros, Nicholas Caros, Sam Watkins

**Port McNeil**

130.1 – Bill Shephard  
130.2 – Ardie Bazinet  
130.3 – Jeff Field  
130.4 – Heather Johnson  
130.5 – Ann Hory  
130.6 – Len Merriman  
130.7 – Jennifer Auld  
130.8 – Lorna Welch  
130.8 – Drew Nielson  
130.9 – Cassandra Van Mierlo, Alex Smith, Cory Hanson  
130.10 – Kathie Woodley  
130.11 – Kathy Desrochers  
130.12 – Lorne Voysey, Trish Voysey  
130.13 – Dana Plett  
130.14 – Bill Heidrick  
130.15 – Marilyn Walmsley  
130.16 – Shawn Gough  
130.17 – General discussion, North Island Secondary School  
130.18 – Fred Robertson  
130.19 – Kelly Carson  
130.20 – Doug Lemmon

**Campbell River**

131.1 – Laverne Kelly  
131.2 – Dave Wills

131.3 – Nicole Baikie  
131.4 – Barb Berger  
131.5 – Alex Turner  
131.6 – Brian Walker  
131.7 – Dave Harper  
131.8 – Vicki Simmons  
131.9 – Jan Won  
131.10 – Marilyn McPhee  
131.11 – Janet Walker  
131.12 – Noni Caffisch  
131.13 – Jean Kotcher

**Victoria**

132.1 – Musical presentation, Millstream Elementary School, Sooke  
132.2 – Musical presentation, PACE Musical Theatre Program, Sooke  
132.3 – Bob Stoddart  
132.4 – Penny Kellett, Linda McDaniels  
132.5 – Rafe Sunshine  
132.6 – Elaine Jacobsen  
132.7 – Pauline Goveil  
132.8 – Sheena Hurn  
132.9 – Norm Scott  
132.10 – John Boan-Mitchell, David Denyer  
132.11 – Darren Alexander  
132.12 – Lynn Thompson  
132.13 – Karen Leahy-Trill  
132.14 – Paul Waterlander  
132.15 – Jim McDermitt  
132.16 – Kerry Steinemann  
132.17 – Brian Bradley  
132.18 – Michael Hayes  
132.19 – Viva Moodley  
132.20 – John Henry  
132.21 – Bob Yates

**Nanaimo**

133.1 – Carol McNamee  
133.2 – Jacquie Howardson  
133.3 – Joan Merrifield  
133.4 – Kim Howland  
133.5 – Nelson Allen  
133.6 – Marlene Crozier  
133.7 – Drena Wieler  
133.8 – Ian Mathews

133.9 – Peter Harris  
133.10 – Dave Hobson  
133.11 – Gerry Gale  
133.12 – Violet Shade

### **Coquitlam**

134.1 – Eric Severinson  
134.2 – Laura Sahaydak  
134.3 – Chris Stebbing  
134.4 – Mark Turpin  
134.5 – Carley Fossen  
134.6 – Emily Fenton  
134.7 – Brigitte Drescher  
134.8 – Amanda Williamson  
134.9 – Evan Bueckert  
134.10 – Sharon Wu  
134.11 – Monique Kassa  
134.12 – Brian Robinson  
134.13 – Gail Alty  
134.14 – Teresa Grandinetti  
134.15 – Melissa Hyndes  
134.16 – Diane Strandberg  
134.17 – Glenda Ottens  
134.18 – Doug Rolling  
134.19 – Kathleen Thomson  
134.20 – Chris King  
134.21 – Joy Langdon  
134.22 – Marilyn Mowatt  
134.23 – John Solano  
134.24 – Christine Lambie  
134.25 – Kathy Fester  
134.26 – Sheila Ramsey  
134.27 – Brad West  
134.28 – Dave Truss  
134.29 – Julie Rogers

### **Richmond**

135.1 – Braeden Caley  
135.2 – Ray Saintonge  
135.3 – Mark Porter  
135.4 – Kitty Tang  
135.5 – Kevan Hudson  
135.6 – Brittany Baum, Shannon Lum, Sascha Verdi  
135.7 – Chris Kelly  
135.8 – Jo Anne Gray  
135.9 – Sandra Bourque  
136.1 – Keuth Brown  
136.2 – Colin Pawson  
136.3 – Val Windsor

136.4 – Dale Clark, Dell Catherall  
136.5 – Barb Burkell  
136.6 – Al Klassen  
136.7 – Donelda Henderson

### **Surrey South End**

137.1 – Victor Guenther  
137.2 – Delora Harper  
137.3 – Harjinder Gupta  
137.4 – Marcel Leroux  
137.5 – Rupinder Kaur  
137.6 – Salvadore Guerina  
137.7 – Byung Jin Kim  
137.8 – Rashminder Ranghi  
137.9 – Lorraine Lintag  
137.10 – Lynda Brown  
137.11 – Gil Pambid  
137.12 – Dustin Thompson  
137.13 – Wendy Moore  
137.14 – Jack Brown

### **Surrey North End**

138.1 – Eric Driscoll  
138.2 – Victor Guenther, Ann McDonald  
138.3 – Grade 6 students, William Watson Elementary School  
138.4 – James Chamberlain, John Wadge  
138.5 – Sylvie Liechtele  
138.6 – Michael Zlotnik  
138.7 – Marc Jaworski  
138.8 – Filip Jaworski  
138.9 – Jane Carnahan-Schultz  
138.10 – Ravinder Dharni  
138.11 – Patti Turner  
138.12 – Victor Guenther  
138.13 – Moira Mackenzie  
138.14 – Lynne Sinclair

### **Port Alberni**

140.1 -- Rhys Nye, Paul Hey, Andrew Hurley  
140.2 – Maquinna Elementary School  
140.3 – Diane Cheetham  
140.4 – Justin Johannessen, Lisa Radetic  
140.5 – Doug Lindores, Jesse Anderson, Jordan Shimell

140.6 – Don Stevenson, Linus  
Lucas, Enrica Marshall, Lynnsey  
Amos, Lee Lucas  
140.7 – Juanita Flaatten  
140.8 – Dawn Onyschtschuk, Erin  
Onyschtschuk, Tyler Onyschtschuk  
140.9 – Winston Joseph  
140.10 – Erica Schubart  
140.11 – Nathalie Van Viegen  
140.12 – Lynette Barbosa  
140.13 – Blair Thompson  
140.14 – Susan Merivirta  
140.15 – Jack Granneman  
140.16 – Judith Hutchison  
140.17 – Lori Duquette

### **Vancouver West Side**

141.1 – Neil Worboys  
141.2 – Valerie Dare  
141.3 – Marcie Toms  
141.4 – Danielle Jung  
141.5 – Zachary Harper  
141.6 – Kathryn Shipley  
148.7 – David Greve  
148.8 – Veda Hotel  
141.9 – Noble Kelly  
141.10 – Marianne Dodds  
141.11 – Kenzie Ross  
141.12 – Jing Wong  
141.13 – Steve Lebel, Debra  
Sutherland, Noble Kelly  
141.14 – Fawn Johnson  
141.15 – Wayne Peppard  
141.16 – Ed McCauley  
141.17 – Betty Friesen  
141.18 – Mary Locke, General  
Gordon Elementary  
141.19 – Hilary Smith  
141.20 – Case de Ridder  
141.21 – Tiana Gale  
141.22 – Debra Shares  
141.23 – Catherine MacIntyre  
141.24 – Lisa Martin  
141.25 – Daniel Norton  
141.26 – Dawn Glyckherr  
141.27 – Max Glyckherr  
141.28 – Sarah Goble  
141.29 – Marie Bourgeois  
141.30 – Amila Bendriss  
141.31 – Maryline Nevy

141.32 – Cynthia Olomide  
141.33 – Patricia Gudlaugson  
141.34 – Mary Locke  
141.35 – Don Teeuwssen  
141.36 – Vereena Foxx  
141.37 – Adrienne Montani  
141.38 – Jack Allen  
141.39 – Mary Locke  
141.40 – Daryl Sturdy, Mary Locke,  
Jack Allen  
141.41 – Hebba Ghobrial  
141.42 – Christina Schut, M.J.  
Moran, Yvonne Toomer, Pat  
Gudlaugson, Josh Cortens, Vesta  
Writing Group  
141.43 – Murray Warner  
141.44 – Elain Jaltema  
141.45 – Rick Coe, Dileep Athaide,  
Rosanne Moran, Coalition for  
Public Education  
141.46 – Geof Peters

### **Written Submissions**

150.1 – Heather Cooper  
150.2 – Dale Townsend  
150.3 – Deveena Martin  
150.4 – Lyle Philips  
150.5 – Hal Muxlow  
150.6 – Clay McLeod  
150.7 – Rod Millican  
150.8 – Andrea Reimer  
150.9 – James Martin  
150.10 – Annie McKitrick  
150.11 – Melody Hughes  
150.12 – Ann Henkelman  
150.13 – Deberah Shears  
150.14 – John A. Young  
150.15 – Sarah Kipp  
150.16 – Bill Bargeman  
150.17 – Con Van Laerhoven  
150.18 – Gerry McIntyre  
150.19 – Hasting Elementary  
School, Parents and Principal  
150.20 – Lori Lach  
150.21 – L. Cloutier, CUPE  
150.23 – First Nations Education  
Steering Committee  
150.24 – Darlene Jacobi  
150.25 – Michelle Gibbs  
150.26 – Claudia Semaniuk

150.27 – S. D. Green  
150.28 – Penny Tees  
150.29 – Hastings Elementary  
School, French Immersion gr. 1, art  
submission

150.30 – Lynne Reside  
150.31 – Faith Mackay

## Developing the Charter

In December 2002 the panel met to begin discussing the format of the **Charter** and to review progress to date. It was determined that there should be at least two forms for the **Charter**. One, which became known as the “popular version” would be in a poster format, easily read and accessible with a copy sent to every participant in the process. The other would be a longer, detailed report.

The panel met again at the end of January 2003 to reach consensus on a broad list of key belief statements that had emerged from the hearings to date. This process enabled the panel members to begin thinking about the content and format of the **Charter’s** popular version.

During the last week of February the panel again met and spent several days working on a first draft of the **Charter**. While this was not an easy task, there was considerable agreement among the panel members on the form and content. This was a result of fundamental areas of consensus which became increasingly clear as the hearings progressed and the panel heard more and more presentations.

Prior to signing off the final version of the **Charter**, the panel called upon a small number of individuals who had participated in the public hearings to review the document and to make comments and suggestions. A parent, trustee, teacher and university faculty member each responded with thoughts and suggestions which were then incorporated into the final version of the **Charter**.

## Release of the Charter

Consistent with the original intent of the BCTF, the panel took its independent role in the development of the **Charter** very seriously. On Monday March 10, 2003, a press conference was held at the Vancouver Public Library to officially release the **Charter** to the public. The various media outlets showed great interest and the **Charter** received considerable attention, especially from radio and television and community print media. Following the press conference, television and radio interviewed several of the panel members. The press conference was also attended by a number of interested parties including students, parents, teachers, school trustees, college and university faculty and representatives of education organizations.

## The Report

The task of compiling this report began in March with two of the panel members, David Chudnovsky and John Moss delegated the responsibility for writing, in consultation with the other panel members, by the end of April 2003. This deadline proved somewhat idealistic, and the report was completed at the end of June 2003. Throughout the public hearing process, detailed notes of each presentation were recorded. Each presenter and presentation was numbered for future referencing, e.g. hearing #101 was held at Elphinstone Secondary School, Gibsons on the Sunshine Coast, October 23 2003. Presentation #101.1 was made by members of the stage band who performed for the panel and then engaged in discussion. Each subsequent presenter was numbered consecutively.

It was agreed that, to the greatest extent possible, this report would reference those individuals and groups who spoke during the public hearings. The report was to make clear that what was written in the **Charter** actually reflected the consensus beliefs of those British Columbians who presented at the hearings across the province. To this end, a notation system was designed to cross-reference each participant's comments to specific sections of the **Charter**.

## Reading the Report

The report is organized, fundamentally, to reflect the structure of the **Charter** itself. First, is a section devoted to exploring the international, national and provincial literature to provide a **Context** for the discussion of the principles of public education. Next is a section entitled **Representative Submissions**. Excerpts from these nine submissions present a helpful summary of the **Charter** experience and point very clearly to the areas of consensus that emerged.

Each of the four elements of the **Charter** is then dealt with in turn. The **Opening Paragraph** and the sections on **Rights, Promises** and **Expectations** are noted and the understandings the panel derived from the presentations which were made to it, are laid out. The discussion explores each of these four sections in detail and attempts to indicate the breadth and depth of the submissions. Next to each section of analysis are found numerical notations. These are references to the submissions during the hearings. They can be cross-referenced by checking the list of presenters found above. So, for example, if next to a section the number 102.2 appears, the reader will know that Joel Thompson's presentation backs up, agrees with or substantiates the analysis presented. Similarly, if the number 133.4 is noted, then Kim Howland's presentation is being referenced. Sometimes a number will appear more than once beside a particular paragraph or section. This is because more than one point is being made in that section. As a result, presenters are referenced for each issue or principle they put forward to the panel.

As indicated above, one of the techniques used by the panel was to ask the same questions of participants in the process across the province. The next sections of the document reflect the responses to these questions: **What is an educated person? What is an educated community?** It is noteworthy, but not surprising, that the responses reported to these two questions are consistent with the basic principles enunciated in other ways by participants in the hearings.

It was necessary to deal with two areas of interest for many presenters in separate sections of this document. So the next two chapters deal with **Early Childhood Education**, and **Post-Secondary Education** respectively. There is no doubt that these are somewhat artificial divisions in two ways. First, the transitions from one stage of life -- one level of the public education system -- to another, is not nearly as crisp, clean and straight-forward as we would often like to believe. Nor are, or should be, the transitions between the educational institutions we build. Second, the principles underlying all of these stages are often similar or

identical. Nonetheless, it was decided for practical and organizational purposes to separate the discussions.

As has been indicated above, the panel met with many British Columbians who were, to use diplomatic language, very anxious about the current situation in their schools. This presented a dilemma. On the one hand, the mandate of the **Charter** was clear. It was to reflect on the principles of public education. On the other hand, a commitment of the **Charter** panelists to hundreds of presenters was that their perspectives would be accurately reflected. The panel decided that these critical expressions would be inappropriate in the **Charter** itself, but that a section of this report, **Current Challenges**, would be devoted to a discussion of these submissions.

Much of this report is made up of the very words of presenters and their submissions. This is no accident. The panel asserts that the **Charter for Public Education** itself, together with this report, are expressions of the principles enunciated by hundreds of British Columbians who invested time and effort, and very often passion and emotion, to participate. While the words of the Charter were written by the panel, the principles are those of the presenters. Therefore it was felt that, as much as possible, this document should include the always thoughtful and often inspiring direct quotations of the participants in the **Charter** process. The quotations are attributed in each case.

The panel has been careful to ensure that both the **Charter** and the analysis found in this report are true and accurate reflections of what was heard in presentations across the province. It is, of course, impossible to reflect every opinion on every question. As a general rule, points of view put forward by a minimum of 1%-2% of those who made submissions are reflected somewhere in the report. Emphasis, as might be expected, is given to those ideas and principles which were widely shared and expressed by presenters.