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**ASIA PACIFIC STUDIES IN THE SECONDARY SCHOOLS OF
BRITISH COLUMBIA: A REPORT TO THE ASIA PACIFIC
FOUNDATION OF CANADA**

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Executive Summary

Issue

The 2006 Throne Speech to the British Columbia Legislature identified the rise of Asia as “one of the central transformational changes of our time,” in commenting on migration patterns, economic growth and the increasing geopolitical importance of Asia. The Asia Pacific Foundation of Canada inquired about the state of Asia Pacific studies in the secondary schools in helping prepare students to meet the challenges of that transformational change.

Method

We addressed the issue by examining provincial curriculum documents and enrolment patterns before conducting in-depth interviews with eight BC teachers active provincially in curriculum and resource development.

Findings

- Asia Pacific content in secondary social studies has declined since the 1990s.
- Asia Pacific content was substantially removed from secondary business education courses.
- Asian language enrolment declined faster than the rate of decline for the general school population over the past five years.
- Learning resources for Asia Pacific programs are dated and inadequate.
- Australia and the United States provide comprehensive support for K-12 Asia Pacific programs but that is not the case in Canada.

Recommendations

- An Asia Pacific Diploma Program should be established to bring profile, focus and coherence to Asia Pacific studies as part of provincial education programs.
- Asia Pacific studies should be an important component of revised social studies and business education courses.
- Asian language programs should be revised, expanded, and resources updated and funded.
- A comprehensive support program for Asia Pacific studies should be established at a provincial institution such as a university or foundation or consortium of both to provide the following services:
 - electronic and print resource assessment and development.
 - professional development for teachers including an annual Asia Pacific Summer Institute at a provincial post secondary institution, summer study travel programs, (currently available to American and Australian teachers), and an ongoing electronic network.
 - ongoing research on Asia Pacific studies in the schools with provincial and national perspectives.
 - communication with the general public regarding the importance of Asia Pacific studies in the schools.
- Provincial governments should introduce Asia Pacific studies initiatives to provincial education programs with appropriate resources and in partnership with the education community.

Conclusion

The United States and Australia are increasing Asia Pacific content in the schools while BC and Alberta are reducing it. Fewer students are enrolled in Asian languages now than a few years ago and secondary schools are doing less today to prepare students for post-secondary Asia Pacific programs than they did ten years ago. The economic imperative is clear: Canadians need to be able to do business internationally and they need the languages, understandings and appreciations to work in Asia. But more than that, if we want skilled, literate, democratically minded citizens, knowledgeable about the world and prepared to act in the world, we have to overcome the Asia Pacific deficit in our school programs. First and foremost that is up to provincial governments.

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I. INTRODUCTION

In 2005 the governments of Canada and British Columbia embarked on Asia-Pacific Gateway initiatives in recognition of economic growth in Asia and out of concern for Canada's ability to take advantage of the resulting increase in trade with Asia. The 2006 Speech from the Throne to the British Columbia Legislature identified the rise of Asia as "...one of the central transformational changes of our time" (p. 24). In this context, the Asia Pacific Foundation of Canada initiated the Asia Pacific Gateway Research Project including an examination of secondary school programs primarily in British Columbia but also in Alberta. It asked the question, what are the schools doing to help prepare young Canadians for these "transformational changes"?

Our findings indicate a considerable gap between the economic, political, and cultural ascendancy of Asia and secondary school programs in both provinces. While projects and programs in the United States and Australia are gearing up Asian Pacific content in the schools, BC and Alberta have been reducing it. The BC and Alberta educational scenes are further characterized by declining student enrolment in Asian languages. In British Columbia, universities and colleges continue to offer strong Asia Pacific programs and are starting new initiatives but secondary schools are doing less today to prepare students for those programs than they did ten years ago. On the other hand, Australia established the Asia Education Foundation (www.asiaeducation.edu.au) to promote and support Asian studies in the schools, sending more than 2,000 teachers to study programs in Asia since 1993. Similar support is found in the United States, not with a national centre but with a number of regional centres situated at such leading universities as Columbia, Duke, Indiana University, University of Colorado, UCLA, Stanford and the University of Washington.

This report provides descriptions and analyses of Asia Pacific focused curriculum principally in British Columbia, but also in Alberta, includes selected teachers' views from British Columbia, and offers recommendations for improving Asia Pacific studies within provincial education programs. In addition to enhancing Asia Pacific content in existing courses, we are proposing a province-wide Asia Pacific Diploma Program that would include Asia Pacific Studies 12, a new senior interdisciplinary elective.

Research Purpose and Methods

The purpose of this report is to comment on the status of Asia Pacific studies principally in BC and to propose recommendations to improve Asia Pacific studies on the basis of a modest two-stage qualitative study. In stage one, we examine provincial secondary curriculum documents and learning resources from BC and Alberta in business education, social studies and Asian languages, looking for Asia Pacific related content. Also, we examine enrolment data, principally from BC, for current courses with Asia Pacific related content. Analysis of official curriculum documents and enrolment data provided a context for examining teachers' views of the current status of Asia Pacific related content in the classrooms of BC. Our inquiries in Alberta are restricted to provincial curriculum and learning resource documents and enrolment data.

For stage two, obtaining teachers' views, researchers identified teachers with special interests in dealing with Asia Pacific studies in their programs as interview subjects by

posting a brief, open-ended questionnaire on the listservs of some teacher organizations and having informal discussions with lead teachers. Eight teachers, each with a provincial profile in Asian languages, business education or social studies, took part in interviews to discuss the status of Asia Pacific studies in the classroom and comment on proposals to improve Asia Pacific studies in BC. From analysis of official curriculum documents, enrolment trends, and teachers' views, we are proposing a series of recommendations to improve the status of Asia Pacific studies. We also make a cursory examination of support for Asia Pacific studies in Australia and the United States. Our research has a number of limitations outlined in appendix 2.

II. ASIA PACIFIC CURRICULUM AND PROGRAMS

A. British Columbia

Introduction

Between 1988 and 1993 the Government of British Columbia implemented the Pacific Rim Initiatives Program to expand Asia Pacific content in social studies and business education and to transform locally developed Asian language courses into a coherent provincial program (Crawford, 1990). The Pacific Rim Initiatives Program included curriculum development, learning resource development, professional development for teachers, exchange programs for students, and the Pacific Rim Scholarship Program for graduating grade 12 students. (See Appendix 1 for more detail.) The initiatives program ended in 1993 and by 1996, Asia Pacific or Pacific Rim references were reduced or removed from provincial social studies and business education curriculum. Only the Asian language programs continued to expand through the decade but now declining enrolment is an issue in this area as it is overall in BC education.

Secondary Asian Language Programs in British Columbia

Examining BC Ministry of Education curriculum documents provides a snapshot of Asia Pacific activity in the classrooms of British Columbia (www.bced.gov.bc.ca/irp/irp_lang.htm). The first set of documents examined relate to Asian Language courses in which cultural content plays an important role in providing context for language instruction.

The Integrated Resource Package (IRP) for Japanese 5-12 (1997) makes direct and indirect reference to Asia Pacific content in the following ways:

1. examine creative works such as haiku, Japanese art forms [e.g. raku, bonsai, kabuki], Japanese stories, traditional Japanese songs, Japanese greeting cards, Japanese celebrations (page 84).
2. find similarities and differences between Japanese and Canadian cultures by examining Japanese life [e.g. homes, family structure, gender roles, school systems, methods of transportation, Japanese trade] (page 86).
3. role-play culturally significant situations[e.g. senpai-kouhai relationships, greetings, introductions, etc.] (page 86).
4. experience a field trip to a Japanese restaurant (page 86).
5. *understand culture and society* [Prescribed Learning Outcome] (page A-9).

6. *reference to “Pacific Rim”* [Cross-Cultural Interests] (page C-5).

The Integrated Resource Package (IRP) for Mandarin Chinese 5-12 (1998) makes direct and indirect reference to Asia Pacific content in the following ways:

1. examine creative works such as Chinese character picture books, Chinese folk songs, video segments of Chinese animation, calligraphy painting, traditional Chinese clothing, Chinese comic strips] (page 84).
2. explore Chinese Canadian cultural roots [e.g. festivals, traditional values, foods and recipes, Chinese restaurant, interviews with Chinese immigrants to Canada] (page 86).
3. *understand culture and society* [Prescribed Learning Outcome] (page A-9).
4. *reference to “Pacific Rim”* [Cross-Cultural Interests] (page C-5).

The Integrated Resource Package (IRP) for Punjabi 5-12 (1995) makes direct and indirect reference to Asia Pacific content in the following ways:

1. apply knowledge of characteristic Punjabi games, sports, crafts, customs, fashions, or celebrations to plan and implement cultural events [e.g. Vaisakhi] (page 94).
2. compare Punjabi myths and stories with similar stories from other cultures [e.g. Aboriginal and Chinese] (page 94).
3. *understand culture and society* [Prescribed Learning Outcome] (page A-9).
4. *reference to “Pacific Rim”* [Cross-Cultural Interests] (page C-5).

For most school districts, international language programs start in grade 9 and run through grade 12. There is little attempt in the current BC prescribed language programs to promote learning and understanding of contemporary Asia Pacific issues and concerns. Language acquisition is the primary focus. There is an effort also to understand and appreciate cultural similarities and differences.

Secondary Business Education Programs in British Columbia

The Integrated Resource Package (IRP) for Business Education 8-10 (1997) makes indirect reference to Asia Pacific content in the following ways (www.bced.gov.bc.ca/irp/irp_appskills.htm):

1. sweatshop labour and robotics assembly lines (page 32).
2. The Pacific Rim Dimension [a multimedia resource] (page 33).
3. differences in standards of living (e.g. Japan and other nations) (page 42).
4. identification of Canada's major trading partners (page 44).
5. Exploring Business: A Global Perspective, Teacher's Resource Book [Grade10] (page B-10).
6. *Multiculturalism and Anti-Racism* [cross-curricular interest] (pages C-3, C-11).

The Integrated Resource Package (IRP) for Business Education 11-12 and Economics 12 (1998) makes indirect reference to Asia Pacific content in the following ways:

1. explore marketing as it applies...locally and globally (page 11).
2. compare various economic systems (page 12).
3. understand the impact of government decisions (page 12).
4. increase awareness of local and global economic trends (page 89).
5. explain how natural and economic factors affect trade (page 90).
6. evaluate economic system's performance (page 92).
7. explain why nations vary in terms of economic development (page 98).
8. evaluate the role of currency in international trade (page 98).
9. describe the role of multinational corporations (page 98).
10. identify trends in global trading patterns (page 98).
11. ask students to choose a new market for an existing product [e.g. China] (page 99).
12. *Global Marketing* [course organizer for Marketing 12] (pages 131-132, A-176).
13. gather data on BC's international trade (page 134).
14. assess the impact of international trade on BC business (page 144).
15. describe how governments assist international marketing (page 144).
16. analyze how various cultures affect business and marketing (page 144).

Globalization is an underlying theme of business education in British Columbia as direct references to the Asia Pacific are few, if any at all. In contrast, the 1989 Economics 12 Curriculum Guide integrated Pacific Rim content into every unit of the course. At that time, Economics 12 was placed jointly into social studies and business education curricular areas whereas in 2006 it is entirely within business education.

Secondary Social Studies Programs in British Columbia

Asia Pacific content fares better in British Columbia's social studies program as it is embedded in compulsory and optional courses.

The Integrated Resource Package (IRP) for Social Studies 8-10 (1997) makes direct and indirect reference to Asia Pacific content in the following ways (www.bced.gov.bc.ca/irp/irp_ss.htm):

1. identify factors that influence the development of world civilizations (page 14)

2. compare a variety of civilizations (page 14)
3. describe diverse cultural traditions and world religions (page 14)
4. Imperial China and Marco Polo [recommended print materials] (page 15)
5. recommended video resources [e.g. *Buddhism, Hinduism, Islam*] (page 15)
6. assess feudal system in Japan (page 16)
7. describe government system of the Ming dynasty (page 16)
8. report about the spice trade or the Silk Road (page 18)
9. analyze effects of colonialism on trade and conflict (page 28)
10. check the advantages of an all-water route to Asia (page 29)
11. research barriers to immigration [e.g. Komagata Maru incident] (page 36)
12. assess changing economic relationships between British Columbia and its major trading partners (page 40) (Removed from the IRP in 2006)
13. Coming to Gum San and Pacific Rim and the World [recommended print materials] (page 37)
14. recommended video resource: *Pacific Rim Discovery* (page 37)
15. recommended text resources: Pathways, Crossroads, Horizons (page B-11)

The Integrated Resource Package (IRP) for Social Studies 11 (2005) makes direct and indirect reference to Asia Pacific content in the following ways:

1. describe Canada's military participation in Hong Kong (page 33)
2. explain the concept of "enemy aliens" (page 33)
3. evaluate Canada's response in the Korean conflict (page 33)
4. recognize the importance of the land mines treaty (page 33)
5. give examples of Canada's treatment of minorities [e.g. internment of Japanese Canadians] (page 35)
6. research the IMF, World Bank, and WTO (page 77)
7. participate in a Model United Nations (page 77)
8. simulate an international conference [e.g. Kyoto Accord] (page 78)
9. explain Canada's immigration policies (page 82)
10. discuss immigration issues [e.g. Chinese Exclusion Act of 1923] (page 83)
11. recommended text resource: Counterpoints (page 117)
12. recommended resource: Human Rights in the Asia Pacific 1931-1945 (page 122)
13. recommended resource: Internment and Redress: The Japanese Canadian Experience (page 123)

The Integrated Resource Package (IRP) for Comparative Civilizations 12 (1997) makes direct and indirect reference to Asia Pacific content in the following ways:

1. reference tables include: Shang dynasty, China, India, Islamic World, Austral-Asian Cultures, Japan Feudal Period [1200-1550], Asia – Interaction with the West [Japan and the Meiji Restoration, India in the 19th and 20th Centuries, China in the 19th Century] (page F-3)
2. examples of content comparisons include: T'ang dynasty and Gupta Empire (page F-6)
3. examples of cultural-category focus include: Gupta Empire, T'ang and Song dynasties, contemporary cultures of Asia, religions and philosophies of Asia (page F-8)
4. recommended written resource: World Civilizations – A Comparative Study which includes chapters about the early Asian civilization of the Middle Kingdom of China and Japan [from the Jomon Period to the Heian Period] (page B-10)

Social Studies curriculum documents include direct references to Asia Pacific and Pacific Rim themed topics, but one has to look carefully to find them. The best indication that Asia Pacific themes have survived is an examination of the BC Ministry of Education recommended text resources.

Pathways (the Social Studies 8 text) has the following direct references:

1. inclusion of Asia Pacific civilization timeline of world civilizations (pages vi-vii)
2. entire chapter entitled “The Civilization of Early China” (pages 69-100)
3. entire chapter entitled “Medieval Japan” (pages 169-190)
4. explanation of “The Riches of Asia” during the Age of Exploration and Colonization (pages 243-246)
5. entire chapter entitled “India: Survival of the Spirit” (pages 333-364)
6. entire chapter entitled “China: The World Power” (pages 399-428)

Crossroads (the Social Studies 9 text) has the following direct and indirect references:

1. inclusion of Asia Pacific events in timeline of world events (pages viii-ix)
2. inclusion of Asia Pacific on map of imperialism (page 135)
3. feature on child labour in Pakistan (page 149)
4. explanation of reason for search for the Northwest Passage to China (page 216)
5. explanation of trade with Asia (page 219)
6. explanation of Jacques Cartier’s search for the Northwest Passage to China (page 221)
7. study of early mapping of the Northwest Passage to China (pages 224-225)

Horizons (the Social Studies 10 text) has the following direct references:

1. study of barriers to Asian immigration [“1907 Race Riot” and “head tax issue” and “Komagata Maru incident”] (pages 273-275)
2. case study of foreign investment featuring Prime Minister Chrétien’s trade mission to the People’s Republic of China in 1994 (pages 333-334)
3. case study of Canada’s involvement in the Chilean copper mining industry (pages 373-374)
4. fictional short story about Chinese immigrant experience in Vancouver (pages 389-393)
5. explanation of Canada’s global position as a Pacific nation (pages 397-398)
6. explanation of APEC (page 400)
7. map of the Asia Pacific (page 404)
8. explanation of Canada’s trade relationship with Asia Pacific (pages 404-406)
9. sub-chapter entitled “Canada and the Pacific Rim” (pages 406-415)
10. sub-chapter entitled “Pacific Rim Impact” (pages 416-421)
11. sub-chapter entitled “Freer Trade with the Americas” (pages 422-428)
12. conclusion about Canada’s connections with Asia Pacific (page 435)

Counterpoints (the Social Studies 11 text) has the following direct references:

1. case study of the Chinese head tax (pages 10-12)
2. explanation of Imperial Japan’s expansion in Asia Pacific by 1934 (pages 94-95)
3. explanation Canada’s war in the Pacific [WWII] (page 108)
4. issue analysis regarding Hiroshima (pages 120-121)
5. explanation of Japan’s surrender in 1945 (page 122)

6. issue analysis regarding the internment of Canadians of Japanese ancestry (pages 126-127)
7. explanation of Canada's role in the Korean War (pages 138-139)
8. explanation of Canada's role in the Vietnam War (pages 142-145)
9. map of the Pacific Rim trading area (page 157)
10. explanation of Canada's relations with the Asia Pacific economies (pages 157-158)
11. issue analysis regarding multiculturalism (pages 205-207)
12. some references to Asia Pacific [e.g. Tiananmen Square Massacre] as part of lengthy explanation of Human Rights (pages 293-304)
13. feature on population in India (page 316)
14. feature on in-migration in the People's Republic of China (page 321)
15. population pyramids of India and Japan (page 326)
16. feature on ageing population of Japan (page 328)
17. case study of China's "One Child Policy" (pages 329-331)
18. feature on child labour in Pakistan and India (pages 356-357)
19. feature on economic development in the Philippines (pages 394, 400)
20. feature on economic development in Vietnam (page 402)
21. feature on economic development in Qingdao China (page 408)
22. feature on the Dalai Lama speaking at 1992 Earth Summit (page 422)
23. case study of safe water issues in Hirapur India (pages 424-425)
24. explanation of the Kyoto Protocol (pages 432-433)
25. feature on flooding in Bangladesh (page 440)
26. explanation of deforestation in Southeast Asia (page 440)
27. feature on Aung San Suu Kyi of Myanmar (pages 456-457)

All of the recommended text resources for Social Studies 8-11 have specific references to Asia Pacific themes and topics. Indeed, both Pathways and Horizons have dedicated chapters and sub-chapters on Pacific Rim themes. Asia Pacific content is embedded within the BC social studies curriculum (especially Grades 8 and 10) as evidenced by the recommended text resources. It should be noted however that in 2006 the BC Ministry of Education removed from the grade 10 social studies curriculum the following prescribed learning outcome: "It is expected that students will assess changing economic relationships between British Columbia and its major trading partners (p. 40)." This is the only area in the K-12 social studies curriculum in which students had opportunities to examine British Columbia's contemporary economic relations with both the United States and the Asia Pacific. In explanation the BC Ministry of Education provided the following statement:

This updating has been undertaken for the purpose of

- clarifying the Prescribed Learning Outcomes
- introducing Suggested Achievement Indicators
- addressing content overload (Social Studies 10 Integrated Resource Package 2006, www.bced.gov.bc.ca/irp/irp_ss.htm).

At the writing of this report, the BC Ministry of Education is considering undertaking a major revision of the secondary social studies program.

Selected Enrolment Data in British Columbia 2004/2005 (public/independent schools combined)*

Enrolment data show not only the results of student choice in course selection but also the impact of compulsory versus optional course designations and examinable versus non-examinable designations (see the table below). The social studies program is compulsory through to and including grade 11. In any given year, each compulsory social studies course can expect upwards of 45,000 students province-wide. Other Asia-related courses are optional.

Enrolment data also show the relatively low subscription to the elective Asian languages and business education courses. For grade 12 enrolment only 1.5% of students take Japanese, 4.6% Mandarin Chinese, and 0.3% take Punjabi. For comparison, 11.8% of graduating grade12s are enrolled in French 12 or French immersion. Similarly, only 2.0% of students take Economics 12, with 4.2% in Marketing 12. Enrolment in Comparative Civilizations 12 is more encouraging at 10.0% but pales in comparison to History 12 at 18.4% and Geography 12 at 18.0%, both courses with little Asian content.

It should be further noted that Asian language course enrolments experienced greater declines than the overall provincial decline in enrolment of school-aged children. Between 2001/2002 and 2004/2005 school years the overall provincial enrolment fell by 3.5% and grade 11 enrolment fell by 1.9%, reflecting greater initial declines in the primary grades. In contrast, for the same years, enrolment in Punjabi 11 fell by 11.8%, Japanese 11 by 5.7%, and Mandarin Chinese 11 by 4.9%. Comparative Civilizations 12 enrolment dropped by 2.7% for the same period whereas Marketing 11 experienced a 1.2% decline, less than the provincial rate. In contrast, Economics 12 experienced a 13.0% increase in enrolment for the same time period, although the absolute numbers are still low.

Differences in enrolment trends in Asian languages might be explained by accessibility issues including a shortage of Asian language teachers, although that is less the case now than it was 15 years ago. More to the point, it is difficult for secondary schools to schedule Asian language courses if student demand is low and it is difficult to hire and retain qualified teachers if only part time assignments are available. On the other hand, if courses are not scheduled then interested students cannot subscribe to them. Asian language enrolment trends may also reflect perceptions students and their families have of the efficacy of taking these courses.

In large secondary schools there is a wide array of electives available to students and any single elective course is subject to competition. Many influences affect student decision-making. Not all courses are acceptable to universities for entrance. Universities usually require students to take “examinable courses,” those for which the Ministry of Education sets an exam. There are some exceptions. Marketing 12, Economics 12 and Comparative Civilizations 12 are not examinable and not acceptable to some universities whereas History and Geography 12 are examinable and acceptable. Differences in enrolment patterns may result from differences in the relative status of courses rather than as reflections of student interest.

The impact of provincial exams on enrolment patterns may change next year (2007/2008) as the Ministry of Education implements an optional exam policy (www.bced.gov.bc.ca/graduation/). Under this policy, students will be able to take examinable courses with the ability to opt out of the provincial exam in a particular course and take the school mark as their final grade. Universities and colleges can require students to do the exams as an entrance requirement but students will no longer be compelled by the Ministry of Education to take the exams. This decision came out of an extensive review of the secondary graduation program in which interveners called for more flexibility. There is anecdotal evidence suggesting that currently students either drop some examinable courses or choose to take an extra study period in order to concentrate on a smaller number of university entrance courses. Under the new policy, it is thought that more students will take more examinable courses out of interest and can decide which courses to write exams in order to give them their best chance for admission to post secondary programs. This might be particularly important for Asian language programs where it is reported that some students feel they are at a disadvantage on the exam by not being native speakers. The ability to opt out of the provincial exam may encourage non-native speakers to remain in the course to the end of grade 12.

Provincial Enrolments for Selected Secondary Courses

<u>Asian Languages</u>	<u>Course</u>	<u>Student Enrolment (2004/05)</u>
	Japanese 11	1740
	Japanese 12	917
	Mandarin Chinese 11	2351
	Mandarin Chinese 12	2738
	Punjabi 11	337
	Punjabi 12	150
<u>European Languages</u>	French 12	5659
	French 12 Immersion	1393
	German 12	260
	Spanish 12	1573
<u>Business Education</u>	<u>Course</u>	<u>Student Enrolment</u>
	Economics 12	1225
	Marketing 11	2324
	Marketing 12	2520
<u>Social Studies</u>	<u>Course</u>	<u>Student Enrolment</u>
	Social Studies 11	43518** (estimate)
	Civic Studies 11	558**
	First Nations 12	1221**
	Comparative Civilizations 12	5984
	Geography 12	10785
	History 12	11048
<u>Grade Enrolments</u>	<u>Grade</u>	<u>Student Enrolment</u>
	Gr.10	56257
	Gr.11	64756
	Gr.12	59994

**Enrolment data for individual courses is available on a provincial scale only for graduation courses, typically in grades 10, 11, and 12. School boards will not report grade 10 data until November 2006. Data presented in this section were obtained electronically from the BC Ministry of Education, Surveys & Data Exchange in October 2006.*

***All students must take a grade 11 social studies course, typically Social Studies 11. Students may substitute such recently developed courses as Civic Studies 11 or First Nations Studies 12. Estimates from 2005 provincial exam data.*

Travel and Exchange Programs in British Columbia

Another indication that Asia Pacific education continues to attract support in British Columbia is the existence of student travel and exchange programs. Many of these study tours have comprehensive pre-tour programs of instruction whereby students are prepared for the cultural, social and economic impacts of their experiences.

The Ministry of Education does not maintain a central registry of out of province student travel so the scope and scale of these programs is difficult to determine. Below is a snapshot of travel and exchange programs to the Asia Pacific from Richmond School District.

- Boyd Secondary – Shizuoka, Japan (2 weeks)
- Burnett Secondary – sister school in Wakayama, Japan (2 weeks)
- London Secondary – sister school in Wakayama, Japan (2 weeks)

- McRoberts Secondary – Mexico (2 weeks)
- McRoberts Secondary – Urawa, Japan (2 weeks)
- Ministry of Education Asian Language Study Program (3 months)
- Palmer Secondary – Nagoya, Japan (2 weeks)
- Richmond Secondary – Global Education (various Pac Rim locations) (2 weeks)
- Steveston Secondary – Beijing, China (10 months)

- Steveston Secondary – Chiba, Japan (10 months)
- Steveston Secondary – sister school in Sendai, Japan (3 weeks)
- Steveston Secondary – Sendai, Japan (10 months)
- Steveston Secondary – Tachikawa, Japan (10 months)

Conclusions

Asia Pacific education has not disappeared in British Columbia but it passed its zenith in the late 1990s and may decline further without a concerted effort by the various stakeholders to develop, expand, and promote programs.

Students in British Columbia encounter substantial Asia Pacific content in the compulsory social studies program including studies in history, culture, geography, economics, and contemporary issues, although with some erosion, notably in economics content in grade 10. Students can further their historical and cultural interests in Asia through the optional Comparative Civilizations 12. In addition, students have opportunity

to study Asian languages and cultures through the provincial language program although enrolment is relatively low. However, provincial business education programs, including Economics 12, do not include Asian economic growth, Asian economic and business structures, or the concept of British Columbia serving as the Asia Pacific Gateway for North America. That is not to say that these topics are not covered at all as curriculum documents are broad enough to allow interested teachers to pursue them. To what extent this is done is not known and it appears that provincially authorized learning materials in business education do not substantially support the study of these topics.

There have been no new comprehensive learning resources on Asia produced with teachers relying increasingly on the world wide web. Again, resources for Asian languages are the exception. Similarly, there have been no new professional development opportunities such as conferences, institutes, short-courses or study travel programs for teachers interested in Asian studies since the early 1990s with the exception of Asian languages. Another exception is the travel program to China to visit war sites and speak to survivors of atrocities and human rights abuses, sponsored by the ALPHA (Association for Learning & Preserving the History of World War II) group. Most teachers identified in the online questionnaire for their contributions to Asia Pacific studies are near retirement or are recently retired.

B. ALBERTA

Introduction

In Alberta, secondary school curriculum is separated into two divisions with grades 7, 8, and 9 designated for junior high school and grades 10, 11, and 12 for senior high school. The most promising area for Asia-Pacific focused programs in Alberta can be found in Asian languages curricula. In the provincial social studies program, there is some narrowly focused Asian content, somewhat diminished in the latest draft documents for the new social studies program. Most disappointing is the lack of Asian content in Career and Technical Studies (CTS) where curriculum documents for more than 600 strands, courses, and modules do not contain a single reference to Asia. In fairness, many of these courses involve skilled trades and technical training but CTS also includes such strands and courses as Management and Marketing, Tourism Studies, and Enterprise and Innovation where reference to the Asian economic reality might have been made.

Secondary Asian Language Programs in Alberta

Provincial curriculum documents show that Alberta Education offers an extensive and flexible program in Asian languages and cultures, principally Japanese and Mandarin Chinese, and, to a lesser extent, Punjabi. For all its languages, Alberta offers the “9 Year Program” for grades 4 to 12, the “6 Year Program” for grades 7 to 12, and the “3 Year Program” for grades 10 to 12, with entry points in grades 4, 7, and 10. It should be noted, that at this time, Punjabi appears to be offered in a limited number of elementary schools only.

All international language programs in Alberta are structured around four organizing concepts: application, language competence, strategies, and global citizenship. The programs are designed to develop students’ language competencies as well as help students understand historical and contemporary cultural contexts of each language. The rationale for offering Asian language programs can be found in the opening statements of the Chinese and Japanese curriculum documents (www.education.gov.ab.ca/k-12/teaching/).

Learning Chinese leads to:

- An increased awareness of and sensitivity to cultural and linguistic diversity
- An improved potential in the Canadian and global marketplace and workplace
- An enhanced role in the international community (p.1).

To learn Japanese as an additional language is to embark on a profound experience of cross-cultural exploration. This program of studies promotes intercultural communication and intercultural understanding....(p.2)

The ability to speak Japanese gives students a competitive edge in today’s global marketplace and workplace. (p.2)

Alberta’s language programs go beyond the economic imperative to promote intercultural understanding and sensitivity although one might argue that cultural understanding and sensitivity are likely as important to economic success as technically knowing the

language. International language programs in Alberta secondary schools contain substantial historical, geographical, and contemporary cultural content that is supported by a wide array of learning resources. Much of the social studies and business related content in Alberta language programs is not found in provincial social studies and business education (CTS) programs. Learning resources listed for the Alberta languages program reflect the diversity of course content, ranging from vocabulary workbooks to social studies related books, videos, CDs, and DVDs. It should be noted that language programs are optional whereas social studies is required for all students through to grade 12.

Secondary Social Studies Programs in Alberta

The core secondary social studies program in Alberta is compulsory through to grade 12. All students take the same course through to the end of grade 9 when students are separated into tracks for the senior grades. In addition, the three senior grades offer a range of provincial elective courses including: anthropology, economics, geography, history, philosophy, political science, psychology, religious studies, and sociology. The Alberta social studies program is undergoing revision of the core program. Comments in this report reflect the most recent drafts but reference is made as well to previous existing social studies curriculum for comparison and to establish context (www.education.gov.ab.ca/k-12/teaching).

The one conclusion that can be made about the Alberta secondary social studies program, for the purposes of this report, is that there is no single course, core or optional, that deals substantially with Asia. What can be said is that there are limited references to Asia and Asian Canadians throughout the program. For example, in the core junior high program grade 7 social studies, “Canada: Origins, Histories, and Movement of Peoples”, includes a study of pre-World War I Asian immigration. In the grade 8 course, “Historical Worldviews Examined”, Japan (Edo to Meiji) is used as a case study of a society in isolation facing the pressures of the outside world. Grade 9, “Canada: Opportunities and Challenges”, makes no specific reference to Asian content as it covers governance and rights issues in Canada although it calls for examination of contemporary Canadian immigration policy in this section. Much of the second half of grade 9 focuses on Canada’s economic and political relations with the United States.

The senior high school core program begins in grade 10 with an examination of globalization, either “Perspectives on Globalization” or “Living in a Globalizing World”, depending on which track a student is on. Again there is no specific reference to Asia unlike the previous grade 10 curriculum document which included a study of “Canada and the Pacific Rim”. The grade 11 course, either “Perspectives on Nationalism” or “Understandings of Nationalism”, makes brief reference to Japan in the interwar period. The final core course in grade 12, either “Perspectives on Ideology” or “Understandings of Ideologies”, is about western thought, particularly the development of liberalism and democracy. There is no reference to Asia.

In the senior high optional program of nine electives, only World Geography contains Asian content, using Japan for a case study of industrialization. The World Religions course, by its title, probably allows for exploration of religious thought from a number of

sources but, again, no direct reference is made to Asia. The remaining seven courses are silent on Asia.

Learning resources for social studies include survey textbooks, in-depth case studies and a range of media, some of which make references to Asia and Asian Canadians, but none are focused exclusively on Asia. It should be noted, however, that resources currently listed are mostly for the 1990s social studies curriculum, not the current revision.

In conclusion, it is clear that Asian content in the Alberta provincial social studies program is very limited and fragmented from what the curriculum documents tell us. There is no coherent approach to understanding Asia or Asian Canadians or Canada's cultural, political, and economic relations with Asia. What little there is, is concentrated on Japan. China and India are virtually ignored, not to mention all the other countries, cultures, and political jurisdictions of Asia. That is not to say conclusively that Asia is not covered as the current curriculum document, organized around concepts of identity, citizenship, and globalization, allows latitude for teachers to integrate Asian content at their own discretion. No survey has been done to determine the extent to which individual teachers might deal extensively with Asia Pacific studies.

Secondary Business Education Programs in Alberta

Revised in 2005, the Career and Technical Studies (CTS) program contains more than 600 courses and modules organized into 22 strands (www.education.gov.ab.ca/k-12/teaching). There are no references to Asia in any of the strand, course, or module descriptions. Strands such as "Management and Marketing", "Tourism Studies", and perhaps "Enterprise and Innovation" present potential for Asian content. The list of learning resources for CTS indicates two references to the global economy and one specifically to Japan within the Management and Marketing strand and two references to traveling in the Asia Pacific in the Tourism Studies strand. These resources are only five among hundreds of titles.

Enrolment in Alberta

Asian languages and career and technical studies courses are electives for Alberta students whereas social studies is compulsory through to grade 12. Enrolment numbers for specific courses are not readily available but the overall secondary grade enrolment for the 2004/05 school year is as follows:

<u>Grade</u>	<u>Student Enrolment</u>
7	45734
8	45942
9	46651
10	49662
11	47314
12	53762

These numbers are for all students under age 20 enrolled in a provincial program in public, private, or charter schools in Alberta (www.education.gov.ab.ca/ei/statistics/studpop/). Typical provincial patterns indicate that over 90% of students in a given grade would be enrolled in a compulsory social

studies program whereas typically between one and ten percent would be enrolled in specific electives in languages and business education.

Conclusions

Like British Columbia, Alberta appears to have a strong but perhaps undersubscribed Asian language program but, unlike British Columbia, Alberta does not have substantial Asian content in its social studies program. Both provinces' business education programs give little specific attention to Asian economic realities and their importance to Canada. It should be noted that there were no returns to the listserv questionnaire from Alberta to test interpretations from the document analysis.

III. CONVERSATIONS WITH EIGHT BRITISH COLUMBIA TEACHERS

A. Introduction

Eight teachers provided views of Asia Pacific related programs through a combination of open-ended questionnaire and interview. One respondent chose to return views online while the remaining seven engaged in interviews after being provided questions in advance. Teachers were selected for their provincial profile having served on the executives of their provincial specialist associations or on Ministry of Education curriculum and resource committees. Two are former provincial presidents, some have worked for the Ministry of Education as well as taught in faculties of education, and some had private sector experience prior to becoming teachers in the public education system. Most have lived, worked, traveled, or studied in Asia. All are classroom teachers currently and teach in the areas of Asian languages, business education, and social studies although they have qualifications and assignments in such other areas as science, math, home economics, and ESL. Their teaching experience in the public system ranges from five years to thirty-four years.

Questionnaires were structured from analysis of provincial curriculum documents and enrolment trends, and from informal discussions with teachers and Ministry of Education staff. During these informal discussions, the idea of a new grade 12 elective, Asia Pacific Studies 12, emerged, as did the proposal for the Asia Pacific Diploma Program. These suggestions were based on the Pacific Rim Certificate Program that operated as a locally-developed program at Steveston Secondary School in Richmond in the 1990s. A full description of the Steveston program can be found in Appendix I. Teacher respondents were asked to address these two suggestions. Two respondents were integral members of the Steveston Pacific Rim team.

Views presented here are not intended to be generalizable to the province but rather are reflections of thoughtful, experienced teachers who work in the area of Asia Pacific related studies and have a sense of the provincial education scene. Teachers' views and analysis are organized by subject area and then in terms of the following categories: provincial curriculum, learning resources, teachers, administrative support, enrolment, and Asia Pacific studies.

B. Asian Language Teachers

1. Provincial Curriculum

One of the major questions for all curriculum areas is, “Is it doable?” Can teachers and students make it work? Are curriculum expectations appropriate to the age and abilities of students while meeting societal expectations, including those of post-secondary institutions? Teachers report that the provincial Japanese language program is doable but there is some internal debate within the Mandarin Chinese group about appropriateness of curriculum expectations, especially for the grade 12 examinable course. The debate is centered on the native speaker versus non-native speaker issue in which it appears that expectations are such that non-native speakers feel they are at a disadvantage, particularly when it comes to the provincial exam. The debate is not uncommon in second language programs but seems more pronounced with Mandarin Chinese. While this situation appears to discourage non-native speakers from taking Mandarin Chinese, some teachers report increasing enrolment of non-native speakers in certain schools, contrary to provincial trends. These tend to be schools where there are few native speakers and where teachers offer cultural content and interactive experiences. Punjabi is a provincial program culminating in a provincially examinable course in grade 12 but it is seen more as a heritage language than international language with low enrolment provincially. It is an important program in some school districts.

2. Learning Resources

Asian language teachers report problems with dated resources, lack of access to suitable resources from Australia and the United States, and lack of access to computers, software, and online resources. One teacher reported writing her own textbook (unpublished) at her own expense for her grade 12 Japanese course to ensure her students were well-prepared for the provincial exam. Other teachers report spending their own money (after taxes, not-deductible) for classroom resources, including supplementary resource books, DVDs, software, and so on. This is both a matter of provincial funding and local decision-making. Resource budgeting in individual schools is often handled by a staff budget committee and the school administration. A full time, well established language teacher has a much better chance of making the case for adequate resource funding for Asian languages than a part time, itinerant teacher. Administrative support is also important in funding school language programs.

Access to online computers and appropriate software is becoming more of an issue as more resources come online and the Ministry of Education moves to computer-based, online provincial exams. Asian language teachers report lack of online computers in their classrooms, lack of access to computer labs in their schools, computer labs with sound disabled computers, and computers incapable of working with Asian script.

3. Qualified Teachers

Respondents report that it is not uncommon to find qualified Asian language teachers, especially in the Lower Mainland and southern Vancouver Island, but it is difficult to provide them full time employment. Asian language teachers have second teaching areas (as do most BC secondary teachers) but jobs are not always available in those specialties. Teachers take part time jobs but move on to different schools and districts as full time jobs become available or they leave teaching entirely. The instability of this situation allows some school administrators to consider not scheduling Asian languages in the school timetable unless there is significant demand from students or a strong mandate from the local school district.

4. Administrative Support

Support of the school administration is essential to the success of Asian language programs, not only for funding but also for timetabling. With today's financial constraints, class size provisions, and low student demand, school administrators may choose not to schedule Asian language courses. Or, to overcome small class sizes they may schedule "splits", that is multiple grade levels of the same language in one block of time. It is not uncommon, for example, to have Japanese 9, 10, and Introductory Japanese 11 in the same time block to make up a class of thirty students. Teachers report that this situation diminishes the experiences of students and contributes to teachers' sense of frustration about their effectiveness. It was noted that large secondary schools, or separate junior and senior schools, with three hundred or more students in each grade can reduce the number of splits simply because there are more students available for any given course and the timetable is more flexible.

5. Enrolment

Asian language teachers are aware enrolment provincially in their courses is declining at a rate faster than that for the general school population but they point out that there are schools running counter to the trend. Declining enrolment in Asian language courses is attributed to mostly non-Asian students' perceptions of the level of difficulty that comes from unfamiliar tones, pronunciations, and writing systems. Teachers report some non-Asian students perceive Asian students as having an advantage in Asian language courses particularly with the grade 12 provincial exam. This may be more perception than reality given the diversity of the Asian Canadian population but never the less is real for some non-Asian students. On the other hand, some native speakers do have an advantage but this is a difficult issue to sort out. Also, there is significant attrition of student numbers between grade 9 and grade 12, attributed to the perceived difficulty of the provincial exam and lack of flexibility in the school timetable. It is also the case, that many grade 12 students take one or two study periods in order to concentrate on their examinable courses to improve their chances for university entrance. There is less "play room" for students to take courses out of interest, as one teacher put it, and students often drop grade 12 Asian language courses.

As noted, some schools are running counter to the provincial trend of declining enrolment. Teachers in a school that took on French immersion three years ago report that their Japanese language enrolment increased slightly while enrolment in Mandarin Chinese declined insignificantly. Both courses experienced increases in non-Asian student enrolment. The school also has a very strong Spanish language program.

Teachers report that the school's success comes from a supportive administration, an open budgeting system, strong cultural components in the courses, and interactive pedagogies that keep students interested. Experiences of this school illustrate Asian and European languages along with French immersion can thrive in a mid-size grade 8 to 12 secondary school.

6. Asia Pacific Studies

Asian language teachers agreed that a new Asia Pacific Studies 12 course and an Asia Pacific Diploma Program would serve to raise the profile of Asian languages and would convey a new sense of importance to this area of study. But, they raised questions as well, most important of which are around timetabling and administrative support. New provincial programs and courses do not necessarily run in all secondary schools. Student demand, provincial funding, district support, qualified teachers, and the willingness of school administrators, counsellors and school timetabling committees are all necessary to successfully implement a new program. School administrators will sometimes allow a new course or program to run with low enrolment for a year or two as a pilot but if enrolment does not improve the course or program will be removed from the school's timetable. Asian language teachers also expressed the view that students would have to see a clear benefit from taking Asia Pacific Studies 12 or completing the Asia Pacific Diploma Program. Besides arguments around economic significance or intercultural understanding, students would want to see direct links to post-secondary institutions.

In light of some of the difficulties noted above, some Asian language teachers expressed the view that it might be better to focus on improving existing programs with better resources, better pre-service training, and better professional development opportunities. One teacher reported of being of two minds about the proposal. On the one hand, she was excited by the possibilities, convinced that an Asia Pacific Diploma Program would give profile, focus and coherence to Asian studies but on the other hand felt her level of anxiety rising as she thought about how to implement the program in her school. Who would be the most supportive administrator to talk to first? What other teachers would give support? Would there be enough student interest? What about the parents? Will there be enough resources? All these questions ran through her mind. In the end, she remains supportive of the diploma program but is highly skeptical that it will come to pass.

Given the perceived difficulty of Asian languages, another teacher suggested that students should start earlier. While provincial integrated resource packages start at grade 5, effectively only very few students have access to those programs. Expansion of Asian languages in the elementary schools might be considered as well as alternate models of delivery such as Asian language immersion schools or summer immersion programs.

C. Business Education Teachers

1. Provincial Curriculum

The most pronounced reduction in Asia Pacific content occurred in business education courses, particularly Marketing 12 and Economics 12. "Globalization" supplanted

references to Pacific Rim economies found in previous iterations of those courses. There is some feeling that the provincial business education became “too skewed” towards Asia and the Pacific Rim at the expense of attention to other global regional economies. The term “globalization” is seen to be more neutral, even “unbiased”, while at the same time giving room for teachers to cover Asia if they wished. Some teachers expressed the view that removal of references to Asia and the Pacific Rim was a mistake and they continued with strong units on Asia in their own teaching. Both sides, if it can be portrayed this way, agreed that the world’s economic regions, including Asia, should be covered in some way and that case studies, issue analysis, and critical thinking are important pedagogical approaches. One teacher commented, that while Marketing 12 is the international course, most business education teachers, in her estimation, are more concerned with the local scene and career preparation arrangements for students.

2. Learning Resources

Courses can be textbook driven but most teachers use interactive strategies in their business education courses. This approach requires access to more online resources as well as purposed-designed print resources for case studies, simulations, issue analysis and so on.

3. Qualified Teachers

One teacher noted that accessibility to suitable resources is particularly important to business education because of the number of generalist teachers (teachers without specific business education training) assigned to business education courses. There are specialist business education teachers in every secondary school, but it is often the case that non-specialists are assigned to “pick up a course” to fill their timetable. While comment might be made about hiring and assignment practices, this situation points out the need for suitable, well-scripted learning resources and appropriate professional development. One teacher commented on the importance of the Asia study/travel program under the Pacific Rim Initiatives Program, 1988-1993, in helping teachers get started with Pacific Rim courses.

4. Enrolment and Administrative Support

Enrolment in Economics 12 has increased but is still undersubscribed with about 1200 students province-wide. Marketing 12 has double the enrolment, about the same as Mandarin Chinese, but low on the provincial scale. To include Asia Pacific units and expand enrolment requires support of school administrators as discussed in the section on Asian languages. A case in point was recounted by one respondent who could not get administrative support to start Economics 12 in his school and transferred schools. At the second school he found an administration willing to live with small enrolment for a year in order to get the program off the ground. Within three years, Economics 12 enrolled more than ninety students, one of the biggest programs in the province. The importance of administrative support cannot be underestimated. Even with a talented teacher and supportive administration, Economics 12 can be a hard sell as The University of British Columbia does not accept it for university entrance because it is not provincially examinable, although this has not stopped Simon Fraser University and others from

accepting the course. As the biggest university in the province however, UBC sets convention and many students by-pass economics for that reason.

5. Asia Pacific Studies

Business education teachers did not oppose the concept of an Asia Pacific Diploma Program and Asia Pacific Studies 12. Some gave enthusiastic support but all raised questions similar to those raised by Asian language teachers: Will students take it? Will there be administrative support? Will it be properly funded and resourced? What about professional development opportunities? And how will post-secondary institutions view the program? One teacher suggested that it would be of interest only to students in the Lower Mainland. An Economics 12 teacher noted that since the local school district reorganized its secondary schools from separate junior and senior schools to grade 8 to 12 schools, it has been harder to introduce new courses and programs, the result of fewer available students per grade and less flexible timetables.

D. Social Studies Teachers

1. Provincial Curriculum

Collectively, responding social studies teachers expressed surprise at the removal of the Pacific Rim trade unit from Social Studies 10 but said it was understandable. Teachers commonly complained that the course was too content heavy with little time for the critical thinking depth studies called for in the Integrated Resource Package. Learning resource support for the Pacific Rim unit is dated and as the last unit of the course, many teachers simply did not get to it. Additionally, as a contemporary study, the Pacific Rim trade unit did not seem to fit with the overall historical orientation of the course. It was considered an outlier and only teachers with a special interest in Asia continued to do it. There is still historical Asian content in Social Studies 8 and Comparative Civilizations 12 and room for an examination of contemporary Asian demographic and political issues in Social Studies 11, although this is left much to the discretion of the individual teacher. Teachers who continue with the Pacific Rim unit in Social Studies 10 cite such reasons as the importance of studying a region of the world that has growing economic and geo-political significance globally as well as for Canada specifically in terms of economic and cultural relations. Teachers noted as well the changing ethno-cultural make-up of society, the growing numbers of Canadians with Asian heritage and the connections this part of the curriculum makes with them not to mention the importance of contributing to intercultural understanding.

Teachers went on to comment that they thought the compulsory grade 8 to 11 social studies program had become overwhelmingly historical in orientation at the expense of contemporary studies in geography, politics, economics, and societies. They recognize the central importance of history to the compulsory provincial social studies program but call for a re-balancing if not re-conceptualization to include contributions from other disciplines, including Asia Pacific studies.

Social studies teachers also commented on the impact of the recently implemented provincial exam for Social Studies 11 and its alternate, Civic Studies 11, the end points of the compulsory provincial social studies program. After the old education adage, “what

is counted, counts” (after Elliot Eisner), the provincial exam has had the effect of narrowing the scope of social studies courses as teachers concentrate on preparing students for content-driven exams. There is little Asian content in current provincial social studies exams. It is reported that the impact of the exam has trickled down to the lower grades to the point where teachers find it more difficult to introduce new units or resources, or employ more interactive, research and inquiry, and critically-oriented teaching strategies.

The provincial exam places the Ministry of Education in a paradox. It wants a provincial social studies program to help develop students into knowledgeable, responsible, democratically minded citizens capable of research, developing positions and communicating them, only possible through depth inquiries and it also wants large amounts of information covered in response to demands of various interest groups. This has been called the process versus content debate but some see this as a false dichotomy. It is not either, or, but a balance. Currently, the balance has tipped to the content side because of the exam. Teachers are asking for elimination of the grade 11 exam to allow for depth and critical studies as there are still grade 12 provincial exams for the social studies program or, at the very least, they call on the Ministry to re-design the grade 11 exam to allow more latitude for students and teachers. Under present circumstances, it would be difficult to add Asia Pacific content to an already content-laden curriculum.

With regard to the social studies elective program, other than Comparative Civilizations 12, there is little room for Asia. China content has increased somewhat in History 12 with some coverage of war in southeast Asia and Korea but nothing in a contemporary context. Economics 12 has been removed from social studies to be placed in business education and Asia Pacific content removed.

2. Learning Resources

As the scope of curriculum in practice narrows, teaching becomes more dependent on textbooks. But for contemporary studies, textbooks are dated before they are printed although they can offer useful conceptual frameworks and suggest pedagogical approaches. For contemporary studies, teachers and students need better access to online sources and current, more specialized print resources. The Asia Pacific Foundation’s country backgrounders and Pacific Rim Profiles (1998-2000) were cited as examples of specialized print sources for contemporary studies while three booklets published by the Ministry of Education were cited for historical studies: *Canada and the Holocaust* (Queen’s Printer, 2000); *Human Rights in the Asia Pacific 1931-1945* (Queen’s Printer, 2001); and *Internment and Redress: The Japanese Canadian Experience* (Queen’s Printer, 2005). Teachers also noted the publications of TC2, the Critical Thinking Consortium, as examples of shorter, more purposeful learning resources that could serve as models for new Asia Pacific print resources.

3. Qualified Teachers

As with business education courses, it is common to have non-specialists teach secondary social studies courses, mostly but not exclusively in the junior grades. Anecdotally teachers report it is not common for established social studies teachers to have substantive background in Asian studies but say more young teachers appear to have

more connection with Asia through study, travel, work experience, or family . Never the less, lack of background in Asian studies will continue to be an issue that can be remedied in part by appropriate learning resources and ongoing professional development. Three respondents noted the importance of the study/travel programs under the Pacific Rim Initiatives Program in giving teachers a kind of jumpstart in introducing Asia in their classrooms.

4. Asia Pacific Studies and Administrative Support

All social studies respondents supported improving Asia Pacific content and called for a complete “re-vamping” of the K-12 provincial social studies program to accommodate it. They differed in how it should be done. Most supported the Asia Pacific Diploma Program and the new interdisciplinary elective course, Asia Pacific Studies 12. On the other hand, creating and mandating new provincial courses or programs does not guarantee successful implementation. Civic Studies 11 is a case in point. Created under direction of the Minister as an alternative to Social Studies 11, only about 1% of grade 11 students took Civic Studies 11 in 2005-2006 in contrast to the almost 99% in Social Studies 11 (BC Ministry of Education, Knowledge Management Department, October 2006). There are many organizational obstacles to implementing new courses and programs as discussed previously. New courses and programs need student interest, funding, administrative support, and interested teachers to champion them. In the minds of teachers of this view, it would be better to attempt to adjust existing courses to include Asia Pacific content and support the changes with resources and professional development.

Delving into some of the fine details of timetabling, one respondent illustrated how important administrative support is. If the proposed Asia Pacific Diploma Program were to be implemented with Asia Pacific Studies 12 along with other required grade 12 electives such as Economics 12, Marketing 12, or Comparative Civilizations 12 and with an Asian language to grade 12, then none of these courses could be timetabled into the same block. Low enrolment suggests there would not be more than one class of each of these courses and students would be required to take at least three of them. They cannot be timetabled into the same time slot and neither should they be put up against Math 12 or perhaps Physics 12 or Chemistry 12 as top academic students will take those first to satisfy graduation and university entrance requirements. This becomes a challenge in small to mid-sized schools using the typical eight-block timetable. It takes a dedicated administrative team and counseling department to get it right and accommodate various interests and requirements. Programs can be killed by inattentive timetabling.

On the other side of the question, teachers commented that the Asia Pacific Diploma Program and Asia Pacific Studies 12 were necessary to give focus and coherence to an important area of study and to give it a profile to communicate the high degree of importance the government places on it. Given Canada’s historical relations with Asia, Asia’s growing economic and geo-political importance, and the increasing number of Asian Canadians, it is important for all students to have opportunities to learn Asian languages, study Asia in both historical and contemporary contexts, and engage in critical inquiry into issues in Asia and between Asia and Canada. There is more than an economic imperative in making this shift in curriculum; it is really about helping students

become knowledgeable, literate, responsible and democratically minded citizens who are prepared to act in the world.

It will take leadership and long-term commitment from government and others to make this dramatic shift in the social studies program of British Columbia but it will not be done without the engagement and contribution of the education community. One teacher commented, “Resistance from the teaching community can lead to failed implementation of well-meaning and worthwhile initiatives.” Resistance comes when teachers are not engaged in the process of change from the start and when initiatives are not supported by other elements in the education community. The social studies teachers who took part in the interview/questionnaire process believe in changing the social studies program to include the Asia Pacific but offer different ways of getting there.

E. Conclusion

The message is clear. Asia Pacific studies in BC and Alberta have been diminished in the past ten years but there is a small group of interested teachers and scholars who may be willing to form a new Asia Pacific Network in partnership with others in the education community in order to develop and implement new programs, courses, and units in Asia Pacific studies, changes required to meet the challenges of changing societal and global dynamics. The organizational obstacles are formidable but not insurmountable. Leadership and funding from government, advice from the Asia Pacific Foundation of Canada, and support and willing engagement of the education community are necessary to make a marked shift in the provincial education program. The recommendations below chart out a possible course.

IV. RECOMMENDATIONS

Trends in Asia Pacific educational programming over the past ten years, diminishing curriculum content and declining enrolment, seem counter-intuitive in light of economic growth, increasing geo-political importance, and migration patterns in the Asia Pacific region. The economic imperative is clear. The Asia Pacific is the fastest growing and most dynamic economic region in the world and Western Canada is well-situated geographically to become more engaged in Asian economic growth. Some experts refer to the new prominence of Asia as a “tectonic shift” in global economic and political affairs. In addition, Canada has long been connected to Asia, not only through trade, but through migration as well. Through a century and a half of immigration, Asian Canadians are well-established in Canadian society and, in a more recently recognized trend, hundreds of thousands of Canadians now live, work, and study in Asia. In both cases, Asian Canadians and Canadians in Asia are seen as important human resources in developing economic, political, social, and cultural connections with Asia.

The K to 12 school systems in British Columbia and Alberta seem curiously out of step in helping young people prepare for this new reality. The education community needs to focus attention on Asia Pacific studies and it needs to do this under the leadership of provincial governments and in partnership with teachers and other education stakeholders. Provincial governments should expand and improve Asia Pacific studies generally and create a focused and coherent **Asia Pacific Diploma Program** within the graduation component of the provincial secondary education program. The following goals, actions, and technical and strategic recommendations provide suggestions to be considered by the education community.

Goals

1. To increase student participation in Asia Pacific Studies in order to help students to increase knowledge, understanding, and participation in Asia Pacific matters in economics, politics, cultural issues and languages.
2. To improve Asia Pacific Studies content generally in existing courses and to initiate an Asia Pacific Diploma Program including a new elective course,

Asia Pacific Studies 12*, for secondary schools within provincial education programs.

* “12” is the course designation for grade 12 courses in British Columbia. Other provinces may have other grade 12 designations.

Actions

1. To build a constituency of support within the education community, a strong case needs to be made to provincial governments and education stakeholders to increase Asia Pacific Studies generally and to initiate an Asia Pacific Diploma Program, including Asia Pacific Studies 12, for secondary schools .
2. Provincial governments, in partnership with teachers and other education stakeholders, should make appropriate technical changes to provincial curriculum and programs to facilitate improving Asia Pacific Studies, including initiating a new Asia Pacific Diploma Program (including Asia Pacific Studies 12), for the graduation component of the provincial secondary education program.
3. The education community should develop an implementation plan for Asia Pacific studies generally and the Asia Pacific Diploma Program, including Asia Pacific Studies 12, under the leadership of provincial governments, advised by the Asia Pacific Foundation of Canada, and in partnership with teachers and other education stakeholders.

Technical Recommendations for Provincial Governments and Local School Districts

A. Asia Pacific Studies in General: Improvements and New Course Initiatives

1. Asian Language Courses
 - Improve and enhance Japanese and Mandarin Chinese.
 - Ensure course revisions at regular intervals and initiate an evergreen system of ongoing updating of curriculum and resources.
 - Provide access to current learning resources, including those created in other jurisdictions such as Australia and the United States.
 - Remain open to expanding and improving additional languages such as (but not exclusively) Punjabi and Korean and consider alternative delivery models.
 - Maintain and enhance the cultural component in language education.
 - Continue with the communicative (face to face) philosophy of instruction.
 - Use web-based resources for enhancement of Asian language courses.
 - Improve access to online resources and appropriate software.
2. Business Education Courses
 - Develop and implement appropriate Asia Pacific studies content for Business Education 10, Marketing 12, and Economics 12 in British

Columbia and for relevant courses in Management and Marketing and Tourism studies in the Career and Technical Studies program in Alberta.

- Asia Pacific studies components in business education should be centered on an interactive, critical thinking model and include case studies and issue analysis.
- Economics 12 in British Columbia should be restored to joint responsibility of Business Education and Social Studies in order to facilitate revision to include Asia Pacific studies.
- Explore the possibility of making Economics 12 in British Columbia an examinable academic elective with the same status as other examinable grade 12 electives used for university entrance.
- Provide access to current learning resources relevant to Asia Pacific business education.

3. Social Studies Courses

- In the case of a major revision of the provincial Social Studies program in British Columbia, Asia Pacific studies, with a balance between historical and contemporary orientations, should be prominently featured in both compulsory and optional courses.
- In British Columbia, the Asia Pacific studies content of Social Studies 8 and Comparative Civilizations 12 should be safeguarded and enhanced in the event that a major revision does not take place.
- In British Columbia, the contemporary study of Canada's economic relations with Asia previously found in Social Studies 10 should be restored in the event that a major revision does not take place.
- Economics 12 in British Columbia should be restored to joint responsibility of Business Education and Social Studies.
- Explore the possibility of making Economics 12 in British Columbia an examinable academic elective with the same status as other examinable grade 12 electives used for university entrance.
- In Alberta there is a need to develop and implement relevant Asia Pacific Studies content for both compulsory and elective courses including the economics elective.
- In Alberta, the Asia Pacific Studies content should be more encompassing of Asian regions than what is now the case and there should be a balance of historical and contemporary orientations.
- Asia Pacific studies components in social studies should be centered on an interactive, critical thinking model and include case studies and issue analysis.
- Provide access to current learning resources relevant to Asia Pacific social studies education.

4. Asia Pacific Studies 12: A New Interdisciplinary Course for Grade 12

- Provinces should develop and implement Asia Pacific Studies 12 as part of the senior elective program.

- Asia Pacific Studies 12 should be an interdisciplinary course on the contemporary Asia Pacific region and Canada's role within it. Asia Pacific Studies 12 should be open to students from a wide range of interests and backgrounds and would be examinable in BC under the new option policy of the Ministry of Education. Asia Pacific Studies 12 would be the core course of the Asia Pacific Studies Diploma Program.
- Asia Pacific Studies 12 should be centered on an interactive, critical thinking model and include case studies, issue analysis and provide for students to work in a variety of media.
- Access to current learning resources relevant to Asia Pacific Studies should be provided.

B. Asia Pacific Diploma Program: A New Initiative for the Provincial Graduation Program

- Provincial governments should establish a new provincial diploma program called the Asia Pacific Diploma Program to highlight the importance of this area of study.
- Students completing the requirements of this program would have their accomplishment recognized on their graduation diplomas.
- Requirements for the Asia Pacific Diploma in BC should be determined by the Ministry of Education in consultation with teachers and other education stakeholders but might include the following: completion of at least one Asian language course to grade 12 level; completion of one of either marketing, economics, or comparative civilizations (or the equivalent) at the grade 12 level; the completion of Asia Pacific Studies 12, the new provincial interdisciplinary course; and participation in an exchange program.
- The Asia Pacific Diploma Program should be linked to and recognized by post-secondary institutions.

C. Asia Pacific studies initiatives should be developed by provincial governments in partnership with teachers through their organizations and other stakeholders in the education community following long standing conventions in curriculum development.

Strategic Recommendations for the Education Community

A. Leadership and the Education Community

1. Institutional Leadership

- Leadership in Asia Pacific studies should come from the provincial government, specifically the Ministry of Education, but also from other members of the education community.

Asia Pacific studies would benefit from having an institutional home such as a post-secondary institution, a foundation, a teachers' organization, or partnership or consortium. Such an institutional home would serve as the base for curriculum and professional development activities and act as a clearing house for resource materials, lesson plans, and links to organizations with similar interests. The Asia Education

Foundation in Australia is one model to consider (www.asiaeducation.edu.au). Another model might be the Program for Teaching East Asia in the United States (www.colorado.edu/cas/TEA/).

- Institutions should continue to research and comment on the state of Asia Pacific studies in the secondary education programs of the provinces.

2. Provincial Governments / Ministries of Education

- Provincial governments / ministries of education, in partnership with other education stakeholders, should convene meetings of the education community to make the case for Asia Pacific Studies and the Asia Pacific Diploma Program and to discuss possibilities for implementation.
- Provincial governments / Ministries of Education should make technical changes and provide financial resources necessary to improve Asia Pacific studies generally in the secondary education program and to initiate the Asia Pacific Diploma Program as part of provincial graduation programs in partnership with teachers through their organizations and other stakeholders in the education community.
- Provincial governments / ministries of education should convene an Asia Pacific Education Advisory Committee with membership drawn from the education community, including the APFC, to provide ongoing advice on matters related to Asia Pacific Studies and the Asia Pacific Diploma Program.

B. Communication and Engagement

1. Program Identity

- A strong identity should be developed in order to make the case for and to engage in discussions about Asia Pacific studies.
- The Asia Pacific Diploma Program should be the cornerstone to improving Asia Pacific studies in provincial secondary education programs by providing focus, coherence, and identity to Asia Pacific studies. As a designated program, it will highlight the importance provincial governments / ministries of education give to Asia Pacific studies in bringing it to the attention of the education community, students, and parents.
- A clear link with post-secondary programs would strengthen the identity of the Asia Pacific Diploma Program.

2. Dialogic Process of Design, Development, and Implementation

- The design, development, and implementation of Asia Pacific studies generally and the Asia Pacific Diploma Program should be a

matter for the ongoing engagement of the education community in order to build a constituency of support.

- Teachers who are responsible for delivering programs should play a central role in the design, development, and implementation of Asia Pacific studies and the Asia Pacific Diploma Program from the start of the process through the involvement of teachers' organizations following longstanding convention.
- Arguments for making a strong case for Asia Pacific studies may start with the economic imperative but should consider other grounds such as potential for improving international and intercultural understanding and contributing to responsible, democratic global citizenship.
- Asia Pacific studies initiatives for existing courses in business education and social studies should not appear as add-ons to what are thought to be content heavy programs but rather should be integrated into re-conceptualized courses.
- The implementation process should involve a small number of pilot schools to start.

C. Professional Development

1. Engagement

- Teachers in partnership with the education community should be involved in the design, organization, and delivery of professional development for Asia Pacific studies.
- Partnerships with foundations and post-secondary institutions should be formed for providing professional development for Asia Pacific studies.

2. Asia Pacific Summit

- The APFC should invite a small group of teachers to the annual Asia Pacific Summit. Teachers would represent Asian language, social studies, and business education programs.
- Teachers who attend the Asia Pacific Summit would engage in pre and post summit meetings to develop unit or lesson approaches that could be posted electronically for all interested teachers.
- A representative from each of the other constituent organizations in the education community should be invited to the Asia Pacific Summit.

- The Teachers' Institute on Canadian Parliamentary Democracy (www.parl.gc.ca/information/about/teachers/) in Ottawa and its equivalent in Victoria (www.leg.bc.ca/info/bcti/) could serve as conceptual models for teacher involvement at the summit.
3. Asia Pacific Studies Summer Institute: A New Proposal
 - An annual Asia Pacific Studies Summer Institute for teachers should be established to support the Asia Pacific Studies program.
 - The APS Summer Institute could be established at one post-secondary institution or it could rotate to different institutions each year.
 - The APS Summer Institute would include provision for teachers to complete the institute as part of a credit diploma or graduate program.
 - The lead organization could be a ministry of education, a foundation, a teachers' organization, a school district, or a post-secondary institution with contributions from other education stakeholders and significant funding from provincial and federal governments.
 - The Historica Summer Institute (www.histori.ca/prodev/) could serve as a conceptual model.
 4. Asia Pacific Studies Electronic Network
 - The home institution should maintain a secondary education section on its web site including support for a monitored conference on Asia Pacific studies and a network of interested teachers.
 5. Asia Pacific Study/Travel Program
 - In conjunction with the Asia Pacific Summer Institute, a study/travel program should be established to allow teachers to study and travel in Asia.

D. Financial Support

1. Ministries of Education
 - Core educational funding could be used for revisions to language, social studies, and business education courses and for normal provision of learning resources but these funds should be targeted until the Asia Pacific studies program is well-established.
2. Provincial and Federal Governments

Given the economic imperative of Asia Pacific studies, additional funding should be sought from the provincial and federal governments.

- Additional funding should be used for the initial design, development and implementation of Asia Pacific Studies and the Asia Pacific Studies Diploma Program, for the acquisition of learning resources, and for the provision of professional development for teachers.

E. Student Exchanges and Scholarship Programs

1. School Districts

- School districts should continue with sister school relationships and promote student exchanges.
- School districts should seek funding to allow students without financial means to participate in student exchange programs.

2. Provincial and Federal Governments

- Provincial and federal governments should establish a new scholarship program to allow graduating secondary school students to study in Asia for one academic year.

Commentary on Recommendations

The purpose of the recommendations is to provide suggestions for the creation of provincial Asia Pacific studies programs, including the Asia Pacific Diploma Program and Asia Pacific Studies 12, intended to meet the needs of students and Canadian society long into the future. Specifically, the recommendations are intended to improve Asia Pacific content in the compulsory secondary social studies program so that all students have opportunities to learn about Asia and Canada's relations with Asia in historical and contemporary contexts. The recommendations are intended to improve Asia Pacific content in provincial elective programs, including Asian languages, social studies, and business education along with the new interdisciplinary course, Asia Pacific Studies 12. The recommendations as well call for the creation of the Asia Pacific Diploma Program to bring focus and coherence to Asia Pacific studies, to raise its profile and link it with post secondary programs. We are not recommending detailed descriptions of courses and programs as that is the work of the education community in deliberation but we are suggesting a pathway to follow.

It is apparent both Australia and the United States are ahead of Canada in Asia Pacific studies in K-12 school programs. In the recommendations, we suggest models from each to help inform a Canadian approach. The Australian case is probably most closely aligned with the Canadian system of education. Like Canada, education in Australia is centralized as a state responsibility with state ministers and ministries of education that have formed a national education body akin to Canada's Council of Ministers of Education. As in Canadian provinces, curriculum is centrally-mandated by each Australian state ministry of education. Curriculum is not left to local authorities. Unlike Canada, Australia also has a national Department of Education, Science and Training to establish national educational goals and curriculum frameworks. Asia Pacific studies is a priority of both national and state governments. To further the interests of Asia Pacific

education, Australia established the Asia Education Foundation (www.asiaeducation.edu.au) situated at the University of Melbourne and jointly operated with the Curriculum Corporation (www.curriculum.edu.au), an independent education support organization with core funding from the national government. The Asia Education Foundation provides services in the following areas: promoting the study of Asia across the curriculum; developing Asia-related print and electronic educational resources; conducting research; promoting and supporting professional learning by teachers; and educating “the broader community about the importance of young Australians engaging with Asia.” Under the auspices of professional learning, more than 2000 Australian educators have taken part in study and exchange programs in Asian countries since 1993.

The American education system differs from Australia in terms of governance but is no less instructive in Asia Pacific studies in the schools. Education decision-making in the US is much more decentralized and, as one might expect, support for Asia Pacific studies is also decentralized in the form of multiple project centres, usually situated at universities in partnership with foundations, governments, and teacher organizations. We made reference to the Program for Teaching East Asia (www.colorado.edu/cas/TEA/), situated at the University of Colorado at Boulder in the recommendations but we could have mentioned a number of other projects around the United States (see references). Most of these project centres offer the same kinds of comprehensive services as the Australian foundation but with a regional mandate. On the other hand, a Google search of Canadian sites reveals not a single institutional or project centre offering comprehensive services in Asia Pacific studies to Canadian teachers. While there is a lot of activity in the post-secondary sector in Canada, K-12 Asia Pacific education suffers from neglect.

Finally, a word about professional development. All of the elements of implementation, official curriculum recognition, funding, learning resources, administrative support, are important but none more so than ongoing professional development. As change is brought into education we can not assume that all social studies or business education teachers will have substantial backgrounds in Asia Pacific studies so it is necessary to start off with high quality professional development programs. We suggest summer institutes and teacher attendance at the Asia Pacific Summit and we take as models the Historica Summer Institute and the teachers’ institutes on Canadian parliamentary democracy in Ottawa and Victoria, not for their content but for the high quality of their programs. What they have in common, in addition to excellent organization, is the exposure of classroom teachers to leaders in the field including top scholars, lead teachers, prominent politicians, senior civil servants, respected journalists, people who have made their mark in business and labour and so on. For their part, teachers are expected to produce learning resources that can be posted electronically for the benefit of all in the education community. The kinds of experiences provided by Historica and the parliamentary democracy institutes generate energy and commitment around their subject areas and lead to the creation of ongoing networks that sustain teachers into the future. This is what professional development in Asia Pacific studies should attempt to achieve.

V. Conclusion

Long lasting changes to public education require the engagement and support of all the players. The partners in the education community need to be convinced of the importance, purpose, and efficacy of proposed changes as the system is overburdened with demands from interest groups both within and outside government. What makes the Asia Pacific studies proposal compelling? Can a strong case be made? We believe it can but the case must be built on a base broader than that of economic instrumentality, making a strong connection with the overall purposes of public education in helping to develop skilled, literate, democratically-minded citizens.

But compelling arguments in themselves are not enough for long-term success. It is instructive to consider what happened to the Pacific Rim Initiatives program that ran from 1988 to 1993 when British Columbia was at the forefront of K-12 Asia Pacific education. Initiated by the provincial government with support from the Asia Pacific Foundation of Canada and a network of interested teachers and school districts, Pacific Rim content was soon infused into provincial compulsory and optional programs and reflected in new learning resources. Teachers could choose from a range of professional development opportunities: conferences, workshops, summer institutes, and study/travel programs.

It appeared to be a textbook case in how to implement change in education but in 1993 the provincial government withdrew its support and over the next few years, references to Asia or the Pacific Rim gradually declined (social studies) or were removed completely (business education) from provincial documents, except for those related to Asian language programs. Teacher networks slowly disintegrated. The education community needs to take a lesson from this experience. The success of the Asia Pacific studies proposal is contingent on the leadership and long term commitment of the education community but first and foremost the provincial government.

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Electronic

Alberta Ministry of Education

- www.education.gov.ab.ca/k-12/teaching (curriculum)
- www.education.gov.ab.ca/ei/statistics/studpop/ (enrolment)

BC Ministry of Education

- www.bced.gov.bc.ca/irp/irp_lang.htm (language curriculum)
- www.bced.gov.bc.ca/irp/irp_ss.htm (social studies curriculum)
- www.bced.gov.bc.ca/irp/irp_appskills.htm (business education curriculum)
- www.bced.gov.bc.ca/reporting/ (enrolment)
- www.bced.gov.bc.ca/graduation/ (graduation program)

BC Legislature

- www.leg.bc.ca/38th2nd/4-8-38-2.htm (Throne Speech, February 2006)
- www.leg.bc.ca/info/bcti/ (BC Teachers’ Institute on Parliamentary Democracy)

Canadian Parliament

- www.parl.gc.ca/information/about/education/teacher/ (Teachers’ Institute on Canadian Parliamentary Democracy)

The Critical Thinking Consortium

- www.tc2.ca/ (pedagogical approaches, learning resource design and development)

Historica Foundation

www.histori.ca/prodev/ (Historica Summer Institutes)

Asia Pacific, K-12 Resources

www.asiaeducation.edu.au (Asia Education Foundation, Australia)

www.curriculum.edu.au (Curriculum Corporation, Australia)

www.colorado.edu/cas/TEA (Program for Teaching East Asia, University of Colorado at Boulder, USA)

<http://afe.easia.columbia.edu/> (East Asian Curriculum Project, Columbia University, New York, USA)

www.aasianst.org/ea-toc.htm (Education About Asia, Association for Asian Studies, Ann Arbor, Michigan, USA)

www.eastwestcenter.org/edu-st.asp (AsiaPacificEd Program, East-West Center, Hawaii, USA)

www.indiana.edu/~easc/ (East Asia Studies Center, Indiana University, Bloomington, Indiana, USA)

<http://depts.washington.edu/earc/> (East Asia Resource Center, University of Washington, Seattle, USA)

www.isop.ucla.edu/eas/web/curric-web.htm (UCLA Asia Institute K-12 Curriculum Resources on Asia, University of California at Los Angeles, USA)

<http://spice.stanford.edu/> (Stanford Program on International and Cross-Cultural Education, Stanford University, USA)

www.lib.duke.edu/ias/eac/ (Teaching About East Asia-Resources for Secondary Teachers, Duke University, Durham, NC, USA)

APPENDICES

Appendix 1: Background

Pacific Rim education in British Columbia has not disappeared but it has changed substantially and been diminished somewhat since the heydays of activity between 1986-1999. While there was some local activity developing Asian studies units and Asian language courses (Richmond, West Vancouver, Nanaimo) in the 1970s, provincial initiatives did not start until the mid-1980s when many small groups of teachers from various school districts across the Province of British Columbia became interested in Asia Pacific themed curriculum development projects (e.g. networks of teachers in Prince George, Richmond, Salmon Arm, Vancouver). Asian language instruction (e.g. Japanese, Mandarin, and Punjabi) was offered by more schools and some school districts sponsored groups of teachers to produce units of instruction with Pacific Rim themes. Teaching units were produced and made available for distribution through the Lesson Aids Branch of the British Columbia Teachers' Federation. Much of this flurry of activity was inspired by personal interest, the changing demographics of the student

population (especially in the Lower Mainland), Expo 86, and, in 1988, the Pacific Rim international conference at U.B.C., co-sponsored by the American-based National Council for the Social Studies, teacher organizations in BC, Washington State, and Alaska, and a consortium of universities in the northwest including the three public universities in BC at the time. Over 1100 participants and presenters from 16 Asia and Pacific entities attended, including classroom teachers, government officials, and university scholars. Subsequently, and in recognition of BC's growing trade with Asia, the Ministry of Education of British Columbia introduced its Pacific Rim Initiatives Program and subsidized teacher travel for approved study tours in Asia. Hundreds of teachers took full advantage of this opportunity and were inspired to develop their own lesson and unit plans with Pacific Rim themes. Also, the Ministry of Education established writing teams to produce and distribute units of instruction for all grade levels in British Columbia (in particular the senior grades). These resources are still used by some teachers today. Also, in 1988, the BC Ministry of Education established the Pacific Rim Scholarship Program which sent a small number of graduating grade twelve students to colleges and universities in Asia. The scholarship program ended in 1991.

The Asia Pacific Foundation of Canada in partnership with the Ministry of Education and the British Columbia Social Studies Teachers' Association organized and hosted a very successful two-day Pacific Rim conference at Steveston Senior Secondary School in 1992. Then, in 1993, the same organizations in partnership with Simon Fraser University organized the popular three-day Pacific Rim Forum at B.C.I.T. for hundreds of British Columbia students and their teachers from each corner of the province. The Asia Pacific Foundation of Canada hosted a series of annual conferences in British Columbia and Alberta that were well attended by teachers from across Canada. Also, the Asia Pacific Foundation of Canada produced and distributed its highly subscribed Pacific Rim Profiles series (with Teacher's Guide) until 1999.

Locally developed courses and programs were set up in various school districts (e.g. Richmond, West Vancouver). Langara College set up its successful Pacific Rim Department of cross-curricular studies. Camosun College created its Pacific Rim Studies Diploma program. Capilano College started its prestigious Asia Pacific Management Cooperative Program. The University of Victoria established its Department of Pacific and Asian Studies. More British Columbia secondary schools negotiated twinning relationships with schools in Asia, particularly in Japan. Some schools established 10-month student exchanges with schools in Japan and the People's Republic of China. The Ministry of Education initiated its three month Asian Language Study Program whereby selected students were sponsored to attend Asian Language Institutes in Hong Kong, Japan, the People's Republic of China, the Republic of China (Taiwan), Singapore, and South Korea. In 2006, memories of this flurry of activity linger; however, there appear to be fewer overt examples of Asia Pacific education. Nevertheless, this does not mean that it has disappeared. Asia Pacific themes have been embedded into the curriculum.

Currently, there is some Asia Pacific content in the curriculum of the following BC Ministry of Education authorized courses: Japanese 5-12, Mandarin Chinese 5-12, and Punjabi 5-12; Social Studies 8-11 and Comparative Civilizations 12, and; Business Education 8-12 and Economics 12. Also, there are four locally-developed courses identified as Board/Authority Authorized (BAA) courses that have some Asia Pacific content: International Business 12 (Alberni District Secondary School); World

Languages and Cultures 10 (Burnaby South Secondary School); Philosophy 12 (Vancouver Technical Secondary School and Sardis Secondary School), and; International Foods/Global Gourmet 11 (Prince of Wales Secondary School in Vancouver). McMath Secondary (in Richmond) had a Pacific Rim Studies option for Social Studies 10 and 11 but that program was disbanded in 2002. The Pacific Rim Studies Certificate Program at Steveston Senior Secondary School ran successfully from 1989 to 1999. When the teacher who headed the program transferred to another school, the program ended. Students received a special Pacific Rim Studies Certificate (upon graduation) after completing the following minimum requirements:

1. successfully completed two courses of a Pacific Rim language (Japanese 11/12, Mandarin 11/12, and/or Spanish 11/12)
2. successfully completed Economics 12 or Marketing 11/12
3. successfully completed Pacific Rim Studies 12 (locally developed)
4. was encouraged to enroll in Comparative Civilizations 12
5. was encouraged to enroll in Tourism 11/12

was encouraged to participate in a Richmond School District approved Pacific Rim exchange or study tour program (either as a host or as a traveler).

Appendix 2: Research Limits

This research has a number of limitations. It approaches education policy through the narrow prism of economic instrumentality. While a high quality, broadly based public education system is a key to economic well-being, public education has a broader purpose in helping to develop a skilled, literate, and democratically-minded citizenry. This research comments on Asia-Pacific content in provincial curriculum as it relates to the concept of an Asia-Pacific gateway. It does not comment on broader curriculum or other educational issues except for those directly related to the delivery of improved Asia Pacific studies.

Our study is also limited by a narrow timeframe as it provides only a small snapshot of curriculum and practice in the fall of 2006. Curriculum as policy appears set in stone but is dynamic in practice, undergoing change at the hands of provincial governments from time to time. Additionally, teachers make their own adjustments within the framework of provincial curriculum in response to changing classroom conditions and societal forces.

We conducted interviews with eight teachers, teachers with provincial profiles characterized by the following attributes: they have served on the executives of their provincial specialist associations; they were members of Ministry of Education curriculum or learning resource committees; they have given workshops at provincial conferences; or they have produced learning resources used around the province. They are excellent classroom teachers who have a sense of the provincial education situation.

Teachers were identified through the preliminary listserv questionnaire and informal discussions with lead teachers, and through the professional networks of the researchers.. While the online questionnaire elicited a number of informal responses only four teachers responded formally. Those who did respond have been involved in Asia Pacific related education for a long time and provided extensive descriptions of programs and resources and provided lists of potential resource people. The low response rate is likely the result of time pressure at the beginning of September when the questionnaire was posted, a notoriously busy time for teachers. Open-ended questions require more time, thought, and overall commitment and it is our sense that teachers decided to bypass the questionnaire in light of the demands of school start up.

The BC Business Education Teachers' Association did not respond to our requests to put the questionnaire on their listserv. Alberta teacher organizations and Ministry of Education officials similarly did not respond to requests. Lead business education teachers in BC were contacted through researchers' professional networks and interviews were restricted to BC teachers. Interview results are not generalizable but should be looked upon as thoughtful comments by leading teachers who know the provincial scene. Analysis, conclusions, and recommendations found in this report are not the responsibility of the teacher respondents but rather the researchers.

The researchers are practicing teachers (one recently retired) with between 15 and 34 years in the classroom, with graduate degrees in curriculum studies, and are experienced curriculum and learning resource developers with interests in Asia Pacific studies. In this research project, they take on the role of practitioner-researcher, a growing phenomenon in education (and other fields) where practicing teachers engage in research based on their understanding of the education environment and intended to bring change to education in some way (Jarvis, 1999).

Appendix 3: Preliminary Questionnaire

Overview

Respondents to the brief, open-ended questionnaire, while limited in number and location, made comments consistent with what researchers found in the document analysis. Respondents noted the importance of student exchanges with Japan, Hong Kong, and China and saw the exchanges as a sign of ongoing interest by teachers and community members in Asia Pacific programs. Locally developed courses (also known as Board/Authority Authorized) are seen in the same light. Respondents further noted increased reliance on the world wide web for educational resources on the Asia Pacific in part because of their availability but also in the absence of supporting learning resources from governments, school districts/authorities, foundations, and commercial publishers. The biggest deficits are found in business education and economics. Some respondents noted that the Ministry of Education joined with community members, classroom teachers, and university scholars to produce two comprehensive learning resources on social justice/human rights issues: Human Rights in the Asia Pacific, 1931-1945 (Queen's Printer, 2001) and Internment and Redress: The Japanese Canadian Experience (Queen's Printer, 2005). Additionally, some comment was made about the restrictive impact of newly initiated provincial exams for grade 11 social studies. While the

Integrated Resource Package might provide a broad and flexible framework, the provincial exam really dictates the parameters of courses. Finally, respondents were asked to identify contacts in the education system known to have contributed to the development of Asian studies courses and learning resources. Many of the names noted were those of teachers recently retired or near retirement. Few younger teachers were identified.

Preliminary Questionnaire

Introduction

In support of stage two of the research initiative for the Asia Pacific Foundation a survey of the present state of teaching Pacific Rim studies was conducted through the use of a questionnaire. The questionnaire was directed at the provincial specialist associations in BC and Alberta, ministry staff, identified teachers and some board office staff. The questionnaire asked four broad questions (see attachment) designed to highlight contacts, identify existing board authorized or locally developed courses, selected curriculum resources presently used in the study of Asia Pacific content and to identify how teachers access support materials and lessons when teaching Asia Pacific content. The questionnaire was limited in scope and intended only to highlight the general state of play rather than to conduct an exhaustive analysis of courses, teacher contacts, resource materials or best practices. More specifically the questionnaire was implemented to assist with the identification of a small sample of best practices that would be highlighted in the second phase of the research. The questionnaire was administered by accessing the listservs of teacher organizations.

Survey Results

The questionnaires highlight a number of trends in the teaching of Asia Pacific/Pacific Rim content in the secondary schools of BC. With respect to teacher contacts the questionnaires offered only a modest sample of teachers presently engaged in teaching Asia Pacific/Pacific Rim issues in BC secondary schools. A wide range of grade levels and courses are presently taught in the province that support Asia Pacific themes however but the results from the survey are largely confined to teaching in Richmond, Vancouver and Coquitlam. A variety of disciplines are presently engaged in teaching Asia Pacific/Pacific Rim issues including, but not exclusively, Business Education, Social Studies and Modern Languages. However, the questionnaires that were returned do not offer much detail about the frequency, depth or quality of instruction occurring within BC secondary schools. A survey of the Board authorized/locally developed courses identified another trend (particularly within Richmond school district) in the numerous cultural/student exchange programs with Japan, China and Hong Kong.

The frequency of these cultural and student exchanges suggest a strong interest in Asia Pacific studies remains notwithstanding a reduction in teaching Asia Pacific issues in the classroom. Locally developed courses that focus on Pacific Rim studies are currently offered at the secondary level in Vancouver (Prince of Wales and Kitsilano), offered but not running in Richmond (McMath Secondary, Steveston Secondary) and at the post-secondary level Asia Pacific/Pacific Rim programs are offered and running at Langara, Camosun and Malaspina Colleges in addition to the Pacific and Asia Studies Program offered at the University of Victoria.

The questionnaire also asked respondents to identify curriculum resources, web sites, teaching kits or other support materials for the study of the Pacific Rim. Results indicate considerable support available through existing web sites in the form of lesson aids, research tools, support documents and news bulletins. Clearly this is an area of growth with the expansion of the world wide web as a research source and support network for classroom materials. Additionally, the surveys turned up a number of existing teaching units though many are narrow in scope and largely directed towards cultural/historical issues. The Ministry of Education and its Social Studies Network Grants (1999-2003) lead to the development and publication of a number of comprehensive curriculum units for use in support of the BC Social Studies program, however the majority focus on social justice issues, history and law not economic issues or trade relations. The survey results did not turn up any comprehensive materials that model the Pacific Rim Profiles produced by the Asia Pacific Foundation in the early 1990's. Considerable resource support is available in social studies and modern languages, particularly Japanese, but the same cannot be said for economics or business education. Much of the data gathered through the survey instrument indicates a bias toward content dealing with Japan, secondarily with China and her former colonies and very little with India or other South Asian nations.

What is missing? Why?

Notwithstanding the small sample of questionnaires used in support of these findings it is evident that teaching Asia Pacific affairs has been neglected at all grade levels in the post Y2K era in BC's secondary schools. Since the demise of the Pacific Rim Profiles series and the collapse of board authorized courses very little in the way of comprehensive programs or resources has been produced or initiated in the province of BC. Moreover, much of the more recent material offered in the form of text resource, teaching units or web resources focus more on history and culture rather than economics, trade or foreign relations with Asia Pacific nations. This is in direct contrast with the growing number of local college and university programs directed at teaching Asia Pacific issues on all levels and the expansion of exchange programs, international student exchanges and the recent growth of Canadian schools in Asia. These gaps indicate a lack of leadership at the ministry and district level for coordinating Asia Pacific studies in a more meaningful way within our secondary schools (and the gaps in our research methodology). Present Instructional Resource Packages in BC support teaching Asia Pacific issues in Business Education, Social Studies and Modern Languages but recent trends have placed the burden of funding and supporting these initiatives on the backs of schools and boards that simply do not have the resources to develop new programs or support more than a handful of prized projects/programs. The recent move by the Ministry of Education toward standardized provincial exams in social studies will place added stress on an incredibly challenging curriculum in grade 11 further limiting the ability for classroom teachers to implement comprehensive studies on Asia Pacific issues.

A Summary of Information from Preliminary Questionnaires

Contacts:

Junko Lowry

Japanese Language

Rick Beardsley	Economics, Pacific Rim Studies, History of Japanese Canadians
Mike Whittingham	History of Japanese, Chinese and Indian pioneer communities in Canada
Bruce Seney	Pacific Rim Studies
Cartiona Misfeldt	McMath Secondary
Michi Tsurumi	
Catherine Mar	
Robert Kolpin	
Mark Shireff	
Garvin Moles	
Mike Cranny	
Bob Fitzpatrick	
Cam Kerr	
Grace Ho	Japanese Culture/Chinese Culture/History
Simrit Olek	Indian Culture/History/Sikh religion/Punjabi
Roland Case	Simon Fraser University

Board Authorized/Locally Developed Courses

Pacific Rim Studies 12 (locally developed) [Richmond School District] - currently not running....

Pacific Rim Studies Certificate Program at Steveston Secondary - currently not running....

Pacific Rim Studies 10 and 11 (an alternative to Social Studies 10 and 11) at McMath Secondary School - currently not running....

Exchange programs and study tours:

- Boyd Secondary – Shizouoka Japan (2 weeks)
- Burnett Secondary – Wakayama Japan (2 weeks)
- HJ Cambie Secondary-Sendai Ikuei High School (2 weeks)
- London Secondary – Wakayama Japan (2 weeks)
- McRoberts Secondary – Urawa Japan (2 weeks)
- Ministry of Education Language Study Program (3 months)
- Palmer Secondary – Nagoya Japan (2 weeks)
- Richmond Secondary – Global Education [various Pac Rim locations] (2 weeks)
- Steveston Secondary – Beijing China (10 months)
- Steveston Secondary – Chiba Japan (10 months)
- Steveston Secondary – Sendai Japan (3 weeks)
- Steveston Secondary – Sendai Japan (10 months)
- Steveston Secondary – Tachikawa Japan (10 months)

Prince of Wales Secondary (Library) Social Studies 10 Pacific Rim Studies

Kitsilano Secondary Social Studies 10 Pacific Rim Expositions

Langara College (Vancouver) Pacific Rim Studies Program

Camosun College Asia Pacific Studies

University of Victoria Pacific and Asian Studies Program

Curriculum Materials, Web Resources, Teaching Kits, Instructional Resources

Pearson Education Textbooks: Pathways (1997), Crossroads (1998), Horizons (1999), and Counterpoints (2001) [especially Horizons - pages 389-393, 397-398, 404-428].

McGraw Hill Contemporary Learning Services: Global Studies - Japan and the Pacific Rim, 8th edition (2005)

Nelson Textbook: Pacific Rim Discovery (1995)

Nelson Teacher's Resource: Pacific Rim Discovery (1995)

Pacific Educational Press: Japan Nearby (1987)

Resource Guides: 1. "Pacific Rim Resource Book- Humanities (1990)," 2. "Indonesia - Humanities Teacher Resource Module - Pacific Rim (1990)," 3. "Pacific Rim Strategies in Secondary Social Studies (1990)," 4. "Human Rights in the Asia Pacific 1931-1945 (2001)" and 5. "Internment and Redress: The Japanese Canadian Experience (2006)"

Pacific Rim Profiles [APFC] (1999)

Pacific Rim Profiles: Teacher's Guide [APFC] (1999)

Japan Foundation - <http://www.jpf.go.jp/e/index.html> - creates numerous materials for teaching Japanese. My favourite is Minna no Kyozaï where I can access numerous lessons, ideas, photos, etc through their database.

The Japan Forum - http://www.tjf.or.jp/index_e.html - produces a great teaching kit called DEAI for learning about Japanese youth. It includes a box of photos with text on the back and web resources.

Consulate General of Japan at Vancouver - <http://www.vancouver.ca.emb-japan.go.jp/> - gives out and loans classroom resources about Japan like posters and videos. I have yet to take advantage of this service.

Canada-Asia News at apfc@asiapacific.ca

Canada-Asia Commentary at www.asiapacific.ca

The Economist (www.economist.com)

Far Eastern Economic Review (www.feer.com)

TC2 Immigration in 20th Century Canada

TC2 Critical Challenges in Social Studies for Junior High Students

Internment and Redress: The Japanese Canadian Experience -BC Ministry of Education (2005)

Internment and Redress: The Story of Japanese Canadians -BC Ministry of Education (2003)

Human Rights in the Asia Pacific (1931-1945) -BC Ministry of Education (2001)

History Sourcebook @ Fordham University www.fordham.edu/halsall

Asia Pacific Research www.asiapacificresearch.ca

World Vision Canada www.worldvision.ca

Freedom House www.freedomhouse.com

Malaspina College www.mala.bc.ca/~furutak/resource

Open Learning BC www.cln.orrg/subjects/mc_inst.html

Appendix 4: Interview Scripts

Questions for Asian Language Teachers, #1.

Thanks for agreeing to answer a few questions about Asian language programs. I thought I'd give you a heads up about the kinds of things I'm interested in so that I don't take too much of your time.

My impression of the state of Asian language courses in BC is as follows: curriculum is well developed and reasonably well resourced, but the courses are undersubscribed. In other words, not that many students, on a provincial scale, take Chinese, Japanese, or Punjabi. I'll come back to Punjabi later. I would like to know if that impression is reasonably accurate.

If my impression is reasonable, then what are the possible obstacles that keep enrolment low? Here are some possible reasons and perhaps you can think about how likely they are the case.

1. There is a shortage of teachers qualified to teach Asian languages. Schools will not timetable Asian languages if they are not certain they can find a teacher.
2. As enrolment expectations are low, schools could not provide a full teaching load to Asian language teachers unless they have other teaching areas but even then there may not be jobs open in those areas. Therefore, schools will not timetable for Asian languages unless they are reasonable sure they can find a part time teacher or unless a teacher already on staff could pick up the Asian language assignment.
3. Asian language courses are not timetabled because administrators/counsellors do not see the need to offer the courses, or because there does not seem to be community demand for the courses and demands are not being made by governments, businesses, universities, and so on.
4. Administrators do not like timetabling singletons, i.e., single blocks of a course because it is difficult and "unbalances" the timetable.
5. Students, and perhaps their parents, perceive Asian languages to be more heritage languages than international or business languages and feel if they are not native speakers, or at least have had some previous exposure, that they will be at a disadvantage, not only in the course but on the provincial exam as well.

Are there any other obstacles that you can think of? Are there different perceptions of each language? For example, is Punjabi seen more as a heritage language? What about Mandarin? Is Japanese seen less as a heritage language because there are so few Japanese Canadians, relatively speaking? Is my sense of these perceptions reasonably accurate?

Here are some final questions. What kinds of things would you like to see to better support Asian language teachers and what kinds of things do think should be done to build enrolment? Do you think Asian languages, or perhaps an Asia Pacific Studies Program could be better recognized on graduation diplomas? Is there any role for web-based learning or computer based learning? Finally, it seems like Asian language programs have considerable cultural content that some might interpret as falling more into social studies. Is the cultural content necessary, or is the balance between culture and language about right or too heavily weighted one way or the other?

Are you aware of Asian language programs and teachers outside of the Vancouver area? Are there any teachers in particular that we should talk to?

I hope these questions help. There's more here than what we can cover in depth in 30 minutes but I see this as a beginning of a conversation that will help in Stage One of our examination of Asian studies related curriculum. Stage Two involves a case study type of investigation and hopefully we can follow up with you on some of these questions. If any thing comes to mind that we haven't covered, please don't hesitate to contact me.

Thanks very much for your help.

Questions for Asian Language Teachers, #2.

The purpose of the questions is to help me gain a contextual understanding of what is happening in the province with regard to Asia Pacific related content in curriculum. Your responses will not be quoted or attributed unless I come back to you for your approval. I've interviewed Michi and some other language teachers over the past few weeks and the information provided has been very useful. At the end of all this, APFC have asked me to prepare recommendations for improving the state of Asian studies in the two western provinces.

Here are the questions:

1. What has happened to enrolment in Mandarin Chinese in your school over the past three years? Is it significantly up or down? Has there been a change in the ethno cultural make up of the student population?
2. What factors do you think have affected the level of enrolment in Mandarin Chinese in your school?
3. How could Asian language teachers be better supported?
4. What kinds of things might be done to build enrolment in Mandarin Chinese?

5. Is there any role for web-based or computer based learning in Asian language programs?

6. Do you think Asian languages, or an Asia Pacific Studies Program (which would include social studies and business education), could be better recognized on students' graduation diplomas in order to highlight the importance of Asian languages and Asian studies?

Thank you very much for taking the time to read this. You can respond to the questions on e-mail or, if you prefer, we could go over the questions by telephone or I could drop by the school at your convenience, then you can talk and I can write.

I hope you will respond to the questions. If you need any further information, please do not hesitate to contact me.

Questions for Social Studies Teachers

The purpose of the questions is to help me gain a contextual understanding of what is happening in the province with regard to Asia Pacific related content in curriculum. Your responses will not be quoted or attributed unless I come back to you for your approval. Please note that any ideas about new units, courses, or programs are purely speculative on my part and are not being considered by any education authority that I'm aware of.

Here are the questions:

1. Pacific Rim trade unit in Social Studies 10 has recently been removed from the IRP in BC and it is a unit some teachers didn't get to in a crowded curriculum in any event. Do you cover Canada's trade relations with the Pacific Rim or Asia? Why have you continued or discontinued with the unit? Are there other courses in which you deal with Asia? If so, what?
2. Do you have any ideas about why the Pacific Rim trade relations unit was removed from Social Studies 10?
3. Do you have any views about how the social studies program should cover Asia or if it should cover Asia? Right now it seems entirely historical in orientation. Is there any room for contemporary studies? What do you think should be covered?
4. Asia Pacific content has also been removed from Economics 12 and economics has been moved to Business Education. Has this been a matter of discussion for teachers or is it seen as not important as enrolment is so low?
5. If a new initiative on Asia Pacific studies was introduced, what do you think it should be about?
6. One of the proposals is to create a new grade 12 interdisciplinary elective called Asia Pacific Studies 12 which would be a contemporary study? Do you see any value in this?

How do you think teachers would see this proposal?

7. Another proposal is to create an Asia Pacific Studies Diploma Program to give focus and coherence to Asia Pacific studies. This program might require students to complete the following: an Asian language to grade 12; one of Marketing 12, Economics 12, or Comparative Civilizations 12 (all with upgraded Asia Pacific content); and the new Asia Pacific Studies 12. Students would have this program recognized on their graduation diploma. How do you think this program would be viewed by teachers and administrators as well as by students and their parents?

8. What do you think the obstacles would be and what supports do you think teachers need to bring in a new course or diploma program?

9. Are there any other comments you would like to make?

Thank you very much for taking the time to read this. You can respond to the questions on e-mail but preferably we could go over the questions by telephone, then you can talk and I can write.

I hope you will respond to the questions. If you need any further information, please do not hesitate to contact me.

Questions for Business Education Teachers

The purpose of the questions is to help me gain a contextual understanding of what is happening in the province with regard to Asia Pacific related content in curriculum. Your responses will not be quoted or attributed unless I ask for your approval. Please note that any ideas about new units, courses, or programs contained in the following questions are purely speculative on my part and are not being considered by any education authority of which I am aware.

Here are the questions:

The provincial government, with financial support from the federal government, has embarked on the Asia Pacific Gateway Project including improving infrastructure in order to better move goods in and out of the ports of Vancouver and Prince Rupert. While the United States remains Canada's most important trade partner, China has now moved into second place, replacing Japan, now in third place. Economic growth in China and India and economic recovery in Japan not to mention continued growth in South Korea, Taiwan, and Hong Kong, suggest that Asian countries will be increasingly important trade partners for some time into the future. The Asia Pacific Foundation of Canada is asking the question, "What is the secondary education system doing to help prepare young people for this new economic reality?"

1. Asia Pacific content has been reduced in Economics 12 and Marketing 12 or is subsumed under "globalization". While it is possible to include Asian content it is also possible not to do it at all. Has this change made much of a difference to whether or not teachers deal with Asia in these two courses?

2. Do you have any views about how the business education program should cover Asia or if it should cover Asia at all?

3. If a new initiative on Asia Pacific studies was introduced, what do you think it should be about? Are Marketing 12 and Economics 12 appropriate courses for Asia Pacific content?

4. Is Economics 12 best placed in business education or social studies? Over its history, the Ministry of Education has had it first in business, then social studies, then in both areas concurrently, and now back to business education. Does it matter where it is placed?

5. One of the proposals is to create a new grade 12 interdisciplinary elective called Asia Pacific Studies 12 which would be a contemporary study? Do you see any value in this? How do you think teachers would see this proposal?

6. Another proposal is to create an Asia Pacific Studies Diploma Program to give focus and coherence. This program might require students to complete the following: an Asian language to grade 12; one of Marketing 12, Economics 12, or Comparative Civilizations 12 (all with upgraded Asia Pacific content); and the new Asia Pacific Studies 12. Students would have this program recognized on their graduation diploma. How do you think this program would be viewed by teachers and administrators as well as by students and their parents?

7. What do you think the obstacles would be and what supports do you think teachers would need?

8. Are there any other comments you would like to make?

Thank you very much for taking the time to read this. You can respond to the questions on e-mail but preferably we could go over the questions by telephone, then you can talk and I can write.

I hope you will respond to the questions. If you need any further information, please do not hesitate to contact me.

Appendix 5: Teacher Respondents

Mr. Wayne Axford (social studies)

Ms. Grace Ho (Mandarin Chinese, Japanese, and business education)

Ms. Julie Nishi (Japanese)

Mr. Bruce Seney (social studies and business education)

Ms. Jennifer Sun (Mandarin Chinese)
Ms. Michi Tsurumi (Japanese)
Mr. Mike Whittingham (social studies)
Dr. Adriana Zylmans (business education)

The teachers noted above kindly volunteered their time to discuss their views on the state of Asia Pacific studies in BC secondary schools. With the exception of Bruce Seney and Mike Whittingham who were involved in the design and writing of this report, teacher respondents are not responsible for any analysis, conclusions, or recommendations. That responsibility rests with the authors of the report.