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## DEVELOPMENT OF PRIMARY EDUCATION IN CANADA

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*The national education system of Canada is a complex integrated structure, the formation and functioning of which is characterized by decentralization, compliance with the requirements of a multicultural society, harmonization of the coexistence of various cultures and satisfaction of the needs of various nations. The retrospective analysis of the development of primary education in Canada was carried out that helped the author to evaluate all the achievements in the field of pedagogical education and the system of professional training of teachers, which Canada made during the long period of its formation. It has been found out that positive changes in the Canadian system of teacher training took place at the beginning of the 20th century, when the stage of development of Canadian pedagogical education and the teaching profession began. It was identified that nowadays Canada has a public education system that is provided, funded and administered by federal, provincial and local governments. Based on a retrospective analysis, it can be concluded that the development of primary education in Canada was based on long-standing multinational and historical traditions and depended both on the state policy in the field of education and on the specifics of the educational process in an individual province and institution of higher education.*

**Keywords:** primary education; primary school; teacher education; teacher training; Canada; development; Canadian experience.

## СТАНОВЛЕННЯ ПОЧАТКОВОЇ ОСВІТИ В КАНАДІ

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*У статті проведено ретроспективний аналіз становлення початкової освіти в Канаді, що допомогло автору статті оцінити всі досягнення в галузі педагогічної освіти та системі професійної підготовки вчителів, які зробила Канада упродовж тривалого періоду її становлення. З'ясовано, що кардинальні зміни у канадській системі підготовки учителів відбулися в на початку ХХ ст., коли розпочався етап розвитку канадської педагогічної освіти і професії вчителя, пов'язаний зі стрімким зростанням попиту на шкільну освіту, а також ґрунтовну педагогічну підготовку вчителів. Виявлено, що у 80-х рр. ХХ ст. активно вивчався досвід розвитку вищої педагогічної освіти зарубіжних країн з метою впровадження його позитивних сторін у канадській системі вищої освіти, що позитивно позначилося на якості педагогічної підготовки канадських учителів.*

*Було встановлено, що сьогодні в Канаді існує державна система освіти, яка забезпечується, фінансується та адмініструється федеральними, провінційними та місцевими органами влади. Аналіз практики початкової школи в Канаді показав, що навчальна програма початкової школи*

*у різних провінціях відрізняється одна від іншої. Однак, загальноприйнятим для всіх провінцій є те, що в початковій школі учні мають одного вчителя (класного керівника), який викладає протягом п'яти-восьми років основні предмети. Типовий розклад включає заняття з читання, письма, математики, історії, географії, мистецтва, музики, науки та фізкультури. У деяких школах французька також є обов'язковим предметом. Інші іноземні мови зазвичай не вивчаються в початковій школі. На основі ретроспективного аналізу з'ясовано, що становлення початкової освіти в Канаді утверджувалося на давніх багатонаціональних та історичних традиціях і залежало, як від державної політики в галузі освіти, так і від специфіки освітнього процесу в окремо взятій провінції та закладі вищої освіти.*

**Ключові слова:** *початкова освіта; початкова школа; педагогічна освіта; підготовка вчителя; Канада; становлення; канадський досвід.*

The national education system of Canada is a complex integrated structure, the formation and functioning of which is characterized by decentralization, compliance with the requirements of a multicultural society, harmonization of the coexistence of various cultures and satisfaction of the needs of various nations.

As a federal state, Canada unites 10 provinces and 3 territories. Legislatively, the Canadian education system is provided by the Constitution Act (1867). In Art. 93 of this act, each province was given the right to make its own laws on education. That is, all issues of educational and cultural policy (financing, determination of types of educational institutions, approval of curricula and programs, choice of language of instruction) are the prerogative of the leadership of these administrative units. The federal government of Canada ensures the coordination of coherent solutions to educational issues by all provinces and territories, as well as provides financial support to higher education institutions and the teaching of the country's two official languages – English and French, spending about 20% of state funds on education annually.

In general, the influence of the English model of education is observed in the system of higher (as well as secondary) education in the eastern part of Canada. The American educational model is most vividly reflected in the western part of Canada [2, p. 96].

At the same time, we note that education in the Canadian province of Quebec until the 1960s was practically borrowed from the French Catholic educational model.

Thus, the realization of the educational influences of different countries: the USA, France and England (Great Britain) in one country, give a unique higher education system, which is the pride of Canada.

To do this, let's take a short excursion into the history of the development of Canadian teacher education since its inception. This, in our opinion, will help to assess all the achievements in the field of teacher education and the system of professional training of teachers that Canada has made over the years.

Ukrainian scientists M. Krasovytskyi, N. Mukan, O. Khomych and others paid attention to the historical aspect of the development of pedagogical education in Canada. Among the Canadian researchers who addressed to such topic, we can single out J. Kelly, V. Levin, M. Fullan and others. In particular, O. Khomych found out the factors that influenced on the development of primary school teacher training in Canada: economic, social, political (adaptive educational policy), cultural (ethnocultural factors), educational, civilizational. So, based on scientific researchers, we can trace the development of Canada's primary education which is built on a theoretical and practical basis.

The purpose of the article is to analyze the development of primary education in

Canada from 19th century up to these days.

Significant changes in the activities of teachers and school education in Canada occurred at the beginning of the 19th century, when, in the context of the fight against illiteracy (inflow of emigrants), there was an urgent need to create public schools, as well as train teachers to teach children in them. The first schools for training teachers in Canada were established in 1820 (Mr. West's school), in 1847 (pedagogical school in Fredericton), etc. However, until 1847, neither special education nor a certificate was required from school teachers. The main educational institutions for training teachers for the school level of education were pedagogical schools [3, p. 42–43]. In particular, pedagogical colleges trained public and primary school teachers. High school graduates, after studying at a pedagogical school for one year, became primary school teachers.

Anyone who received primary education could become a primary school teacher. This approach led to the involvement of people in the profession who cared only about earning, not about the development of education. The teaching staff was diverse: from priests to travelers who traveled from city to city in search of an opportunity to earn a living [4, p. 23].

Every year, pedagogic schools graduated thousands of young teachers who had imperfect professional training, they often lacked the authority to make independent decisions in the process of teaching. Most primary school teachers trained in pedagogic schools had minimal skills and had to teach in order to earn a living. Working with students, they often combined their school teaching with learning from master teachers who had extensive work experience (master teachers).

From the middle of the 19th century working in a secondary school was necessary to have a certain level of special knowledge in the subject of teaching. Therefore, the teachers of the first secondary schools received their education mainly in European colleges. Moreover, specialized pedagogical training was not mandatory, because teaching, as a rule, acted as a transitional stage to another, important occupation of an adult educated person.

Radical changes in the Canadian teacher training system took place in the sixties of the 20th century, when, on the initiative of the Alberta Teachers' Association, the government transferred their professional training under the control of the provincial university [1, p. 164].

Pedagogical schools became pedagogical faculties (colleges) of universities, which naturally had a qualitative effect on the professional pedagogical training of students. If professional education in pedagogical colleges focused mainly on thorough study of the school curriculum and study methods, then from now on, university courses in various disciplines were systematically introduced into the curricula of pedagogical faculties, in particular: philosophy of education, educational psychology, and teaching methods. But to a greater extent, the educational programs were academic, not professional in nature.

It is worth noting that at the beginning of the 20th century the stage of development of Canadian pedagogical education and the teaching profession began, associated with a rapid increase in demand for school education, as well as thorough pedagogical training of teachers. Moreover, in Canada much earlier than on the European continent, pedagogical training programs began to catch up to the level of other higher education programs, which led to their joining four-year university programs for obtaining a bachelor's degree, as well as expanding the theoretical base by introducing courses in the psychology of learning, history and philosophy of education.

Western scientists call this time as a period of progressive reforms, when a new concept

of “school education management” was introduced, and teachers began to study the psychology of learning and the principles of group management, etc.

In the 30s of the XX century the idea developed by teachers of Columbia Pedagogical College of turning teachers into “educational statesmen” who are able to manage the school and students, to implement democratic changes in society began to be actively implemented in Canadian pedagogical colleges.

In the course of further reform of the teacher education system in Canada teachers’ colleges and other four-year institutions emphasized the training of educational leaders. On the one hand, professional administrators were prepared to take a more active position in school management and the decision-making process, on the other hand, the boundaries of teacher training were expanded so that they could achieve greater professional autonomy.

In 1939, the period of dominance of pedagogical schools ended, and pedagogical education passed mainly to the competence of four-year state universities. In order to teach, all teachers had to obtain a bachelor’s degree, and teaching and teacher education were transferred to the state. Thus, teaching activity has passed another step on the path of professionalization of activity. However, teachers’ autonomy has been threatened as control by school administrations and school districts has increased. The main focus is on the early 60s of the 20th century appealed not to teachers, but to reforming the school education system.

In many Canadian provinces (Alberta, British Columbia, Manitoba, Saskatchewan, etc.) and in the Northwest Territories, instead of traditional educational programs, so-called specialized programs for the training of teachers from the indigenous population were created and tested. They were divided into separate groups:

a) orientation and support programs, which were designed to prepare applicants for admission to the university and provided various forms of assistance (consultations, individual self-education plans, etc.);

b) programs adapted to the educational needs of the regions, which included the study of the subjects of the so-called Indian and Eskimo cycles aimed at familiarizing with the spiritual values of the indigenous population;

c) controlled programs, according to which schools under the control of the local population were chosen as the base and place of practical classes with students. Such programs were created to train native language teachers and subject teachers, as well as programs for training assistant teachers, to improve the professionalization of future teachers.

The teacher training system of that time was characterized by individualized training, according to which students had the opportunity not only to improve their professional training, but also to make up for the knowledge they had not received in secondary school.

In the 1970s, the “accountability movement” began, during which the process of evaluating teacher performance was joined to the process of testing and evaluating students. Attention is being paid to the managerial component of pedagogical activity, which limits the autonomy of teachers.

In the 80s of the XX century the period of reforms “for quality” began, which are relevant to this day. The significant moments of this period were the changes in the training of teachers and renewal of the process of professionalization of pedagogical activity, raising the status and expanding the functions of the teacher and his autonomy.

The solution of the following problems is gaining significant importance:

1) increasing the requirements for the certification of young teachers;  
2) introduction of a flexible system of payment for teaching work, according to which the professional growth of teachers will be connected with a systematic increase in wages.

At the provincial level, recommendations were developed with the aim of increasing the professionalism of teachers and raising the status of the teaching profession, in particular:

- to achieve compliance of the training level of future teachers with high educational standards;
- to increase the salary of teachers taking into account the level of their skills and to develop a flexible system of teacher certification, which provides for the rewards of the most trained, the encouragement of the “average” and the dismissal of teachers with unsatisfactory professional training;
- to establish the levels of professional growth and the corresponding categories of teachers depending on their education, personal characteristics, pedagogical experience and the functions they perform;
- to solve the problem of the shortage of mathematics and physics teachers, providing for admission to these positions after appropriate pedagogical training of graduates of higher educational institutions with scientific degrees in these subjects, engineers and scientists who wish to switch to teaching work;
- provide subsidies and loans to attract capable, well-prepared students to the teaching profession;
- to more widely involve experienced teachers in the development of educational programs and in participation in the mentoring process [6].

In the 80s of the XX century representatives of the scientific and pedagogical environment of Canada began to actively study the experience of the development of higher pedagogical education in foreign countries with the aim of introducing its positive aspects into their own system of higher education and thus improving the quality of pedagogical training and professional development of Canadian teachers. Thus, Canadian scientists actively studied the experience of the group of American researchers “Teachers of the Future” (Holmes group) (a consortium of more than 100 deans of pedagogical colleges and leading research universities in the USA), which developed and proposed models of professional growth “career ladder”. Application of this model in the Canadian educational system at the end of the 20th century made it possible to improve the quality level of teaching, increase the level of teacher autonomy and his status by introducing three levels of professional growth with corresponding categories of teachers: instructor, professional teacher and career professional of the highest category with administrative functions. In the model of professional growth developed by the Holmes group, the instructor is a teacher who has received abbreviated pedagogical training and a certificate that gives him the right to teach for five years only some topics in a particular subject under the guidance of a professional teacher [6].

A professional teacher is a competent, autonomous practitioner who has received full pedagogical training, has significant teaching experience and the right to participate in school management. A professional teacher of the highest category has the highest status and authority to make decisions in the school and combines teaching and administrative activities, developing curricula; mentoring of young teachers; certification and performs other organizational functions [6].

Canadian supporters of the “career ladder” model emphasized that ensuring the true professional status of teaching staff is a positive phenomenon on the way to the professionalization of pedagogical activity, since, in their opinion, professional teachers of the highest category will be able to use their knowledge and experience for the benefit of the school, helping less experienced teachers.

The last decades for Canada, as well as for most countries of the world, have become a period of reforms in the field of education, the main goal of which is to establish a harmonious correspondence between education and social needs. Therefore, Canadian society today is actively discussing the strategy of modernization of higher education in the 21st century, and in particular pedagogical.

Nowadays Canada has a public education system that is provided, funded and administered by federal, provincial and local governments. The Minister for Education of each province is responsible for establishing education policies, such as the provision of funds for provinces and federal funds, teacher certification, provision of textbooks and library services, the provision of education statistics, and the establishment and application of compulsory training. Canada’s education system is characterized by a decentralized structure.

According to the territorial-administrative division and the educational legislation of Canada, the organization of the educational process in educational institutions of different forms of ownership is somewhat different. Public schools are subordinate to the governments of the provinces where they operate. Funding for these institutions comes from local provincial budgets. The provincial departments of education determine educational policy in accordance with the provincial laws in force. Each province’s Minister of Education is responsible for setting education policy, such as allocating funds to provinces and federal funds, certifying teachers, providing textbooks and library services, providing educational statistics, and establishing and enforcing compulsory education [4].

The analysis of primary school practice in Canada shows that the primary school curriculum can vary from province to province. The common thing is that in primary school, students have one teacher (class teacher) who teaches them during five-eight years of basic subjects. A typical schedule includes classes in Reading, writing, Math’s, History, Geography, Art, Music, Science, and Physical Education. In some schools, French is also a compulsory subject, while in others it is offered to primary school students in the form of an early French immersion program, but not required. Other foreign languages are not usually taught in primary school [4].

Based on the retrospective analysis, it can be concluded that the development of primary education in Canada was based on long-standing multinational and historical traditions and depended both on the state policy in the field of education and on the specifics of the educational process in an individual province and institution of higher education.

The conducted research does not pretend to comprehensively disclose all aspects of the scientific problem. In particular, the issue of formation of higher education in Canada needs further study.

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