

7. Lawren Harris and Theosophy: Parts One and Two. Theosophy Forward: Online Publication, April – May, June - July 2010
http://www.theosophyforward.net/

8. Theosophy and The Emergence of Modern Abstract Art
The Quest: Volume 90, Number 3 – May-June 2002, pages 85-87 and 109
http://www.theosophical.org/publications/quest-magazine/1446

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PROGRAMME

The Final Oral Examination for the Degree of

DOCTOR OF PHILOSOPHY
Department of Curriculum and Instruction

Kathleen Frances Hall
2000 Norwich University MA
1989 University of Victoria BEd FIRST CLASS

The Marginalization of Roma Children & the Importance of Arts-Based Education to Engage Learning

Friday, March 7, 2014
1:00 PM
David Turpin Bldg, A144

Supervisory Committee:
Dr. Robert Dalton, Curriculum and Instruction
UVic (Supervisor)
Dr. Wanda Hurren, Curriculum and Instruction, Education
UVic (Departmental Member)
Dr. Cindy Anne Rose-Redwood, Geography
UVic (Outside Member)

External Examiner:
Dr. Anna Kirova, Elementary Education, University of Alberta

Chair of Oral Examination:
Dr. Panajotis Agathoklis, Department of Electrical and Computer Engineering, UVic
Abstract

Many Roma children from the EU coming to Canada as refugees have been denied a consistent education and many suffer gaps in their learning or have not had the opportunity to receive any education at all. These circumstances are mainly due to discriminating and oppressive behaviours that have historically prevailed and exist in contemporary society. In considering the difficulty that Roma children have with education, when they arrive as refugees into Canadian schools, it is imperative that Roma children be given an opportunity to access and complete an education in an environment that is supportive, free of discrimination and sensitive to their needs as learners.

My research examines the role of visual art as part of an arts-based education program as a means through which Roma children are more likely to experience success with school by participating in an educational model that is engaging and supportive of their cultural ways of knowing.

This paper is a case study, grounded in critical theory, into “best practices” in education that engage marginalized Roma children with learning. The study is framed around three research questions: What is distinctly problematic for Roma children in traditional school settings? How can the arts, and art education in particular engage marginalized Roma children with learning? How can Romani arts and culture be integrated into a curriculum that works to dispel discrimination and oppression of marginalized Roma children?

The study is informed by interviews with a teacher working within a Canadian educational program for refugee children, and families and board members of the Toronto Roma Community Centre, as well as my own personal observations and experiences. While I have determined that arts-based education is engaging for Roma children, the bigger question that has emerged is, “How can we use arts-based education to enhance the curricular lives and school success of the Roma, a culture of exclusion?” The answers lie in acknowledging that factors such as trust, personal connection with the teacher, parental involvement, First language acquisition, refugee status, cultural preservation, and integration, play a critical role in the educational success of Roma children.

Presentations


3. National Art Education Conference 2012, New York City, March 1-4: Presentations: Arts-Based Educational Programs for Marginalized Roma Children; The Art of Nicholas Roerich


Publications


3. 2011 Child Poverty Report Card, produced by First Call: BC Child and Youth Advocacy Coalition, with the collaboration and support of SPARC BC and AMSSA. As a junior researcher with the (former) Metropolis Project, I was a recruited volunteer, and worked as a researcher for the Affiliation of Multicultural Societies and Service Agencies of BC (AMSSA) on this document.