

EDUC 5007 Social Foundations

Instructors:

Dr. Jenny Ingrey, Course Coordinator

001 Lecture (all candidates), 006 (AP), 011 (Urban), 012 (Urban)

E: jingrey2@uwo.ca

Office Hours: by appointment

Dr. Allison Segeren, 004 (International), 007 (ECE)

E: asegeren@uwo.ca

Office Hours: by appointment

Dr. Grace Howell, 003 (International), 005 (AP)

E: ghowell@uwo.ca

Office Hours: by appointment

Colin Milligan, 002 (STEM), 008 (MA)

E: cmillig6@uwo.ca

Office Hours: by appointment

Dr. Melanie Lawrence, 009 (IS Fr), 010 (PJ/JI Fr)

E: mmazier@uwo.ca

Office Hours: by appointment

Teaching Assistants:

Ruth Nielsen

E: rnielse4@uwo.ca

Office Hours: by appointment

Fenzenzi Zhao

E: fzhao64@uwo.ca

Office Hours: by appointment

Schedule:

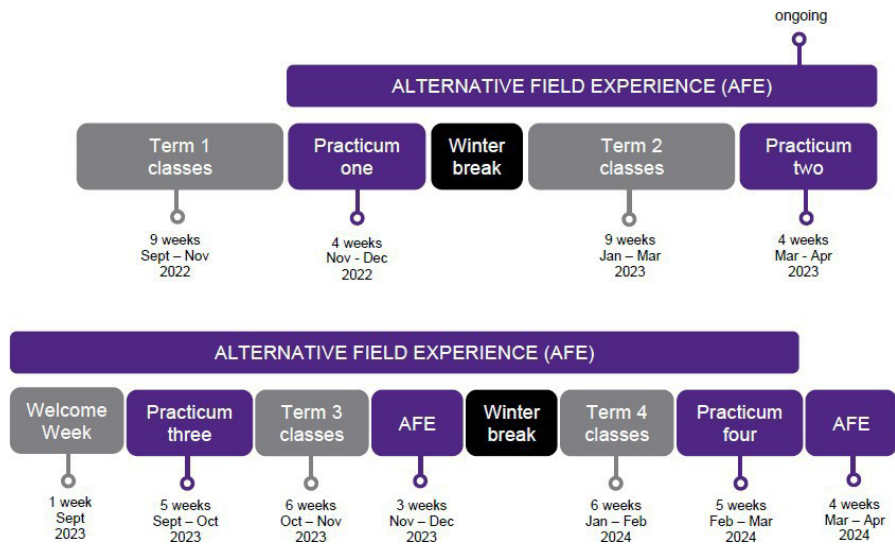
Section 001 Lecture Thurs 10:30 – 11:30 (all candidates): Room: Auditorium	Section 002 Thurs 12:30 – 1:30 (STEM) Room: 2054
Section 003 Thurs 1:30 – 2:30 (IN) Room: 1100	Section 004 Thurs 3:30 – 4:30 (IN) Room: 1100
Section 005 Thurs 12:30 – 1:30 (AP) Room: 1100	Section 006 Thurs 2:30 – 3:30 (AP) Room: 2049
Section 007 Thurs 4:30 – 5:30 (ECE) Room: 1100	Section 008 Thurs 1:30 – 2:30 (MA) Room: 2054
Section 009 Thurs 12:30 – 1:30 (IS Fr) Room: 2036	Section 010 Thurs 1:30 – 2:30 (PJ/JI Fr) Room: 2036
Section 011 Thurs 12:30 – 1:30 (UR) Room: 2049	Section 012 Thurs 1:30 – 2:30 (UR) Room: 2049

Program Context:

This is a **common** course taken by Teacher Candidates during **Year 1, Full Year** of the Bachelor of Education.

Bachelor of Education

Program Overview – Class of 2024



Social Foundations (EDUC 5007)

Course Description:

An introduction to teaching as a profession through the study of the historical, colonial, political, socio-cultural, and legal dimensions of education. The course includes a critical focus on the structure, governance and contexts of Ontario education, relevant policies, and issues of equity to inform the practices of educators.

The Purpose of the Course:

This course is designed to introduce you to teacher professionalism through an examination of different perspectives, purposes, contexts, and structures in education, with a focus also on governance and on the province of Ontario. The course will enhance your understanding of the legal rights and responsibilities of Ontario teachers, students, and others involved in the school system; help to enrich your understanding of why and how our school system works as it does; and introduce you to some of the major ideas and issues that are fundamental to a becoming an informed, professional, and critically reflexive teacher. The use of case studies in particular will help you to understand your roles and responsibilities as professional educators in Ontario.

Learning Outcomes

- 1) To become a teaching professional who has developed a critical understanding of:
 - different purposes of education, the beliefs and values they represent
 - historical, colonial, political, socio-cultural, demographic, environmental and legal contexts of education with a focus on Ontario
 - historical and contemporary inequities in society and Ontario schools related to gender, sexuality, class, race, ethnicity, culture, language, and ability
 - the development and contested nature of the curriculum; challenges and opportunities for teaching in the 21st century
- 2) To understand the professional, ethical and legal roles and responsibilities associated with teaching in Ontario, including:
 - the acts, regulations and common law precedents governing education in Ontario (e.g., Education Act, Ontario College of Teachers Act, Teaching Profession Act)
 - funding and governance structures of education in Ontario
 - the standards of practice in relation to professional conduct, collaboration, communication, and relationships with colleagues and other stakeholders
 - how to critically apply concepts of justice, law and precedents in classroom teaching
- 3) To become an advocate for social justice by developing a critical awareness of and sensitivity towards:
 - the specific colonial experiences of First Nation, Métis, and Inuit (FNMI) peoples and the ongoing impact of these experiences on FNMI communities
 - the use of sustainable, culturally relevant and responsive content, instruction, & assessment to engage all students, support positive identity development, address individual students' strengths, interests, and needs, particularly for members of underserved or marginalized backgrounds

- the use of new media and technologies in schools, including their impact on equity and inclusion, as well as the teaching and learning process

Course Content

Note: All required readings will be posted on our OWL site. Recommended and supplementary readings may be posted, but are also available through UWO library website.

Course Credits:
0.5

Number of Weeks: 18

Week 1:

Introduction to Teaching as Profession and The Course (Sept 8/22)

Why do you want to be a teacher? What kind of teacher do YOU want to be?

How does your social and cultural location shape the kind of teacher you want to be?

What does it mean to be a professional?

How can we (re)learn to position ourselves against the dominant stories and spaces in education? How can indigenizing and/or decolonizing approaches help us to engage in critical praxis?

How is the case study method useful for professional practice?

Part of Unit 1) Educational Purposes, Contexts, Structures & Governance

Learning Activities		
Type	Name	Description

<p>Reading</p>	<p>Week 1 Materials & Readings</p>	<p>Required Readings:</p> <p>Kirk, G. And Okazawa-Rey. (2004). "Who am I?" Who are my people? In Adams, M. (Eds.) Readings for diversity and social Justice (pp. 8-11, 14). New York: Routledge</p> <p>-Styres, S. (2018). Literacies of land: Decolonizing narratives, storying, and literature. In Indigenous and decolonizing studies in education (pp. 24-37). Routledge.</p> <p>Recommended Reading:</p> <p>Allison, D.J. & Allison, P.A. (2001). Working on Case Studies and Other Professional Problems.</p>
<p>Assignment</p>	<p>Participation</p>	<p>Regular participation is required; lectures must be attended with participation where appropriate. Participation must also happen in tutorial classes as per instructors' recommendations; this usually entails in-class discussion and activity participation as well as online forum postings, etc. Participation and attendance will be tracked.</p>

Week 2:

Perspectives, Philosophies, & Purposes of Public Schooling: A Historical & Comparative Perspective (Sept 15/22)

What are the purposes/aims of education (historically, comparatively and today)?

What values and beliefs inform the different purposes/aims of education? How do these reflect different perspectives about education?

How does an anti-oppression approach (see Kelly's article) align with (or not) the different purposes/frameworks of education?

How can you develop your educational philosophy?

Part of Unit 1) Educational Purposes, Contexts, Structures & Governance

Learning Activities		
Type	Name	Description
Reading	Week 2 Materials & Readings	<p>Required Readings:</p> <p>-D. Stewart (2005). Purposes of Public Education: Philosophical Reflections. Education Canada, 45(1), 1-4.</p> <p>-Kelly, D. (2012). Teaching for social justice: Translating an anti-oppression approach into practice. Our Schools/ Ourselves, 21(2), pp. 135-154.</p> <p>Supplementary Reading:</p> <ul style="list-style-type: none"> • Mangan, M. J. & Davidson-Harden, A. (2006). "Ontario Schools in a Social and Cultural Context."
Assignment	Participation	<p>Regular participation is required; lectures must be attended with participation where appropriate. Participation must also happen in tutorial classes as per instructors' recommendations; this usually entails in-class discussion and activity participation as well as online forum postings, etc. Participation and attendance will be tracked.</p>

Week 3:
Structures & Governance of Education (Sept 22/22)

What is the historical basis for the structures and governance of Canadian schools?

What are the structures and governance of the education system(s) in Ontario and Canada today and how are they changing?

Why is it important to understand the structures and governance of education as a teaching professional?

Part of Unit 1) Educational Purposes, Contexts, Structures & Governance

Learning Activities

Type	Name	Description
Reading	Week 3 Materials & Readings	<p>Ontario Education Services Corporation (2018). Chapter 1: An overview of Ontario's publicly funded education system. In Good governance: A guide for trustees, school boards, directors of education and communities, pp. 10-24. (see also Glossary on pp. 90 - 95). Retrieved from: https://www.ocsta.on.ca/ocsta/wp-content/uploads/2019/01/OESC-Good-Governance-Guide-Fizzz-Design-as-of-Nov-12.pdf</p> <p>Supplementary Readings: Hursh, D. W. (2016). Understanding the rise of neoliberal policies. In D. W. Hursh, The end of public school - The Corporate reform agenda to privatize education (pp. 25-26, 37-40). New York, NY: Routledge.</p> <p>Wallner, J. (2014). Introduction: An unexpected policy framework. In M. Howlett, D. Laycock, S. McBride (Eds.), Learning to school: Federalism and public schooling in Canada (pp. 3-7, 21-28). Toronto, ON: University of Toronto Press.</p> <p>Wotherspoon, T. (2009). Chapter 3: Historical dimensions of Canadian education. In The Sociology of Education in Canada. (pp. 54 - 77). Oxford.</p>
Assignment	Participation	<p>Regular participation is required; lectures must be attended with participation where appropriate. Participation must also happen in tutorial classes as per instructors' recommendations; this usually entails in-class discussion and activity participation as well as online forum postings, etc. Participation and attendance will be tracked.</p>

Week 4:

Resourcing K-12 Public Education in Canada and Current Trends in Canadian Education (Sept 29/22)

What is meant by 'resourcing education'? Why is it important to understand how public education is resourced?

How are funds for K-12 public education allocated in Ontario? How much is spent annually? Is it "adequate" to meet system goals?

What are the equity implications of the current resourcing/financing systems in Ontario?

Part of Unit 1) Educational Purposes, Contexts, Structures & Governance

Learning Activities		
Type	Name	Description
Reading	Week 4 Materials & Readings	<p>Required Readings/Viewing: Ontario Ministry of Education (2020). 2019-2020 Education funding - A guide to the grants for students needs. Retrieved from http://www.edu.gov.on.ca/eng/funding/1920/GSNGuide2019-20.pdf</p> <p>Ontario Education Services Corporation. (2018). Education Finance: Part A: Understanding the GSN Funding Model. In Professional development program for school board trustees. Vimeo. (15 minutes). Retrieved from: https://vimeo.com/284924694</p> <p>Supplementary Readings: Findlay, S. (2011, August 12). Cashing in on foreign students - Public schools that recruit high-paying international students create, some way, a two-tier system. Maclean's. Retrieved from http://www.macleans.ca/society/life/cashing-in-on-foreign-students/</p>
Assignment	Participation	<p>Regular participation is required; lectures must be attended with participation where appropriate. Participation must also happen in tutorial classes as per instructors' recommendations; this usually entails in-class discussion and activity participation as well as online forum postings, etc. Participation and attendance will be tracked.</p>

Week 5:

Roles & Responsibilities of Teachers (Oct 6/22)

What are the professional and ethical standards that guide teaching in Ontario?

What principles, questions and issues should guide your actions as a teacher?

What are your moral boundaries? Ethics of teaching? Moral obligations?

Part of Unit 1) Educational Purposes, Contexts, Structures & Governance

Learning Activities		
Type	Name	Description
Reading	Week 5 Materials & Readings	<p>Required Readings: Crook, K., & Truscott, D. (2015). Ethics and law for teachers (2nd Ed.), (Ch.1 & 2), Toronto: Nelson</p> <p>Ontario College of Teachers. (nd). Inquiring into the ethical dimensions of practice, (pp. 1- 6). Retrieved from: https://www.oct.ca/-/media/PDF/Inquiring%20into%20PP/Professional_Practice_en_web.pdf</p> <p>Recommended Reading: Hackman, H. (2005). Five essential components for social justice education. <i>Equity & Excellence in Education</i>, 38(2), 103-109</p>
Assignment	Participation	<p>Regular participation is required; lectures must be attended with participation where appropriate. Participation must also happen in tutorial classes as per instructors' recommendations; this usually entails in-class discussion and activity participation as well as online forum postings, etc. Participation and attendance will be tracked.</p>

Assessment Activities

Type	Name	Description
<p>Assignment</p>	<p>Teaching Portfolio (Term 1 Project)</p>	<p>A teaching portfolio is a coherent set of material that represents your ability to engage in critical reflexivity about your own professional teaching practice. Teaching practice in its broadest sense extends beyond the obvious activities that go into teaching a course to include all activities that enrich student learning. Teaching portfolios vary considerably depending on their specific purpose, audience, institutional context, and individual needs. For the Social Foundations course, the focus of the teaching portfolio is twofold. First, your teaching portfolio should reflect your understanding of what it means to be a professional teacher. Second, your portfolio should reflect your understanding of how to put principles from the course into your teaching practice to support the learning of all pupils.</p> <p>There are 2 sections in your teaching portfolio for Term 1 of our course:</p> <ol style="list-style-type: none"> 1) Purposes, contexts, governance, funding and structures of education 2) Teacher professionalism - legal issues <p>What do you need to submit and when?</p> <p>The portfolio will include:</p> <ol style="list-style-type: none"> a) Table of Contents b) Your teaching philosophy (2 pages) c) For each of the 2 sections in Term 1, a 1-page belief statement + 2 items/artefacts that demonstrate your knowledge of the key learning outcomes associated with our course. <p>Week 5: Teaching Philosophy Belief statement and 2 artefacts with explanation for section 1 (weeks 1 - 5).</p> <p>Week 9: Table of Contents Belief statement and 2 artefacts for section 2 (weeks 6 - 9).</p> <p>See separate document</p>

		for further details about the teaching portfolio assignment.
Assignment	Due: Teaching Portfolio Part 1	Belief statement and 2 artefacts with explanation for section 1 (weeks 1 - 5).

Week 6:

Teacher Federations, Collective Bargaining and the Ontario College of Teachers (Oct 20/22)

How is teacher professionalism related to membership in teacher federations and teaching councils?

What has been the historical development of teachers' federations/unions and the teaching council in Ontario?

What are the purposes of the teachers' federations and the OCT?

What is collective bargaining and how does it work?

Part of Unit 2) Teacher Professionalism

Learning Activities		
Type	Name	Description
Reading	Week 6 Materials & Readings	<p>ETFO. Primer Collective Bargaining. Retrieved from https://etfocb.ca/bargaining-101/a-bargaining-primer/collective-bargaining/</p> <p>Hanson, A. (2002). Achieving the Right to Strike: Ontario Teachers' Unions and Professionalist Ideology. <i>Just Labour: A Canadian Journal of Work and Society</i>, 14, PP. 117-125.</p> <p>Recommended Reading:</p>

Assignment	Participation	Regular participation is required; lectures must be attended with participation where appropriate. Participation must also happen in tutorial classes as per instructors' recommendations; this usually entails in-class discussion and activity participation as well as online forum postings, etc. Participation and attendance will be tracked.
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Week 7:

Teachers' Legal Rights and Responsibilities (Oct 27/22)

What are your legal rights as a teacher?

What are your legal responsibilities?

What does the law expect of teachers in the practice of their duties?

What is the duty to report?

Part of Unit 2) Teacher Professionalism

Learning Activities		
Type	Name	Description

<p>Reading</p>	<p>Week 7 Materials & Readings</p>	<p>Required Readings:</p> <p>Dickinson, G.M. & Allison, P. (2002). What the law expects of teachers in their practice of duties. (14 pages) Ontario College of Teachers (2015). Professional Advisory: Duty to Report. Retrieved from https://www.oct.ca//media/PDF/2015%20Professional%20Advisory%20Duty%20to%20ReportENWEB2.pdf</p> <p>Dickinson, G. & Allison, P. (2000). Notes on Reporting Child Abuse under the Child and Family Services Act.</p> <p>Recommended Reading: Parkay, F.W. et al (2013). Ch. 4 Canadian School Governance and Law. In <i>Becoming a Teacher</i>. Toronto: Pearson (pp. 116-124).</p>
<p>Assignment</p>	<p>Participation</p>	<p>Regular participation is required; lectures must be attended with participation where appropriate. Participation must also happen in tutorial classes as per instructors' recommendations; this usually entails in-class discussion and activity participation as well as online forum postings, etc. Participation and attendance will be tracked.</p>

Week 8:
Duties, Sanctions, & Remedies (Nov 3/22)

Is a teacher always a teacher, even after school hours? Do teachers have the right to be involved in any activities of their choosing, if they are happening outside of school hours and off the school property?

What kind of reach and recourse do teachers' employers have in these situations? What is the role of the College of Teachers?

What are reasonable limits placed upon a teacher's freedoms (e.g. freedom of expression)?

Part of Unit 2) Teacher Professionalism

Learning Activities		
Type	Name	Description
Reading	Week 8 Materials & Readings	<p>Required Reading: Kitchen, J. & Dean, C. (2010). Chapter 3: The legal duties and rights of teachers. In Professionalism, Law, and the Ontario Educator. (pp. 63-88). Highland Press.</p> <p>Recommended Reading: Dickinson, G. (2003). Thoughts, words, and deeds: Limiting Teachers' Free Expression: The Case of Paul Fromm (15 pages)</p>
Assignment	Participation	Regular participation is required; lectures must be attended with participation where appropriate. Participation must also happen in tutorial classes as per instructors' recommendations; this usually entails in-class discussion and activity participation as well as online forum postings, etc. Participation and attendance will be tracked.

Week 9:

Exercise of Authority (Nov 10/22)

What does it mean to be an educational vs. police/state agent?

Under what conditions can educators engage in search and seizure?

What are pupils' duties?

What are the dilemmas teachers face in situations involving student freedoms?

Part of Unit 2) Teacher Professionalism

Learning Activities		
Type	Name	Description

Reading	Week 9 Materials & Readings	<p>Required Reading: Dickinson, G. (2000). Case Comment: Still searching for reason. <i>Education & Law Journal</i>, 10, excerpts (6 pages).</p> <p>Supplementary Reading: Weir, R. (2003). What the new Youth Criminal Justice Act means to your school. (Spring, <i>Education Law News</i>, 1-4)</p>
Assignment	Participation	<p>Regular participation is required; lectures must be attended with participation where appropriate. Participation must also happen in tutorial classes as per instructors' recommendations; this usually entails in-class discussion and activity participation as well as online forum postings, etc. Participation and attendance will be tracked.</p>

Assessment Activities		
Type	Name	Description
	Teaching Portfolio (Term 1	<p>A teaching portfolio is a coherent set of material that represents your ability to engage in critical reflexivity about your own professional teaching practice. Teaching practice in its broadest sense extends beyond the obvious activities that go into teaching a course to include all activities that enrich student learning. Teaching portfolios vary considerably depending on their specific purpose, audience, institutional context, and individual needs. For the Social Foundations course, the focus of the teaching portfolio is twofold. First, your teaching portfolio should reflect your understanding of what it means to be a professional teacher. Second, your portfolio should reflect your understanding of how to put principles from the course into your teaching practice to support the learning of all pupils.</p> <p>There are 2 sections in your teaching portfolio for Term 1 of our course: 1) Purposes, contexts,</p>

Assignment	Project)	<p>governance, funding and structures of education 2) Teacher professionalism - legal issues</p> <p>What do you need to submit and when? The portfolio will include: a) Table of Contents b) Your teaching philosophy (2 pages) c) For each of the 2 sections in Term 1, a 1-page belief statement + 2 items/ artefacts that demonstrate your knowledge of the key learning outcomes associated with our course.</p> <p>Week 5: Teaching Philosophy Belief statement and 2 artefacts with explanation for section 1 (weeks 1 - 5). Week 9: Table of Contents Belief statement and 2 artefacts for section 2 (weeks 6 - 9). See separate document for further details about the teaching portfolio assignment.</p>
Assignment	Due: Teaching Portfolio Part 2	Belief statement and 2 artefacts for section 2 (weeks 6 - 9).

Week 10:
Teacher Professionalism & Critical Reflexivity (Jan 5/23)

What does it mean to engage in critical reflexivity? How is reflexivity different from reflection?

How does being in the classroom teaching help you to better understand Social Foundations course content?

What can we learn about our roles and responsibilities as teachers from critical incidents we experience during practicum teaching?

Part of Unit 2) Teacher Professionalism

Learning Activities		
Type	Name	Description
Reading	Week 10 Materials & Readings	<p>Ryan, T. (2005). When you reflect are you also being reflexive? The Ontario action researcher, 8(1), 2.</p> <p>Recommended Reading: Bolton. (2009). Reflection and reflexivity: What and why. Retrieved from: http://uk.sagepub.com/sites/default/files/upm-binaries/32441_01_Bolton_3e_Ch_01.pdf</p>
Assignment	Participation	Regular participation is required; lectures must be attended with participation where appropriate. Participation must also happen in tutorial classes as per instructors' recommendations; this usually entails in-class discussion and activity participation as well as online forum postings, etc. Participation and attendance will be tracked.

Week 11:

Anti-Poverty and Addressing Classism in Schools (Jan 12/23)

How can we understand educational issues related to social class through an equity perspective?

Why is it important to understand the broader socio-cultural, SES backgrounds of the students we teach?

What is an anti-deficit approach to thinking about teaching students who live in poverty and/or come from low-income families?

How is the myth of meritocracy reproduced in schools?

Part of Unit 3) Equity in Education Policies and Practices

Learning Activities		
Type	Name	Description

<p>Reading</p>	<p>Week 11 Materials & Readings</p>	<p>Required Readings: Laurie, D., Campbell, A., Kim, A., Lynn, J., McIsaac, W., Mott, C. Russel, S., Solomon, S. (Eds). (2010). “œBut Miss, he smells Ciuffetelli Parker, D., & Flessa, J. (2011). Chapter 1 and 2: An introduction to understanding poverty and schooling through case study research. AND Building a common purpose: The case of downtown core school. From Poverty and schools in Ontario: How seven elementary schools are working to improve education. Toronto: ON: ETFO.</p> <p>Recommended Reading: Brantlinger, E. (2003). Who wins and who loses? Social class and student identities. In M. Sadowski (Ed.), Adolescents at school: Perspectives on youth, identity, and education (pp. 107-126). Cambridge, MA: Harvard Education Press.</p>
<p>Assignment</p>	<p>Participation</p>	<p>Regular participation is required; lectures must be attended with participation where appropriate. Participation must also happen in tutorial classes as per instructors' recommendations; this usually entails in-class discussion and activity participation as well as online forum postings, etc. Participation and attendance will be tracked.</p>

Week 12:

Anti-Racism and Critical Race Theory in Education (Jan 19/23)

How can we understand educational issues of race, ethnicity and culture through an equity lens?

How is anti-racist education different from multicultural education?

How is a critical awareness of one’s positional and privilege essential in anti-racist education practices?

Part of Unit 3) Equity in Education Policies and Practices

Learning Activities		
Type	Name	Description
Reading	Week 12 Materials & Readings	<p>Required Readings: multicultural education. Multicultural Perspectives, 12(2), 97-102.</p> <p>Solorzano, D. G., & Yosso, T. J. (2001). From racial stereotyping and deficit discourse toward a critical race theory in teacher education. Multicultural Education, 9(1), 2-8. Retrieved from https://www.lib.uwo.ca/cgi-bin/ezpauthn.cgi?url=http://search.proquest.com/docview/216501989?accountid=15115</p> <p>Recommended Reading: Burleigh, D., & Burm, S. (2014). Unpacking Our White Privilege: Reflecting on Our Teaching Practice. In education, 19(2), 108-118.</p>
Assignment	Participation	<p>Regular participation is required; lectures must be attended with participation where appropriate. Participation must also happen in tutorial classes as per instructors' recommendations; this usually entails in-class discussion and activity participation as well as online forum postings, etc. Participation and attendance will be tracked.</p>

Week 13:

Decolonizing Education (January 26/23)

What were the residential schools in Canada and how do they reflect a history of cultural genocide against the First Nations, Métis and Inuit (FNMI) peoples?

What have been the main consequences of the imposition of Euro-Canadian models of education on Canada's FNMI peoples?

What are the ongoing effects of the residential school system on FNMI students today?

What policies have been put in place to meet the learning needs of FNMI students in Ontario today?

Part of Unit 3) Equity in Education Policies and Practices

Learning Activities		
Type	Name	Description
Reading	Week 13 Materials & Readings	<p>Required Reading: Ministry of Education, Ontario. (2016). The Journey Together - Ontario's Commitment to Reconciliation with Indigenous Peoples. (Read pp. 2 - 20). Retrieved from: https://www.ontario.ca/page/journey-together-ontarios-commitment-reconciliation-indigenous-peoples</p> <p>Ontario First Nation, Métis, and Inuit Education Policy Framework. Retrieved from www.edu.gov.on.ca/eng/aboriginal/fnmiFramework.pdf</p> <p>Recommended Reading: Schissel, B. & Wotherspoon, T. (2003). Ch. 3 The Legacy of Residential Schools. In The Legacy of School for Aboriginal People (pp. 35-63). Don Mills, ON: Oxford University Press.</p>
Assignment	Participation	<p>Regular participation is required; lectures must be attended with participation where appropriate. Participation must also happen in tutorial classes as per instructors' recommendations; this usually entails in-class discussion and activity participation as well as online forum postings, etc. Participation and attendance will be tracked.</p>

Week 14:

Gender and Sexual Diversity in Schools (Feb 2/23)

How can we understand educational issues related to gender and sexuality through an equity perspective?

What policies have been developed to address the needs of LGBTQ students?

What is gender diversity/creativity and how is it a separate but related concern to anti-homophobia policy and pedagogy?

How can the voices of students be particularly useful for our understanding of the experiences of LGBTQ youth in schools?

Part of Unit 3) Equity in Education Policies and Practices

Learning Activities		
Type	Name	Description
Reading	Week 14 Materials & Readings	<p>Required Readings/Viewing: Willings, C., Dir. (Aired June 2021). Beauty.TVO. https://www.tv.org/video/documentaries/beauty Goldstein, T., Collins, A., Halder, M. (2008). Anti-Homophobia education in public schooling: A Canadian case study of policy implementation. <i>Journal of Gay & Lesbian Social Services</i>, 19(3-4), 47-66.</p> <p>Recommended Readings: Martino, W. (2008). <i>Boys' Underachievement: Which Boys are We Talking About?</i>. Ontario, Literacy and Numeracy Secretariat. Meyer, E.J. (2014). Supporting gender diversity in schools: Developmental and legal perspectives. In E. J. Meyer & A. Pullen Sansfacon (Eds.), <i>Supporting transgender and gender creative youth: Schools, families, and communities in action</i> (pp. 69-84). New York, NY: Peter Lang.</p>

Assignment	Group Proposal Due	<p>Please see detailed description delivered in class. Must submit for consideration the casestudy your group has written to be analyzed individually for submission in week 18. Will receive feedback from tutorial instructor.</p> <p>What should the case itself look like?</p> <p>Must be based in an equity issue See samples from weeks 6 - 9 tutorial material Cases can be 200 - 500 words in length The group will write the case collaboratively and then each person in the group will write an analysis of the same case</p>
Assignment	Participation	<p>Regular participation is required; lectures must be attended with participation where appropriate. Participation must also happen in tutorial classes as per instructors' recommendations; this usually entails in-class discussion and activity participation as well as online forum postings, etc. Participation and attendance will be tracked.</p>

Week 15:

Franco-Ontario and Roman Catholic Schools (Feb 9/23)

How can we understand French language and Roman Catholic educational issues in Ontario's K-12 public education context through an equity perspective?

How is this a constitutional issue?

What are the implications of understanding this history for current teacher practices? The future of minority language and religious separate schools in Ontario and across Canada?

Part of Unit 3) Equity in Education Policies and Practices

Learning Activities		
Type	Name	Description

Reading	Week 15 Materials & Readings	<p>Required Readings: McGowan, M. (N.d.) Catholic Education in the Province of Ontario - A History.</p> <p>Recommended Reading:</p>
Assignment	Participation	<p>Regular participation is required; lectures must be attended with participation where appropriate. Participation must also happen in tutorial classes as per instructors' recommendations; this usually entails in-class discussion and activity participation as well as online forum postings, etc. Participation and attendance will be tracked.</p>

Week 16:

Special Education Through A Critical Disability Lens (February 16/23)

How is Disability Studies part of anti-oppressive education?

How can Disability Studies work with Special Education to prioritize the rights and dignity of the student?
How might the needs of the whole class/group also be balanced alongside tending to the rights and dignity of the individual given finite resources?

What are some of the debates surrounding inclusive education?

Part of Unit 3) Equity in Education Policies and Practices

Learning Activities		
Type	Name	Description

Reading	Week 16 Materials & Readings	<p>Required Readings:</p> <ul style="list-style-type: none"> • Connor, D. J. (2013). Who “Owns” Dis/ability? The Cultural Work of Critical Special Educators as Insider–Outsiders. <i>Theory & Research in Social Education</i>, 41(4), 494-513. <p>Recommended Reading:</p> <ul style="list-style-type: none"> • Lalvani, P., & Broderick, A. A. (2013). Institutionalized ableism and the misguided “Disability Awareness Day”: Transformative pedagogies for teacher education. <i>Equity & Excellence in Education</i>, 46(4), 468-483.
Assignment	Participation	<p>Regular participation is required; lectures must be attended with participation where appropriate. Participation must also happen in tutorial classes as per instructors' recommendations; this usually entails in-class discussion and activity participation as well as online forum postings, etc. Participation and attendance will be tracked.</p>

Week 17:
Curriculum (Mar 2/23)

Who decides what is taught in schools?

Whose knowledge counts?

What does it mean to indoctrinate students?

What are different perspectives on learning (Traditional vs Progressive; Child-centred vs. Content-Based) and how do these perspectives influence how you teach?

Part of Unit 4) Curriculum and 21st Century Challenges

Learning Activities

Type	Name	Description
Reading	Week 17 Materials & Readings	<p>Required Readings: Radwanski, G. (1987). Ontario Study of the Relevance of Education and Issue of Dropouts. Toronto: ON. (Excerpts from chapter 3 - 7 pages).</p> <p>Supplementary Readings: Living and Learning: The Report of the Provincial Committee on Aims and Objectives of Education in the Schools of Ontario (1968). Queen's Printer: Ontario. (Excerpts -4 pages)</p> <p>Allison, P. (2002). The Evolution of Approval. (4 pages)</p>
Assignment	Participation	<p>Regular participation is required; lectures must be attended with participation where appropriate. Participation must also happen in tutorial classes as per instructors' recommendations; this usually entails in-class discussion and activity participation as well as online forum postings, etc. Participation and attendance will be tracked.</p>

Week 18:

21st Century Challenges and Opportunities (March 9, 2023)

What are the challenges facing teachers in the 21st century? What are the opportunities?

What role will new media technologies play in education?

How might new media technologies impact the learning process and the role of the teacher?

What are the benefits and liabilities of new media technologies in school?

Part of Unit 4) Curriculum and 21st Century Challenges

Learning Activities		
Type	Name	Description

Reading	Week 18 Materials & Readings	<p>Required Readings:</p> <p>Tyner, K. (2011) Media Literacy and the Promise of School Change. <i>Journal of Media Literacy</i>, 57:2. (8 pages)</p> <p>Godsey, M. (2015). The Deconstruction of the K-12 Teacher. <i>The Atlantic</i>. http://www.theatlantic.com/education/archive/2015/03/the-deconstruction-of-the-k-12-teacher/388631/</p>
Assignment	Participation	<p>Regular participation is required; lectures must be attended with participation where appropriate. Participation must also happen in tutorial classes as per instructors' recommendations; this usually entails in-class discussion and activity participation as well as online forum postings, etc. Participation and attendance will be tracked.</p>

Assessment Activities		
Type	Name	Description
		<p>Teacher Candidates select an equity topic of interest and use the case study method from Term 1 to discuss the problem(s), consider a plan of action that they can execute in their future classrooms or schools or pursue as an AFE, and include the challenges to practice.</p> <p>What is the assignment purpose? It is a focus on either a particular equity issue or a range of equity issues as defined in the course that are relevant for your future practice and/or current interest. It is also a translation of the course material to your professional practice.</p> <p>What is the assignment? This project consists of two phases: PHASE 1 = Group work. You will be researching issues and rules around a single case that you have written collaboratively as a group PHASE 2= Individual work. You will write and submit an</p>

<p>Assignment</p>	<p>Due: Final Project: The Foundations of Equity</p>	<p>individual analysis (a paper) of that case</p> <ol style="list-style-type: none"> 1. Select a topic/issue from the news that also corresponds to the content from weeks 11-16 (Term 2) 2. What is the problem? What are the issues? How is this a story about inequities, access issues, barriers, marginalization, etc.? 3. What are the existing rules or practices? (i.e. see laws, professional standards, curriculum documents from Term 1 to help) 4. What can be done to address the problem/issue? (keep this focused to your particular teaching practice; keep it local) 5. What can be learned? (what ongoing issues/challenges, next steps exist?) What is due here? <p>PHASE 2: Individual work. You will write and submit an individual analysis (a paper) of that case</p> <p>Final Paper Components</p> <p>Must include the case: the case should be written from the group phase so you can add this as an <u>appendix</u>. This should not be counted in the word count for your final paper</p> <p>Must include an <u>introduction</u>: Please provide a brief introduction that outlines the equity issue(s) and the problem(s) in the case</p> <p>Must include <u>the body</u> of the paper that contains the analysis and discussion of the rules as well as the fourth and fifth stages of the case study method (i.e. what is to be done? What can be learned?)</p> <p>Must include a <u>conclusion</u></p> <p>Must include all <u>references</u></p>
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How to Protect Your Professional Integrity:

The Bachelor of Education is an intense and demanding program of professional preparation. Teacher Candidates are expected to demonstrate high levels of academic commitment and professional integrity that align with both Western University's Academic Rights and Responsibilities and the Professional Standards and Ethical Standards set by the Ontario College of Teachers. These expectations govern your time in class, in your Practicum, in your Alternative Field Experiences, and include the appropriate use of technology and social media.

The Teacher Education Office will only recommend teacher candidates for Ontario College of Teachers certification when candidates have demonstrated the knowledge of, and adherence to, the faculty policies throughout the two-year program.

To review the policies and practices that govern the Teacher Education program, including attendance, plagiarism, progression requirements, safe campus and more, visit: edu.uwo.ca/CSW/my-program/BEd/policies.html

Faculty of Education Pass/Fail Policy:

All courses and assignments in the Bachelor of Education are assessed as Pass/Fail.

Instructors will make the Success Criteria of the assignments clear, and refinements of the criteria may take place in class as a means of co-constructing details of the assignments in the first two weeks of a course. This will allow for differentiation of process, product and timeline depending upon student needs.

Success Criteria will

- Articulate what needs to occur to demonstrate learning outcomes for a course/assignment;
- Inform the instructional process so that teaching can be adapted to ensure students continue to remain on track to meet the criteria as needed and appropriate.
- Align with the assignments created to provide opportunities for students to demonstrate the knowledge, skills and abilities they are working toward;
- Establish clear descriptive language that allows Teacher Candidates to identify, clarify and apply the criteria to their work and to their engagement in peerfeedback;
- Focus the feedback on progress toward meeting the overall and specific tasks/assignment goals for the course.

Participation

Participation is essential to success in the Teacher Education program. As a professional school, you need to treat coming to class as showing up for work in the profession. If you are not in class, you cannot participate. Actively participating in discussions, peer reviews/feedback, group work and activities is integral to the development of your own learning and to the learning within your classroom community.

Given the varied experiences of Teacher Candidates in the program, you may engage with ideas/concepts or skills that are familiar or unfamiliar to you.

A Professional Teacher Candidate is one who:

- Arrives in class (virtual or on-site) on time, and prepared. This includes completing any readings, viewing assignments or tasks in advance of class as requested.
- Listens to others and contributes thoughtfully to discussions;
- Models respectful dialogue and openness to learn, monitors, self-assesses and reformulates one's prior beliefs and understandings in light of new information;
- Monitors and addresses their wellness, practices self-care, and seeks appropriate support when necessary.

Ontario Curriculum & Supplementary Resources:



**Curriculum &
Resources**

dcp.edu.gov.on.ca/en

Campus Services & Resources:



**Health and
Wellness**

uwo.ca/health



Peer Support

westernusc.ca



Learning Skills

uwo.ca/sdc/learning



**Indigenous
Services**

Indigenous.uwo.ca



**Student Accessibility
Services**

sdc/uwo.ca/ssd



Writing Support

writing.uwo.ca



**Financial
Assistance**

registrar.uwo.ca



Not sure who to ask?

Contact the Teacher Education Office at eduwo@uwo.ca