

# Western Education

## EDUC 5481

### Social and Emotional Learning

**Dr. Susan Rodger** 001  
 E: [srodger2@uwo.ca](mailto:srodger2@uwo.ca)  
 T: 519-661-2111  
**Office Hours: Drop in on Wednesday mornings 9-12, or by appointment**  
 Office: FEB 1108

**Paul Cook** 002  
 E: [pcook@uwo.ca](mailto:pcook@uwo.ca)  
 T: 519-661-2111  
**Office Hours: by appointment**  
 Office: 1113B

### Schedule:

**Section 001:** Wed/Thur 2:30PM-4:30PM, Room: 2042

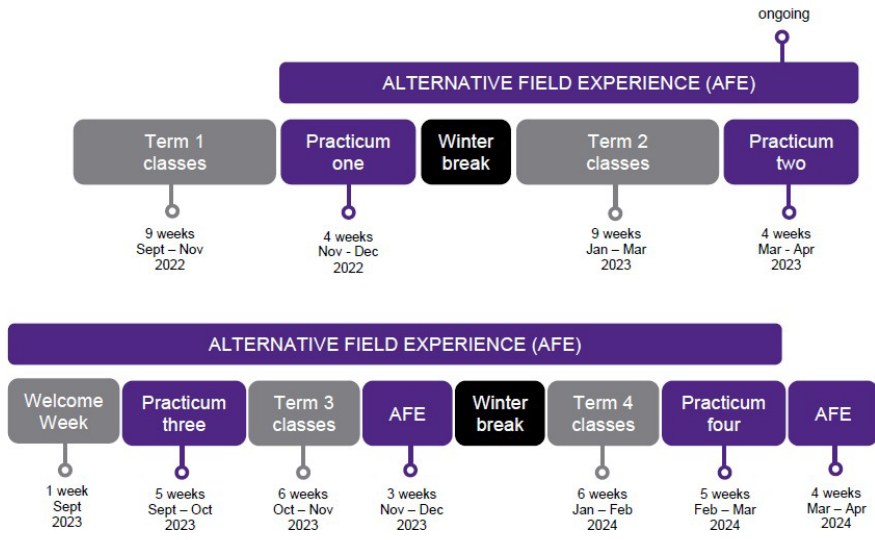
**Section 002:** Wed/Thur 4:30PM-6:30PM, Room: 2042

### Program Context:

This is a **Specialty Course** taken by Teacher Candidates during **Year 1, Term 1** of the Bachelor of Education.

### Bachelor of Education

Program Overview – Class of 2024



# Social & Emotional Learning (EDUC 5481)

## Course Description

This course focuses on social and emotional learning across childhood and adolescence. Topics include social development; promoting positive mental health; responding to mental health challenges; trauma sensitive schools; and applying classroom and whole school approaches; 4 hours per week, first term, .5 credit.

## About the course

This course prepares future teachers to create and maintain safe, caring, and accepting school environments for all learners. The course provides students with an understanding of the importance of promoting social and emotional learning opportunities for all students in order to promote mental health and prevent violence. The first part of the course addresses the development of social and emotional competencies among children, and some of the challenges that can affect their social and emotional development. The majority of the course focuses on identifying strategies and approaches for promoting mental health and wellbeing. Intervention and prevention strategies will be addressed including individual programs, integrated school curriculum and comprehensive school wide initiatives. The importance of engaging all education and community stakeholders will be stressed. Students will become familiar with many on line resources to support their work as teachers. The course will mainly utilize a "flipped classroom" approach as well as instructional intelligence strategies and cooperative learning pedagogy. Each session will include lecture/overview of the topics for that week, small group and whole class activity/problem solving/case study-based learning and a time for individual, small group and whole class reflection.

Number of Credits : 0.5

Number of Sessions:18

## Transforming Education. Transforming Lives.

**Session 1: Week 1: Introduction (Sept 8)**

1. Candidates are introduced to SEL as it pertains to child and adolescent development
2. Candidates understand CASEL's 5 core competencies & benefits of SEL
3. Candidates can explain RTI tiered and assessment approaches and the value in increasing our own social and emotional competence in practice

**Learning Activities**

Type	Name	Description
------	------	-------------

<b>Discussion</b>	W1 Discussion	Introduction to Social and Emotional Learning (SEL) and why it matters.
-------------------	---------------	---

<b>Formative Assessment</b>	Week 1 Entry/Exit Cards	In the first class, students will be asked to form groups Each week, students will be asked to complete a brief reflection/entry card based on the readings/videos/flipped class material.
-----------------------------	-------------------------	---

**Required Reading**

- [What Is the CASEL Framework? - CASEL](#)
- [https://phecanada.ca/sites/default/files/content/docs/teach-resiliency/Adultchildrelationships.pdf/sites/default/files/content/docs/teach-resiliency/Adultchildrelationships\\_0.pdf](https://phecanada.ca/sites/default/files/content/docs/teach-resiliency/Adultchildrelationships.pdf/sites/default/files/content/docs/teach-resiliency/Adultchildrelationships_0.pdf)
- [the SECTRS \(Teachers' SEL competence rating Scale\)](#)

**Reflection time****Other****Resources**

Voluntary;  
deeper  
dive

- [Stepping Stones](#)

[Raising Resilient Children and Youth | CAMH SMHO Resources for SEL](#)

**Learning Activities**

Type	Name	Description
------	------	-------------

<b>Discussion</b>	W1 Discussion	•
-------------------	---------------	---

<b>Formative Assessment</b>	Week 1 Entry/Exit Cards	
-----------------------------	-------------------------	--

**Required Reading**

- [EDUCATING THE HEART AS WELL AS THE MIND Social and Emotional Learning for School and Life Success | Shelley Hymel - Academia.edu](#)
- [Adverse Childhood Experiences \(ACEs\): Impact on Brain, Body and Environment](#)
- [What area ACEs and how do they affect toxic stress?](#)
- [Supporting Youth Resilience](#)

**Reflection time**

## Session 2: Week 1 cont'd: Introduction (Sept 9)

### Learning Activities

Type	Name	Description
------	------	-------------

Discussion

Fostering strength and capability in the classroom  
The role of Social Determinants of Health (SDH) in SEL

Required Readings

- [EDUCATING THE HEART AS WELL AS THE MIND Social and Emotional Learning for School and Life Success | Shelley Hymel - Academia.edu](#)
- [Adverse Childhood Experiences \(ACEs\): Impact on Brain, Body and Environment](#)
- [What are ACEs and how do they affect toxic stress?](#)
- [Supporting Youth Resilience](#)

Reflection Time

### Session 3: Week 2: Mental Health & Wellbeing (Sept 15)

1. Candidates are able to conceptualize student mental health and wellbeing
2. Candidates are able to define mental health
3. Candidates can explain the continuum of mental health
4. Candidates can explore any connections between SEL and mental health.
5. Candidates can identify the signs that a student may be experiencing a mental health problem
6. Candidates can describe the role of schools and educators in supporting students' mental health needs.

#### Learning Activities

Type	Name	Description
<b>Discussion</b>	W2 Discussion	
<b>Formative Assessment</b>	Week 2 Entry/Exit Cards	Each week, students will be asked to complete a brief reflection/entry card based on the readings/videos/flipped class material.
<b>Required Reading</b>		<ul style="list-style-type: none"> <li>• <a href="#">Supporting Students' Mental Health - Professional Advisory   Ontario College of Teachers (oct.ca)</a></li> <li>• Why Language Matters.pdf (resource folder)</li> <li>• <a href="#">Learn How to Support the Mental Health of Others</a></li> <li>• <a href="#">Wellness   Here to Help</a></li> <li>• <a href="#">UBC SEL Resource Finder</a></li> <li>• <a href="#">Supporting Minds Strategies at a Glance (smho-smso.ca)</a></li> <li>• <a href="#">Improving students' relationships with teachers (apa.org)</a></li> <li>• <a href="#">Tip Sheet for Staff to Support Positive Mental Health for All Students (smho-smso.ca)</a></li> <li>• <a href="#">CSMH- the critical role of Schools in Child and Youth Mental Health</a></li> </ul>
<b>Reflection Time</b>		

## Session 4: Week 2 cont'd: Mental Health & Wellbeing (Sept 16)

7. Candidates can explain how social determinants such as poverty may affect health and learning as well as strategize support

### Learning Activities

Type	Name	Description
<b>Discussion</b>	W2 Discussion	
<b>Formative Assessment</b>	Week 2 Entry/Exit Cards	Each week, students will be asked to complete a brief reflection/entry card based on the readings/videos/flipped class material.
<b>Required Reading</b>		<ul style="list-style-type: none"> <li>• <a href="#">Watch/Listen to Dr. Javeed Sukhera answer our question, "How do I respond to an act of violence in the community that targeted a Muslim family?"</a></li> <li>• <a href="#">UNICEF Report: What Children and Youth Say about Their Wellbeing</a></li> <li>• <a href="#">Worlds Apart: Canadian Companion to UNICEF Report Card 16 (mental health and wellbeing)</a></li> <li>• <a href="#">Student Achievement Depends on Reducing Poverty Now and After COVID 19 (The Conversation Canada)</a></li> </ul>
<b>Reflection Time</b>		

## Session 5: Week 3: Building Trauma-and-Violence-Informed-Care(TVIC) in Schools (Sept 22)

1. Candidates will learn how to build trauma and violence informed care in schools/classrooms
2. Candidates can interpret brain response to stress and their manifestation in the classroom (connections between violence and SEL)
3. Candidates will be able to define trauma, stress, and toxic stress
4. Candidates can understand how to respond to challenging situations and student behaviours
5. Candidates are aware of trauma experiences in diverse populations.

### Learning Activities

Type	Name	Description
<b>Discussion</b>	W3 Discussion	
<b>Formative Assessment Reflection Time</b>	Week 2 Entry/Exit Cards	<p>Each week, students will be asked to complete a brief reflection/entry card based on the readings/videos/flipped class material.</p> <ul style="list-style-type: none"> <li>• What is TVIC for Educators? (in Resource Folder)</li> <li>• Trauma Walkthrough (in Resource Folder)</li> <li>• <a href="#">Adverse Childhood Experiences (ACEs): Impact on brain, body and behaviour</a></li> <li>• <a href="#">Toxic Stress</a></li> <li>• <a href="#">Research snapshot- CSMH- Healthy Relationships</a></li> <li>• <a href="#">Responding to Challenging Behaviours- Framing</a></li> <li>• <a href="#">example: CMHA Reconciliation and mental Health</a></li> </ul>

## Session 6: Week 3 cont'd: Building Trauma-and-Violence-Informed-Care(TVIC) in Schools (Sept 24)

### Learning Activities

Type	Name	Description
<b>Discussion</b>	W3 Discussion cont'd	Trauma and self-regulation
<b>Reflection Time</b>		

## Session 7: Week 4: Supporting the wellbeing and mental health of Indigenous students; Suicide (Sept 29)

1. Candidates understand why we must focus on Indigenous children and youth
2. candidates can identify warning signs of suicidal ideation and behaviour

3. Candidates can describe helpful strategies for prevention, intervention and post-intervention for suicide

4. Candidates can explain the link between violence and suicide.

Learning Activities		
Type	Name	Description
<b>Discussion</b>	W4 Discussion	
<b>Formative Assessment</b>	Week 4Entry/Exit Cards	Each week, students will be asked to complete a brief reflection/entry card based on the readings/videos/flipped class material.
<b>Required Reading Reflection Time</b>		<ul style="list-style-type: none"> <li>• <a href="#">program evaluation-culturally relevant school-based programming for FNMI youth: Improved relationships, confidence, leadership and school success</a></li> <li>• <a href="#">CASP- Envisioning a Canada Without Suicide</a></li> <li>• <a href="#">NASP Preventing Youth Suicide: Tips ffor Parents and Educators</a></li> <li>• <a href="#">my coping plan (SMHO)</a></li> <li>• <a href="#">Read/Watch: Dr. King, Psychologist and Director at Western's Child and Youth Development Centre, speak to the question. "What do I do if a student discloses to me that they are thinking about suicide?"</a></li> <li>• <a href="#">WHO- suicide prevention for teachers</a></li> <li>• <a href="#">Headspace- Tips for teachers following a suicide</a></li> <li>• <a href="#">SMHO- resource page</a></li> <li>• <a href="#">CASP- Hope and Resiliency should be reflected in all suicide prevention activities and messaging</a></li> <li>• <a href="#">Centre for Suicide prevention- Bullying and Suicide fact sheet</a></li> <li>• <a href="#">infographic- suicide in Canada - PHAC</a></li> </ul>

### Session 8: Week 4 cont'd: Supporting Indigenous Student's Mental Health & Wellbeing; Suicide (Sept 30)

Learning Activities		
Type	Name	Description
<b>Discussion</b>	W4 Discussion cont'd	Understanding and responding; prevention
<b>Reflection Time</b>		



## Session 9: Week 5: What Mental Health Looks Like in the Classroom (Oct.5)

1. Candidates will become familiar with the state of well-being for children and youth in Canada
2. Candidates will learn to recognize, deal with and minimize escalation of behaviour in the classroom
3. Candidates will be able to support and facilitate the integration of students with mental health concerns, including school refusal, into a regular school system

Learning Activities		
Type	Name	Description
<b>Discussion</b>	W5 Discussion	
<b>Formative Assessment</b>	Week 5 Entry/Exit Cards	Each week, students will be asked to complete a brief reflection/entry card based on the readings/videos/flipped class material.
<b>Required Reading</b>		<ul style="list-style-type: none"> <li>• <a href="#">SMHO- Anxiety Problems in the classroom (sign, management for all, targeted support)</a></li> <li>• <a href="#">6 month prevalence of Mental Health Disorders and Service Contacts among Children in Ontario</a></li> <li>• <a href="#">TeachResiliency/SMHO Anxiety Strategies Chart</a></li> <li>• <a href="#">NASP-School Refusal: Information for Educators</a></li> </ul>
<b>Reflection Time</b>		

## Session 10: Week 5: What Mental Health Looks Like in the Classroom cont'd (Oct.6)

Learning Activities		
Type	Name	Description
<b>Discussion</b>	W5 Discussion cont'd	Understanding and responding; prevention
<b>Reflection Time</b>		

## Session 11: Week 6: Student Presentations (Oct 19)

- Candidates are able to research, organize, design and present material linked to SEL subject matter in a professional and collaborative manner.
- Candidates are able to engage with the audience to relate pedagogical theory and strategy that supports SEL integration in student learning.
- Candidates are able to communicate with peers/audience effectively and demonstrate how to implement SEL research and strategy in the classroom.
- Candidates are mindful of and explicitly identify connections and/or intersections of SEL with cultural, SES, racial, gender, Indigenous and other identities in today's diverse and inclusive classrooms.
- Reflection time

### Learning Activities

Type	Name	Description
<b>Discussion</b>	W6 Group Presentation	Groups will present on their topic (45 minutes each), followed by a 5- minute question period and a 5 minute reflection period. NOTE: Readings for the class must be handed in two weeks prior to your presentation date.

## Session 12: Week 6: Student Presentations (Oct 20)

- Candidates are able to research, organize, design and present material linked to SEL subject matter in a professional and collaborative manner.
- Candidates are able to engage with the audience to relate pedagogical theory and strategy that supports SEL integration in student learning.
- Candidates are able to communicate with peers/audience effectively and demonstrate how to implement SEL research and strategy in the classroom.
- Candidates are mindful of and explicitly identify connections and/or intersections of SEL with cultural, SES, racial, gender, Indigenous and other identities in today's diverse and inclusive classrooms.
- Reflection time

### Learning Activities

Type	Name	Description
<b>Discussion</b>	W6 Group Presentation	Groups will present on their topic (45 minutes each), followed by a 5- minute question period and a 5 minute reflection period. NOTE: Readings for the class must be handed in two weeks prior to your presentation date.

## Session 13: Week 7: Student Presentations (Oct 26)

- Candidates are able to research, organize, design and present material linked to SEL subject matter in a professional and collaborative manner.
- Candidates are able to engage with the audience to relate pedagogical theory and strategy that supports SEL integration in student learning.
- Candidates are able to communicate with peers/audience effectively and demonstrate how to implement SEL research and strategy in the classroom.
- Candidates are mindful of and explicitly identify connections and/or intersections of SEL with cultural, SES, racial, gender, Indigenous and other identities in today's diverse and inclusive classrooms.
- Reflection time

### Learning Activities

Type	Name	Description
<b>Discussion</b>	W7 Group Presentation	Groups will present on their topic (45 minutes each), followed by a 5- minute question period and a 5 minute reflection period. NOTE: Readings for the class must be handed in two weeks prior to your presentation date.

## Session 14: Week 7: Student Presentations (Oct 27)

- Candidates are able to research, organize, design and present material linked to SEL subject matter in a professional and collaborative manner.
- Candidates are able to engage with the audience to relate pedagogical theory and strategy that supports SEL integration in student learning.
- Candidates are able to communicate with peers/audience effectively and demonstrate how to implement SEL research and strategy in the classroom.
- Candidates are mindful of and explicitly identify connections and/or intersections of SEL with cultural, SES, racial, gender, Indigenous and other identities in today's diverse and inclusive classrooms.
- Reflection time

### Learning Activities

Type	Name	Description
<b>Discussion</b>	W7 Group Presentation	Groups will present on their topic (45 minutes each), followed by a 5- minute question period and a 5 minute reflection period. NOTE: Readings for the class must be handed in two weeks prior to your presentation date.

## Session 15: Week 8: Educator Resilience and Well-being (Nov. 2)

1. Candidates can list the factors that lead to stress and burnout, as well as the negative outcomes associated with their occurrence.
2. Candidates know the basics of ongoing reflective practice and how to apply coping strategies to reduce stress and burnout.
3. Candidates understand how to work within professional and ethical practice guidelines while establishing and maintaining clear and consistent boundaries between self and student, self and system, and personal and professional lives.

### Learning Activities

Type	Name	Description
<b>Discussion</b>	W8 Discussion	
<b>Formative Assessment</b>	Week 8 Entry/Exit Cards	In the first class, students will be asked to form groups Each week, students will be asked to complete a brief reflection/entry card based on the readings/videos/flipped class material.
<b>Required Reading</b>		<ul style="list-style-type: none"> <li>• <a href="#">The Importance of Teacher &amp; School Staff Wellbeing</a></li> <li>• <a href="#">COVID-19: Supporting teachers in times of change</a></li> <li>• <a href="#">How can we Reduce Stress and Increase Support for Teachers?</a></li> </ul>
<b>Reflection time</b>		
<b>Other Resources</b>	Voluntary; deeper dive	<ul style="list-style-type: none"> <li>• <a href="#">"But at What Cost?" Mental Health Report (Canadian Federation of Teachers)</a> <a href="#">Chapter 2: Understanding and Examining Teacher Resilience from Multiple Perspectives</a></li> </ul>

## Session 16: Week 8: Educator Resilience & Well-being cont'd (Nov. 3)

### Learning Activities

Type	Name	Description
<b>Discussion</b>	W8 Discussion cont'd	Understanding and responding; prevention
<b>Reflection Time</b>		

**Session 17: Week 9:** Review, SEL Integration/SEL Assessment/SEL Implementation schools/classrooms including vulnerable populations. (Nov. 9)

1. Teacher Candidates develop an understanding of how to develop an environment for learning that encourages pupils to be problem solvers, decision makers, lifelong learners, and contributing members of a changing society.
2. Teacher Candidates understand the policies, assessments and practices involved in responding to the needs and strengths of all students, including students identified from vulnerable populations.
3. Teacher Candidates use educational research and data analysis in relation to SEL implementation in schools and classrooms.
4. Teacher Candidates will review CASEL 5 core competencies
5. Teacher Candidates examine SEL assessment tools, how to implements results and RTI approach for schools and classrooms, SEL toolboxes

### Learning Activities

Type	Name	Description
<b>Discussion</b>	W9 Discussion	
<b>Formative Assessment</b>	Week 9 Entry/Exit Cards	In the first class, students will be asked to form groups Each week, students will be asked to complete a brief reflection/entry card based on the readings/videos/flipped class material.
<b>Required Reading</b>		<a href="#">What Does Evidence-Based Instruction in Social and Emotional Learning Actually Look Like in Practice?</a> <a href="#">Impact of MindUP Among Young Children: Improvements in Behavioral Problems, Adaptive Skills, and Executive Functioning</a> <a href="#">Teaching Social-Emotional Learning (SEL) Skills in the Classroom</a> <a href="#">Social &amp; Emotional Learning Resource Finder</a> <a href="#">SEL in the Classroom</a> <a href="#">SEL ACADEMIC INTEGRATION</a> <a href="#">SEL Introductory Lesson</a>

Reflection time

**Session 18: Week 9:** Review, SEL Integration/SEL Assessment/SEL Implementation schools/classrooms including vulnerable populations cont'd (Nov. 10)

### Learning Activities

Type	Name	Description
<b>Discussion</b>	W9 Discussion	cont'd

**Reflection Time**

## Assessment Activities

Type	Name	Description
Formative, Group	Reflection	Groups will be formed on the first day of class. <b>In the following weeks (except Weeks 6 and 7), groups are expected to complete the reflection assignment together, then come to class the next day ready to share their thoughts, questions, resources and activities.</b> A form will be provided on the first day of class. <b>Due before class day 2 of each week, except weeks 6 and 7.</b>
Formative, Individual	Assignments	During weeks 2-6 and Week 9, students are required to complete and hand in (via the Assignments tab), 3 (total) individual assignments. Choose (3) from: <ol style="list-style-type: none"> <li>1. Week 2: Individual Assignment option 1: Reflection on case study 1</li> <li>2. Week 3: Do the Trauma Walkthrough at the last school where you taught, and reflect on the experience. What could you do as an individual teacher to create safety?</li> <li>3. Week 4: What information and/or practices will you take with you to your classroom and why?</li> <li>4. Week 5: Using a case study (provided) case study, consider the behaviour problems at school. What would you do and why?</li> <li>5. Week 8: Create a Wellness plan for yourself.</li> <li>6. Week 9: Reflect on two of the SEL competencies, choosing one that seems to fit comfortably with you and your experience and one that does not. Share your reactions, your thinking and your insights.</li> </ol> <p>Each of these <b>are due 12 pm on Monday following the class from which the assignment is drawn, in the Assignments tab on OWL.</b></p>
Summative, Group	Class Presentation <b>(Week 6 or 7)</b>	A 45-minute group class presentation (plus a 5-minute question period) on one of the course topics designed for parents or educators – with handout and group exercise for engagement. Groups will be selected during the first week of class. Topics need to be approved by the instructor. Groups must also choose 1 reading/video for the class to complete before their presentation. The reading/video must not take more than 30 minutes for students to complete. The reading/video must be submitted to the instructor for approval at least 2 weeks before your presentation. Possible Topics: 1. Social Media and Mental Health 2. Bullying and Mental Health 3. Sports and Mental Health 4. Homophobia/LGBTQ+ and Mental Health 5. Race and Mental Health 6. Anxiety 7. Students with Disabilities 8. ADHD and regulation problems 9. Newcomers/Immigrants and Social/Emotional Learning 10. Other (with permission of instructor) <b>NOTE: Resources to share with class are due 2 weeks prior</b>
Summative, Individual		Individual product based on Group Presentation Topic for a specific audience (e.g. parents, teachers, students, administrators). Each student will produce one of: a) a 4-page newsletter ; 2) a TikTok video (max 180 seconds); 3) a one page infographic; 4) one six-block ZINE or Comic that captures the key message to inform the audience about the issue. <b>Due Nov. 14 at 11:59 pm, in the Assignments tab on OWL.</b>

This course meets the following Course Outcomes:

- Creating safe, caring & accepting school environments: Candidates are introduced to SEL initiatives and theory gaining insight into creating inclusive and safe school environments
- The importance of promoting SEL: Candidates will be able to explain the importance of SEL to student learning, mental health and preventing violence in school.
- Development of socio-emotional competencies: Candidates will learn how to encourage the development of SEL competencies in the face of challenges that affect student socio-emotional development.
- Strategies & Approaches, Interventions & Preventions: Candidates will develop a comprehensive skillset that enables them to implement research-based intervention and strategies.
- Integrating curriculum & school-wide initiatives: Candidates will be introduced to effective school and curriculum initiatives that are based on research and successful implementation.
- Education & Community Stakeholders, Resources: Candidates will understand how to locate and engage resources and community stakeholders

## 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](http://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 peer feedback;
- 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](http://dcp.edu.gov.on.ca/en)

## Campus Services & Resources:



**Health and Wellness**

[uwo.ca/health](http://uwo.ca/health)



**Peer Support**

[westernusc.ca](http://westernusc.ca)



**Learning Skills**

[uwo.ca/sdc/learning](http://uwo.ca/sdc/learning)



**Indigenous Services**

[Indigenous.uwo.ca](http://Indigenous.uwo.ca)



**Student Accessibility Services**

[sdc/uwo.ca/ssd](http://sdc/uwo.ca/ssd)



**Writing Support**

[writing.uwo.ca](http://writing.uwo.ca)



**Financial Assistance**

[registrar.uwo.ca](http://registrar.uwo.ca)



**Not sure who to ask?**

Contact the Teacher Education Office at [eduwo@uwo.ca](mailto:eduwo@uwo.ca)