

# Western Education

Transforming Education. Transforming Lives.

## EDUC 5019S Safe Schools

### Instructors:

**Mark Haarmann** (he/him)  
(Section 001, 002)  
**E:** mhaarman@uwo.ca  
**T:** 647-274-2323 (my cell)  
**Office Hours:** by appointment

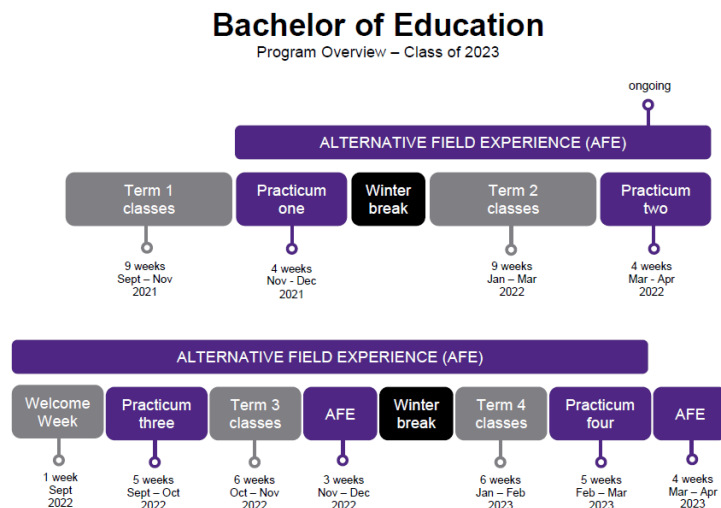
**Teaching Assistants:**  
Madeline Crichton, mcricht3@uwo.ca  
Megan Mueller, mmuell2@uwo.ca  
Olivia Ward, oward2@uwo.ca

### Schedule:

**Section 1:** PJI – Wednesday, 8:30-9:50 am  
**Section 2:** IS – Wednesday, 10:00-11:20 am

### Program Context:

This is a **Common Course** taken by Teacher Candidates during **Year 2, Full Year** of completing their Bachelor of Education degree.



# Safe & Accepting Schools (EDUC 5019S)

## Course Description:

This course focuses on developing understanding and practical knowledge to nurture safe, inclusive, and accepting learning environments for all students, regardless of race, creed, ancestry, ability, gender identification, or sexual orientation. The course is rooted in discerning the dynamics of comprehensive school violence prevention policies, programs, and curricula in Ontario schools. Students will develop an understanding of current issues in school violence with practical insight into the imperative role of professional teachers to provide safe and inclusive learning spaces.

## The Purpose of the Course:

The course is designed to introduce the key concepts, skills and knowledge required to create a safe, positive, accepting, and inclusive classroom. The course will be delivered as professional learning for (soon to be) practicing professional teachers who will be assuming responsibility for their own class(es). This course will focus on the resources, strategies, tools, and skills necessary to create and maintain safe, accepting, and inclusive classrooms and schools. Sessions will include guest instructors who are practicing experts from local school boards. The intent of all sessions will be to provide practical ways to make safe schools policy, procedure, program, practice, concepts, skills, and knowledge actionable with students in classrooms. Assessment activities will result in products that are practical, actionable, and ready for use with students.

## Course Content:

Learning Objectives are listed for each week/session. Where possible, the Powerpoint (or alternative presentation format) for each session will be posted on OWL no later than the Monday before each class. There will not be required readings for each week of this co-curricular quarter course. Instead, where additional materials are deemed to be helpful, they will be shared in OWL under 'Resources' no less than two weeks in advance of the appropriate class. The focus of this course will be on making each session engaging, informative and practical without any significant need for the review of external sources of information. As such, attendance and engagement at all sessions is crucial to learning. Input will be gathered during the first two weeks of the course on both formative and summative assessments, as well as other elements of the course.

## Course Credits:

.25

## Assessment:

Assessment for the course will consist of co-constructed formative assessments, and four summative assessments as presented below. Course grading is outlined in the Faculty of Education and course-specific grading policies as outlined below.

| Learning Activities  |   |   |
|----------------------|---|---|
| Type                 | Name  | Description   |
| Formative Assessment | Assignments to Improve Student Learning and Instructor Teaching | These will be discussed in class and co-created during the first two weeks of the course. |

| Assessment Activities |  |  |
|-----------------------|--|--|
| Type                  | Name   | Description  |
| Summative Assessment  | Welcoming Email to Families and Students: Introducing the Safe, Positive and Inclusive Classroom you are Creating  | Write a welcoming email to your students and their caregivers, outlining how you will intentionally create a safe, positive, accepting and inclusive climate for learning with your class(es). (After consultation with the class, full details will be shared in class and on OWL.)   |
| Summative Assessment  | Social Justice, Equity, Anti-Oppression, Anti-Racism and Indigeneity: Made Actionable in Your Classroom to Support a Safe, Positive and Inclusive Climate for Learning and Working | Choose and complete ONE of the following four assignments:<br>1. Create a Land Acknowledgement that honours Truth and Reconciliation which can be used with your class(es) next year. Include an overview of how you created this Land Acknowledgement and describe how you will teach your class(es) about its creation, meaning and importance. Include at least one task that is completed by students. |

|                             |  |   |
|-----------------------------|--|---|
|                             |  | <p>2. Create THREE activities, lesson plans, resources, or classroom structures that you can use to teach/support Black brilliance and/or disrupt and dismantle anti-Black racism (recognizing Black History Month, or as best fits your program). Ensure that at least one task is completed by students.</p> <p>3. Create THREE activities, lesson plans, resources, or classroom structures that you can use to teach/support/affirm Muslim identity and inclusion and/or disrupt and dismantle Islamophobia (recognizing Islamic Heritage Month, or as best fits your program). Ensure that at least one task is completed by students.</p> <p>4. Create THREE activities, lesson plans, resources, or classroom structures that you can use to teach/support inclusion and/or disrupt and dismantle hate against individuals or communities who identify as 2SLGBTQIA+ (recognizing PRIDE Month, or as best fits your program). Ensure that at least one task is completed by students.</p> <p>*The above choice reflects a specific focus on one part of a person's identity and social location with the understanding that intersectionality and identity are present in each unique student. The supports created for this assignment must consider this complexity in all of our students.</p> <p>** You may choose to focus on supports for another identity not included above that may best serve the community you will teach in. However, please focus on an identity that you do not claim.</p> |
| <b>Summative Assessment</b> | Bullying Awareness and Prevention: Lesson Plan, Activity or Classroom Structure          | Develop and describe the implementation of a bullying awareness, prevention and/or intervention activity, integrated lesson or classroom structure. (After consultation with the class, full details will be shared in class and on OWL.)   |
| <b>Summative Assessment</b> | Creating the Essential Conditions for Learning: Educator Reflection (Safe Schools Focus) | Complete the Creating the Essential Conditions for Learning: Educator Reflection, based on your practicums and/or learning from this and other courses. (After consultation with the class, full details will be shared in class and on OWL.)   |

## The Course

**Number of Weeks: 12**

### Week 1: October 19

#### Welcome, Course Work, Introduction and Rationale

- structure, content, assessment, and expectations for the course, with some opportunity for input/choice with these elements
- summative assessments which put course learning into practice for use in real classrooms will be introduced
- formative assessments will be co-constructed to support learning
- relevant data regarding student, staff and community behaviour and its impact on school safety
- discerning the accuracy of representations of school safety and violence in Ontario schools
- impact of factors such as politics, racism and all forms of oppression, individual and institutional power, etc. on schools and students
- begin to build our relationship by sharing who we are as people and as teachers

### Week 2: October 26

#### Policy, Program, Procedure and Practice ... and you

- emergence of Safe Schools policy, program, procedure, and practice in Ontario
- legal responsibilities regarding Safe Schools as practicing, professional teachers in Ontario
- moral and ethical responsibilities of being a professional teacher in Ontario
- impact of systemic and individual bias, hate, discrimination, stereotyping and all forms of oppression on all sovereignty seeking groups and school and classroom climate

## **Week 3: November 2**

### **Social Justice, Equity, Anti-Oppression, Anti-Racism and Indigeneity**

- Indigeneity in our schools (and society)
- social justice, equity, and anti-oppression as key components of safe and accepting schools
- information, resources, actions and practices that can be used in any classroom to support a safe and accepting climate for learning and working
- WRDSB vision, model and current work

## **Week 4: November 9**

### **Mental Health, Safe Schools and Well-being at TVDSB**

- tiered student mental health model
- educator capacity to offer Tier-1 mental health and well-being support to students
- TVDSB's 'Essential Conditions for Learning' framework and how relationships are central to fostering a safe and inclusive learning community, and critical to responding to safe school incidents in a restorative manner
- educator's role in suicide prevention, intervention and postvention
- safe schools, mental health, equity, and well-being initiatives as interconnected within the education system and why today's educational context demands this
- culturally responsive socio-emotional learning

## **Week 5: November 16**

### **Building Comfort, Competence, Confidence, and Commitment Towards Safe and Accepting Schools for 2SLGBTQIA+ Students, Staff and Families**

- recent Canadian data from the 2021 National Climate Survey on Homophobia, Transphobia and Biphobia in Schools, communicates the urgency for educators to know better and do better, now
- the work educators do to create gender expansive, queer positive spaces, although essential to some, benefits all staff and students
- explore the social construction of heterosexuality as a recent identity and understand how it has been intentionally positioned as the normal and ideal form of sexuality
- heteronormativity and cisnormativity can operate in schools and how educators have the power to disrupt it
- competence and confidence with basic 2SLGBTQIA+ terminology
- competence and confidence to unpack sex assigned at birth, gender, gender expression and sexuality, and the corresponding assumptions and limitations that are often placed upon students
- critical importance of visual signs of inclusion to the 2SLGBTQIA+ community
- meaning of a safe space for 2SLGBTQIA+ students, staff and families
- educators should claim school spaces as safe for 2SLGBTQIA+ students
- responsibilities and commitments educators have when they claim a space as safe

## **Week 6: November 23**

### **Bullying Prevention and Intervention ... a start**

- bullying data
- 'relationship' problem defined by a power imbalance, an intent to harm, and repeated acts of threat, aggression or violence
- different types of bullying (physical, verbal, social, cyber, racial, religious, gender and sexual)
- different roles and sub-roles individuals and groups play in incidents of bullying (the bullied, the bully and the bystander)
- consequences and impact of bullying
- appropriate responses to incidents of bullying (believe and validate, support reporting, assert bullying behaviour is wrong, problem solve)
- supports for the bullied, the bully and the bystander
- bullying intervention protocols
- reasons for bullying
- strategies to address and prevent bullying

## **Week 7: January 4**

### **Restorative Practices - Proactive**

- key concepts of restorative practices
- impact of restorative practices on their professional and personal lives
- application of selected processes from the restorative practices continuum
- restorative practices processes as proactive tools in building a caring and safe classroom

## **Week 8: January 11**

### **Restorative Practices - Responsive**

- key concepts of restorative practices
- impact of restorative practices on their professional and personal lives
- application of selected processes from the restorative practices continuum
- restorative practices processes as responsive tools in a classroom to heal hurt and harm and restore healthy, positive and respectful relationships

## **Week 9: January 18**

### **Safe, Positive and Inclusive Climates for Learning and Working - 1 (\*conclusion to bullying prevention and intervention IF required**

- \*\*\* conclusion to bullying prevention and intervention IF required\*\*\*
- proactive strategies and tools which can be used to establish a safe, positive, and inclusive climate for learning and working
- collaboratively build classroom norms
- build and maintain positive healthy relationships
- eliminate bias and oppressive structures, actions and programming
- foster student engagement
- build a classroom community where students feel safe and cared for
- employ positive classroom management strategies
- utilize character attributes and character education
- support student mental health and well being
- use social emotional learning strategies, including self-regulation
- implement bias free progressive discipline
- positive, safe, interventions with non-compliance
- surveying and assessing climate

## **Week 10: January 25**

### **Safe, Positive and Inclusive Climates for Learning and Working - 2**

- proactive strategies and tools which can be used to establish a safe, positive, and inclusive climate for learning and working
- collaboratively build classroom norms
- build and maintain positive healthy relationships
- eliminate bias and oppressive structures, actions and programming
- foster student engagement
- build a classroom community where students feel safe and cared for
- employ positive classroom management strategies
- utilize character attributes and character education
- support student mental health and well-being
- use social emotional learning strategies, including self-regulation
- implement bias free progressive discipline
- positive, safe, interventions with non-compliance
- surveying and assessing climate
- HWDSB model for safe schools (tentative)

## **Week 11: February 1**

### **Violence Prevention and Support**

- sources of violence that impact schools and students, including gender-based violence, sexual violence, media violence and various forms of abuse
- data on violence
- structural inequity and adversity as factors in violence
- strategies for integrating violence prevention, mitigating the impact of violence, promoting healthy positive behaviour and providing support for victims
- strategies for child abuse prevention, prevention of human/sex trafficking, preventing unwanted sexual behaviours and creating a trauma-informed classroom

## **Week 12: February 8**

### **A Safe and Accepting Classroom in 2023 and Final Thoughts (\*conclusion to any unfinished topics)**

\*\*\*conclusion of any unfinished topics\*\*\*

- practical examples of how to create a safe and accepting classroom in 2023
- PDSB modelling (tentative)
- challenges and rewards of using tools and strategies covered in this course in real classroom application and implementation
- review of key concepts and final thoughts

## 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.

## Assessment Activities and Course-Specific Grading Policies

- All assignment expectations must be completed satisfactorily to pass the course. Re-submission will be required for those assignments that do not meet assignment expectations.

# 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)