
Course Outline

INSTRUCTOR: Faith Whiting

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CLASS TIME & DATES: Mondays 9:00 am – noon, September 12 – December 12, 2022

PRACTICUM TIME & DATES: 8 half-days on Fridays October – December

OFFICE HOURS: Wednesdays, 9-11am

COURSE DESCRIPTION

The course provides an introduction to the foundations of teaching, including politics of education, ethical relationality, teacher identity and professionalism, conceptions of learners and learning, and teaching for justice, equality, and equity. This course includes a required classroom-based placement of one-half day per week for 8 weeks.

COURSE REQUIREMENTS

Prerequisite(s): None

EQUIVALENCY OR TRANSFERABILITY

Receiving institutions determine course transferability. Find further information at:

<https://www.yukonu.ca/admissions/transfer-credit>

LEARNING OUTCOMES

Students will:

- Investigate how teaching is a political act (critical literacy and critical thinking)
- Begin to understand different ways of knowing, being, doing and viewing education
- Learn about professional, ethical relationships with students, schools, and society
- Relate construction of knowledge to construction of identity as teacher
- Gain an understanding of inclusive education, diversity, and difference of learners
- Gain an understanding of the roles that theories of human development play in providing one important way understanding the child, the adolescent, the student, and the learner
- Gain an understanding of decolonial educational approaches (i.e., anti-racist, anti-oppressive)
- Explore issues around residential schools and Truth and Reconciliation
- Conduct observations of contemporary classrooms and critically reflect on experience
- Begin the development of a personal Teaching Philosophy and build a Professional portfolio

COURSE FORMAT

Weekly breakdown of instructional hours

This course is a total of 3-credits of coursework plus 8 one-half day practicum placements. There will be 3 hours of instructional time each week in this course. A further 3-6 hours will be required each week for students to engage with readings and complete asynchronous coursework. This time will vary by individual learner and significantly more or less time could be required.

Delivery format

Classes will consist of lectures, hands-on activities, class discussions, cooperative work, and school visitations. Students are required to attend class and practicum placement, complete all assignments, come to class ready and prepared to learn, and participate actively in class activities.

Attendance and participation

Each YNTEP student is responsible for:

1. Contacting your instructor prior to a class to report your absence.
2. Catching up on missed material and any incomplete assignments.
3. Obtaining proper documentation (ex. doctor's note) if a serious health concern affects attendance (3 or more classes).
4. Familiarizing oneself with the YNTEP Handbook and the regulations relating to attendance and punctuality.

EVALUATION

Contribution/Extension of Class Conversation	10%
Assignments	35%
Topic Exploration Paper	30%
Field Logs	25%
Total	100%

ASSESSMENTS

Contribution to Classmates' Learning

This mark will be based on student participation in classroom-based learning activities such as discussion, making connections to course readings, and conversation, critical reflection, insightful questions, co-construction of criteria, and participation in small-group activities.

Assignments

This mark will be based on the student's ability to demonstrate in-depth understanding and make insightful connections between theory, research, and classroom practice.

Exploration Paper

During lectures, seminars, and readings, you will find ideas, issues, opinions, and controversies that intrigue you. For this assignment, you will select one educational topic that interests you. This topic could arise from other classes, your experiences, or current events. You will find 3 recent peer-reviewed articles (i.e., written

within the past 5-10 years) that address your topic using the Yukon University or UofR library database, to write a paper following APA format.

Topic Exploration Process: 7-8-page document (INCLUDING title page, abstract, reference list)

1. Position yourself with regards to the topic (take a stance).
2. Use peer-reviewed articles (minimum of 3) to support your position, summarizing the author's main points.
3. Respond to each article using your own experience, opinions, beliefs.
4. Synthesize ALL articles to connect key messages.
5. Create a Title Page, Abstract and Reference List.

This topic exploration paper must follow APA style.

Note: Your written portion of this assignment will be 4-5 pages in length as the title page, abstract and reference list are included in the 7-8-page expectation. An assessment rubric will be provided.

Field Logs

After each of your weekly field experiences you will write a field log reflection. You will make rough notes during each of your field experiences and then prepare a one-page document *draft* summary (or professional blog) based on the posed 'field focus *question of the week*'. You must bring your draft summary to your following seminar/class.

You will hand in your field logs midway through the term and at the completion of your field experience. These final copies **MUST** be carefully proofread.

NOTE: The field placement portion of this course will be graded on a pass/fail basis. A passing grade is required for successful completion of the course.

COURSE WITHDRAWAL INFORMATION

Refer to the YukonU and UofR websites for important dates. Please note that if you withdraw from the course, you will need to withdraw at both institutions.

TEXTBOOKS & LEARNING MATERIALS

Parkay, F. W., Hardcastle Stanford, B, Vaillancourt, J., Stephens, H., Harris, J.R., Hughes, J., Gadanidis, G & Petrarca, D. (2020). *Becoming a Teacher* (5th ed.). Pearson Canada.

ECS 101 Field Placement Manual (will be provided electronically)

ACADEMIC INTEGRITY

Students are expected to contribute toward a positive and supportive environment and are required to conduct themselves in a responsible manner. Academic misconduct includes all forms of academic dishonesty such as cheating, plagiarism, fabrication, fraud, deceit, using the work of others without their permission, aiding other students in committing academic offences, misrepresenting academic assignments prepared by

others as one's own, or any other forms of academic dishonesty including falsification of any information on any Yukon University document.

Please refer to Academic Regulations & Procedures for further details about academic standing and student rights and responsibilities.

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon University Academic Regulations (available on the Yukon University website). It is the student's responsibility to seek these accommodations by contacting the Learning Assistance Centre (LAC): LearningAssistanceCentre@yukonu.ca.

6.2 Code of Professional Ethics

These are the ethical ideals for Saskatchewan teachers, expressed as commitments made by assuming the duties of a professional teacher within Saskatchewan's publicly funded public education system:

Commitments to the Profession

6.2.1 To act at all times in a way that maintains the honour and dignity of the individual teacher and the teaching profession.

6.2.2 To strive to make the teaching profession attractive and respected in ideals and practices.

6.2.3 To act in a manner that respects the collective interests of the profession.

6.2.4 To perform teaching duties competently in accordance with the profession's standards of practice and taking into consideration the given context and circumstances for teaching. Commitments to Teaching and Learning.

6.2.5 To provide professional service to the best of one's ability.

6.2.6 To treat each student justly, considerately and appropriately in accordance with the beliefs of the profession.

6.2.7 To respect the right of students to form their own judgments based upon knowledge.

6.2.8 To support each student in reaching their highest levels of individual growth across intellectual, social-emotional, spiritual and physical domains.

6.2.9 To respond generously and appropriately to colleagues seeking professional assistance.

6.2.10 To evaluate the work of another teacher only at the request of the other teacher or when required by role as a supervisor.

6.2.11 To protect the educational program from exploitation. Commitments to the Community

6.2.12 To model the fulfilment of social and political responsibilities associated with membership in the community.

6.2.13 To respect the various roles and responsibilities of individuals involved in the educational community.

6.2.14 To keep the trust under which confidential information is exchanged.

6.2.15 To keep parents and the school community informed of and appropriately involved in decisions about educational programs.

6.2.16 To inform an associate before making valid criticism and to inform the associate of the nature of the criticism before referring the criticism to appropriate officials.

6.2.17 To strive for the appropriate implementation and enforcement of legislation, regulations, bylaws and policies enacted by the Ministry responsible for PreK-12 education, school divisions and schools.

6.2.18 To maintain awareness of the need for changes in the public education system and advocate appropriately for such changes through individual or collective action.

Source: STF Bylaw 6 (Professional Ethics and Practice) Approved by Council, April 2017

6.3 Standards of Practice

These are the core principles of competent teaching practice for Saskatchewan teachers, expressed as commitments to standards of practice, each of which teachers may demonstrate in various ways throughout their careers:

Commitments to Standards of Practice

- 6.3.1 To create and maintain a learning environment that encourages and supports the growth of the whole student.
- 6.3.2 To strive to meet the diverse needs of students by designing the most appropriate learning experiences for them.
- 6.3.3 To demonstrate and support a repertoire of instructional strategies and methods that are applied in teaching activities.
- 6.3.4 To develop teaching practices that recognize and accommodate diversity within the classroom, the school and the community.
- 6.3.5 To carry out professional responsibilities for student assessment and evaluation.
- 6.3.6 To demonstrate a professional level of knowledge about the curriculum and the skills and judgment required to apply this knowledge effectively.
- 6.3.7 To implement the provincial curriculum conscientiously and diligently, taking into account the context for teaching and learning provided by students, the school and the community.
- 6.3.8 To reflect upon the goals and experience of professional practice and adapt one's teaching accordingly.
- 6.3.9 To work with colleagues in mutually supportive ways and develop effective professional relationships with members of the educational community.
- 6.3.10 To conduct all professional relationships in ways that are consistent with principles of equity, fairness and respect for others in accordance with the beliefs of the profession.

Source: STF Bylaw 6 (Professional Ethics and Practice) Approved by Council, April 2017