Social Foundations 5007

Instructors:
- Brenton Faubert (brenton.faubert@uwo.ca, ext. 82288)
- Jennifer Ingrey (jingrey2@uwo.ca)
- Marianne Larsen (mlarsen@uwo.ca; ext. 80159)
- Bill Tucker (wtucker@uwo.ca, ext. 80306)
- Carolyn Wilson (cwils66@uwo.ca, ext. 88878)

Office hours for all instructors are by appointment.
Each instructor can be reached through email or by dialing 519-661-2111 + extension.

Course Coordinator: Dr. Marianne Larsen

Calendar Copy: 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.

Course Description:
Social Foundations of Education is a required course with a credit weighting of .50. The course consists of 18 sessions which include large-group lectures and small-group classes.
In weeks when there is no lecture, regular classes meet on Thursdays for 2 hours. In a week that includes a 1 hour lecture, all classes meet together in the auditorium for the lecture; then, at their regularly scheduled class times, go to their assigned classrooms for a 1 hour class. Consult the weekly schedule below to see which weeks have lectures and which weeks do not.
Attendance at all sessions is mandatory, and you must attend the same section with the same instructor throughout the year. No changes can be made after the initial September add/drop period. Keep this in mind if you are changing or adding courses, especially for the second term.
Your instructor is responsible for evaluating your progress and marking your assignments, and is your first contact for any questions you might have about course content or requirements.

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.

Each of the five elements of the Ontario College of Teachers’ Standards of Practice is integral to the overall structure of the course in at least the following ways:

- **Commitment to Students and Student Learning** is exemplified through the opportunities to understand the structures and cycles of oppression that have marginalized certain groups of students, so that you can support all students and their learning experiences; through culturally relevant and sustainable pedagogy.

- **Professional Knowledge** is related to understanding various contexts that shape education; historical and contemporary inequities in society; the development of the curriculum; governance, structure and funding of education; provincial legislation, policies and procedures, and professional standards.

- **Professional Practice** and the exercise of professional judgment are stressed alongside a commitment to socially just practice that continues to ask how and why certain students are marginalized and how classroom practice through policy, curriculum, and pedagogy can disrupt cycles of oppression; student-teachers explore how their own positionality affects classroom practice.

- **Ongoing Professional Learning** is emphasized throughout the course, primarily through the teaching portfolio assignment. You will be encouraged to consider how to embrace positive, socially just change within educational systems, and how to contribute to the continuous process of improving your own practice, in collaboration with others.

- **Leadership in Learning Communities** is emphasized through an understanding of the local communities within which you will teach; and how you can collaborate respectfully with colleagues and with other members of the broader educational community to support student learning.

In addition, the Social Foundations course has particular learning outcomes that are listed here:

**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 readings will be posted on our OWL site.)

UNIT I) EDUCATIONAL PURPOSES, CONTEXTS, STRUCTURES + GOVERNANCE

Week 1 – Introduction to Teaching, this course & case studies - Sept. 8, 2016 (Marianne)
Lecture + Class
Guiding Questions:
- Why do you want to be a teacher? What kind of teacher do YOU want to be?
- How does your identity shape the kind of teacher you want to be?
- What are the benefits and challenges of teaching?
- What are the different roles of a teacher today?
- What is the case study method?
Readings:

Week 2 – Perspectives, Philosophies and Purposes of Public Schooling: A Historical & Comparative Perspective - Sept. 15, 2016 (Marianne) Lecture + Class
Guiding questions:
- 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 Kelly’s article align with (or not) the different purposes/frameworks of education? (see chart on OWL, Week 2)
- What determines your educational philosophy?
- How can you develop your educational philosophy?
Readings:

**Week 3 – Structures & Governance of Education** - Sept. 22, 2016 (Brenton) Lecture + Class

**Guiding Questions:**

- 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?

**Readings:**


**Week 4 - Resourcing K-12 Public Education in Canada and Current Trends in Canadian Education** - Sept. 29, 2016 (Brenton) Lecture + Class

**Guiding Questions:**

- 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 some current trends in Canadian education that connect to resourcing, and what values and perspectives do these trends reflect? (e.g. neoliberal)
- What are the equity implications of the current resourcing/financing systems in Ontario?

**Readings:**


**Week 5- Roles and Responsibilities of Teachers** – Oct. 6, 2016 (Marianne) 2 hour class

**Guiding Questions:**
- 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?
- How can the study of case law inform your practice as a teacher today?

**Readings:**

**READING WEEK (October 11-14, 2016)**

**UNIT 2) TEACHER PROFESSIONALISM**

**Week 6 — Teacher Professionalism: Teacher Federations, Collective Bargaining and the Ontario College of Teachers** - Oct. 27, 2016 (Bill) Lecture + Class

**Guiding Questions:**
- 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?

**Readings:**

**Week 7- Teacher Professionalism: Legal Rights and Responsibilities** - Oct. 20, 2016 (Bill)

2 hour class

**Guiding Questions:**
- What are your legal rights as a teacher?
- What are your legal responsibilities?
- What are the consequences of the law for professional practice in teaching?
Readings:

- OWL Content on the Universal Declaration of Human Rights and Canadian Charter of Rights and Freedoms. (See week 7 on OWL site).

Week 8 – Duties, Sanctions, and Remedies Nov. 3, 2016 (Bill) 2 hour class
Guiding Questions:

- What does the law expect of teachers in the practice of their duties?
- 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 Ontario College of Teachers?

Readings:

- Dickinson, G. (2003). Thoughts, words, and deeds: Limiting Teachers’ Free Expression: The Case of Paul Fromm (15 pages)

Week 9 – Exercise of Authority - Nov. 10, 2016 (Bill) 2 hour class
Guiding Questions:

- 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 search and seizure situations?

Readings:


Week 10 – Teacher Professionalism & critical reflexivity-Jan. 12, 2017 (Jenny) 2 hr class
Guiding Questions:

- 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?
Readings:

**UNIT 3) EQUITY IN EDUCATION POLICIES AND PRACTICES**

Week 11 - **Social Class and Poverty** - Jan. 19, 2017 (Marianne) Lecture + class
Guiding Questions:
- 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?

Readings:

Week 12 – **Race, Ethnicity and Culture** – Jan. 26, 2017 (Jenny) Lecture + Class
Guiding Questions:
- How can we understand educational issues of race, ethnicity and culture through an equity lens?
- How is anti-racist education different from multicultural education?
- What is white privilege and how is a critical awareness of one’s positionality and privilege essential in anti-racist education practices?
- What policies have been developed to meet the needs of racial/cultural minorities in Ontario schools?

Readings:
Week 13 - **FNMI Issues in Education** – Feb. 2, 2017  (Lecture + Class)

**Guiding Questions:**
1. 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?
2. What have been the main consequences of the imposition of Euro-Canadian models of education on Canada’s FNMI peoples?
3. What are the ongoing effects of the residential school system on FNMI students today?
4. What policies have been put in place to meet the learning needs of FNMI students in Ontario today?

**Readings:**

Week 14 — **Gender and Sexuality**— Feb. 9, 2017 (Jenny) - Lecture + Class

**Guiding Questions:**
1. How can we understand educational issues related to gender and sexuality through an equity perspective?
2. What is the boy crisis in education and how has it been debunked through research?
3. What policies have been developed to address the needs of LGBTQ students?
4. How do understandings of terminology (i.e. sexuality, sex, gender identity, gender expression, etc.) refine our anti-oppressive practice as educators teaching all students including LGBTQ students?
5. What is gender diversity and how is it a separate but related concern to anti-homophobia policy and pedagogy?
6. How can the voices of students be particularly useful for our understanding of the experiences of LGBTQ youth in schools?

**Readings:**
Week 15 – **Franco-Ontario and Roman Catholic Schools** (Brenton) – Feb. 16, 2017

Guiding Questions:
- 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?

Readings:

Week 16 - **Special Education through a Critical Disability Lens** – Feb. 23, 2017 (Jenny)

Lecture + Class - Guest Lecturer – Pam Cushing, King’s University College

Guiding Questions:
- What is Disability Studies and what is new about its models? How is Disability Studies distinct from Special Education? How is Disability Studies part of antirepressive 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?
- What are current policies in place for Special Education?

Readings:
- Emily Eaton case

**UNIT 4) CURRICULUM AND 21ST CENTURY CHALLENGES**

Week 17- **Curriculum** – Mar. 2, 2017 (Carolyn) 2 hour class

Guiding Questions:
- What is taught in schools? Who decides?
- 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?
What are some current content-area/curriculum trends?
How have these content areas come to have prominence in the curriculum?

Readings:

Week 18 – 21st Century Challenges and Opportunities– March 9 (Carolyn) 2 hour class

Guiding Questions:
- 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 schools?

Readings:

ASSESSMENTS

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<tr>
<th>What</th>
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<th>When</th>
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<tbody>
<tr>
<td>Teaching Portfolio (draft)</td>
<td>15%</td>
<td>1st term - Nov 4th, 2016</td>
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<tr>
<td>Case Study</td>
<td>25%</td>
<td>1st term – Nov. 11th, 2016</td>
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<tr>
<td>Preparation and participation</td>
<td>10%</td>
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<tr>
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<td>10%</td>
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<td>Teaching Portfolio (final)</td>
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Case Study on Law and Policy (25%)
Submit Assignment 1 in your OWL Section site by 5:00 PM on November 11th
The Case Study on Law and Policy will be submitted in the form of a written analysis of a case which will require you to demonstrate a command of the information and ideas considered in the course. Although you are responsible for all the material covered throughout the year, particular emphasis will be placed on the work covered in Weeks 2-9.
Take-home case studies will be provided two weeks before the due date. While you are encouraged to discuss the case and gain from others’ insights, the final written submission MUST be completely your own work. You will prepare your analysis and submit it via the Assignments tool. Your paper will undergo an Originality Check by Turnitin.

Instructions: Write an essay analyzing the legal issues in one of the two case studies. Choose the case you find most relevant. Your analysis should be no more than 1500 words, written in sentence and paragraph form, at an appropriate level of English proficiency. Begin by listing the legal issues in the case. Then analyze three important issues in appropriate depth. For guidance, consult the Allison & Allison article, Working on case studies and other professional problems, from Week 1. At least 3 references to course material must be used explicitly for each of the legal issues being addressed.

Preparation and participation (10% each term). Participation grades will be calculated based on a number of factors. Broadly, students are expected to participate in all individual and group activities which are designed to demonstrate student understanding of material. Students are also expected to attend every lecture and participate using virtual clickers. In class, we expect you to participate in classroom discussions and come to class prepared. Being prepared for class entails bringing the assigned readings to class (either hard-copy or electronically) and demonstrating that these reading have been completed (through annotated notes and through discussion). Students are also expected participate in large and small group discussion and keep documentation of these discussions. We encourage the appropriate use of electronic devices in our class. Technological devices used in class should be for learning purposes only. We will be using virtual clickers in our lectures and classes. You will need a device that can access the internet for this and log on at https://virtualclickers.uwo.ca/ Those who use their devices for non-educational purposes will be subject to a reduction in preparation and participation grades. A weighted self-assessment rubric will be used in the final class. Self-assessment scores will be moderated by instructors’ recorded observations throughout the course.

Teaching Portfolio
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 such as equity and inclusion into your teaching practice to support the learning of all pupils.

There are 4 sections in your teaching portfolio for our course:
1) Purposes, contexts, governance, funding and structures of education
2) Teacher professionalism – legal issues
3) Teacher professionalism - equity and inclusion
4) Teacher Professionalism – curriculum, 21st century challenges and opportunities
What do you need to submit and when?
The body of a portfolio is generally about 15 pages long, although this will depend on whether or not you are creating a hard-copy portfolio or a virtual portfolio. In both cases, it will include:
  a) Table of Contents
  b) Your teaching philosophy (2 pages)
  c) For each of the 4 sections above, a 1 page belief statement + 2 items/artefacts that demonstrate your knowledge of the key learning outcomes associated with our course.

End of first term:
  - Table of Contents (draft)
  - Draft teaching philosophy
  - Belief statement and artefacts for sections 1 and 2.

End of second term:
  - Table of Contents
  - Revised teaching philosophy with additional \( \frac{1}{2} \)-1 page critical reflection about your revisions
  - Belief statements and artefacts/items for all 4 sections.

See separate document for further details about the teaching portfolio assignment.
Policy Statements

Accessibility: The University of Western Ontario is committed to recognizing the dignity and independence of all students and seeks to ensure that persons with disabilities have genuine, open and unhindered access to academic services. Please contact the course instructor if you require course materials in an alternative format or if any other arrangements can make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for information about requesting academic accommodation, or go to the following website: http://www.edu.uwo.ca/programs/preservice-education/documents/policies/Accessibility_Western.pdf

ATTENDANCE: The B.Ed. program is an intense and demanding programs of professional preparation. You are expected to demonstrate high levels of both academic and professional integrity. Such integrity is demonstrated in part by your commitment to and attendance at all classes, workshops, tutorials, and practicum activities. Read more about the Faculty’s attendance policy on-line: http://www.edu.uwo.ca/programs/preservice-education/Attendance%20Policy%202016.pdf

EXCUSED ABSENCES: If you are ill, require compassionate leave, or must miss classes for religious observance, your absence is excused; you will not be penalized but you are responsible for work missed.

UNEXCUSED ABSENCES: Any absence that is not a result of illness, bereavement, or religious observance is an unexcused absence. Three unexcused absences will result in you being referred to the Associate Dean and placed on academic probation. Any further unexcused absence will result in failure of the course and withdrawal from the program.

Language Proficiency: In accordance with regulations established by the Senate of the University, you must demonstrate the ability to write clearly and correctly. Work which lacks proficiency in the language of instruction is unacceptable for academic credit, and will either be failed or, at the discretion of the instructor, returned to you for revision to an acceptable level.

Late Penalties: Normally, the only acceptable reasons for late or missed assignments are illness (which you must report to the Teacher Education Office) or extreme compassionate circumstances. Unexcused late assignments will be penalized at a rate of 5% per day, unless the student has a written confirmation from the instructor that an extension has been granted. Assignments will not be accepted more than 7 days after the due date unless prior arrangements have been made with the instructor.

Academic Offences: Scholastic offences are taken very seriously in this professional Faculty. You are, after all, going to be a teacher. Read about what constitutes a Scholastic Offence at the following Web site: http://www.edu.uwo.ca/programs/preservice-education/documents/policies/WEB_ScholasticDiscipline.pdf.
Plagiarism: Plagiarism means presenting someone else’s words or ideas as your own. The concept applies to all assignments, including lesson and unit plans, laboratory reports, diagrams, and computer projects. For further information, consult your instructors, the Associate Dean’s Office, and current style manuals. Advice about plagiarism and how to avoid it can also be found here: http://www.edu.uwo.ca/programs/preserviceeducation/documents/policies/WEB_PlagiarismPolicy.pdf

Use of Laptops & Notebooks in Class: As a courtesy to members of the class, please put your cell phone on ‘vibrate’ or turn it off during class, unless the instructor has indicated that phones and tablets are going to be used as Responseware clickers. Laptops and other electronic devices may be used in a professional manner to facilitate your activities in the course, but out of courtesy to colleagues and the instructor, please do not engage in personal networking and non-course communication during class time – save it for before or after class, or for the break.

SUPPORT SERVICES
A variety of support services are available at Western. If you need advice or assistance, do not hesitate to get in touch with any of these services.

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FINANCIAL ASSISTANCE: Registrarial Services (http://www.registrar.uwo.ca)

WRITING SUPPORT: Student Development Centre (http://www.sdc.uwo.ca/)

LEARNING SKILLS SUPPORT: Student Development Centre (http://www.sdc.uwo.ca/)

INTERNATIONAL STUDENTS: Student Development Centre (http://www.sdc.uwo.ca/)

ABORIGINAL STUDENTS: Student Development Centre (http://www.sdc.uwo.ca/)

STUDENTS with DISABILITIES: Student Development Centre (http://www.sdc.uwo.ca/)

SOCIAL & CULTURAL ISSUES: University Students’ Council (http://westernusc.ca/services/).

EMOTIONAL or MENTAL DISTRESS: Students who are in emotional or mental distress should refer to Mental Health @ Western http://www.uwo.ca/uwocom/mentalhealth/ for a complete list of options about how to obtain help.

B.Ed. PROGRAM ISSUES: zuber@uwo.ca, Teacher Education Office, room 1166

NEED HELP but not sure what to do: zuber@uwo.ca, Teacher Education Office, room 1166