

2024-25

## Approved Course Descriptions

### Initial Teacher Education Program

*The four-term, consecutive Initial Teacher Education Program is a course-based, full-time program. The program intentionally draws together the learning in the courses, classroom based practica and alternative field experiences through a supported Experiential Inquiry in the Specialization area of your choice. The program culminates in a Teacher Research Capstone Project focused on a problem of practice.*

*Term 1 and 2 courses are fully onsite. Term 3 and 4 courses are online (synchronous + asynchronous).*

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## Mandatory Core Courses

### Common Courses for All Programs

#### **EDUC 5007 Social Foundations**

This course provides an introduction to the social context of education through historical, political and legal dimensions that shape education systems. It includes a critical focus on the structure, governance and relevant policies and law of Ontario education, as well as issues of equity to equip the teacher professional to engage in a critically reflexive practice that is informed by inclusion, decolonization, anti-oppression, and social justice. . 5

#### **EDUC 5009 Psychological Foundations**

Supporting the development of knowledgeable, self-regulated and motivated learners, the course will cover theories and research on learning and development with particular attention to learner diversity. Topics also include inclusive learning environments, effective teaching strategies, assessment, classroom management, differentiated instruction, and universal design for learning. 75

#### **EDUC 5423 Indigenous Education: Decolonizing Pedagogy for Teachers**

This course will explore the social, political, historical and ongoing colonial contexts of formal schooling in relation to First Nations Metis, and Inuit Peoples in Canada. An in-depth examination of how the Indian Act, Residential and Day schools and Euro-Western curriculum have negatively influenced the experiences and engagement of Indigenous learners is provided. A focus on critical Indigenous and decolonial pedagogical approaches are offered as approaches to respectfully engage with Indigenous Knowledges and provide promise for healing the ruptures in educational opportunities for Indigenous students in Canada. .25

#### **EDUC 5020 Mental Health Literacy and Safe Schools**

This course focuses on research and practice to develop safe and caring learning environments for all students. Topics include social-emotional development, mental health, depression, family dynamics, healthy relationships, self-esteem, access to care, current trends in school violence and violence prevention, and signs that students may need support. 0.5 credit.

### Primary/Junior Curriculum Courses

#### **EDUC 5174 Curriculum and Pedagogy in Elementary Language Arts**

A foundation of teaching and learning in the English Language Arts for the elementary school grades with attention to speaking, listening, reading, writing, viewing, and representing. Course content focuses on appropriate pedagogies, assessments, design and implementation of language arts curricula, and on critical issues and research in these areas. .75

#### **EDUC 5177 Curriculum and Pedagogy in Elementary Social Studies**

This course takes a critical approach to Social Studies (including History and Geography) education which emphasizes citizenship, social action and interactive, hands-on, constructivist learning using principles of universal design for learning. Skills, attitudes, and understandings for teaching and assessing in

increasingly diverse classrooms, are modelled and examined. A commitment to Reconciliation and decolonizing pedagogies underpins this work. Attention to contemporary topics (such as conflict resolution and peace building; environmental stewardship and the climate crisis; social cohesion and democracy) are examples of topics addressed. .25

### **EDUC 5178 Curriculum and Pedagogy in Elementary Science & Technology**

Approaches and strategies for developing an understanding of the principles and methods underlying the teaching of science and technology in the Primary and Junior Divisions. Course content focuses on curricula and pedagogies that develop critical skills, promotes understanding of the relevance of science, and explores science and technology concepts as they relate to science, technology, engineering and mathematic (STEM) education, with a goal of developing scientific and technological literacy. Emphasis is placed on curriculum and pedagogies that link science and technology to society and the environment (STSE), and effectively incorporate equity, diversity, inclusivity, and decolonization (EDID). .5

### **EDUC 5180 Teaching and Learning Mathematics (PJI)**

Strategies for the teaching and learning of mathematics in elementary school grades with particular attention to the Ontario Mathematics Curriculum, Grades 1-8. Methodologies and materials specific to selected topics are highlighted with emphasis on contemporary reform mathematics pedagogies, including the integration of computational thinking. .75

### **EDUC 5172 Curriculum and Pedagogy in Elementary Health & Physical Education**

A focus on the content and teaching of the three strands of the Health and Physical Education Curriculum: Active Living, Movement Competence, and Healthy Living. Links to other subjects and the application of skills to life experiences are emphasized. Teacher candidates are expected to be involved actively in each class. .25

### **EDUC 5108 French as a Second Language at the Elementary and Secondary Level**

This course will prepare students to teach French as a Second Language at the Elementary and Secondary levels in Core French, Extended French and French Immersion programs. It will equip them with the professional knowledge base needed to draw on past, continuing and emerging approaches ('best practices') outlined in pedagogical readings, the FSL curriculum, and Ministry documents to teach French to students for whom it is not a first language. They will develop a repertoire of strategies to develop and differentiate teaching units to meet culturally/linguistically diverse learners' needs (including newcomer students with limited previous schooling), and a background in francophone culture and the Francophone minority community; all of which they can draw to develop learners' French language proficiency across a range of skills by drawing on traditional and digital resources (websites, lesson ideas, games, templates, etc.) and incorporating multiple approaches to student assessment. 1.5

### **Creativity in the Classroom**

In this course, students examine how the arts contribute to the growth of knowledge, creativity, and critical thinking within and beyond the classroom. Students will explore the distinctive and shared pedagogies of each of the arts, the arts as a way of knowing, and how to nurture creative classrooms.

The course includes strategies to teach and support learning through aesthetic and artistic practices, explorations of creativity, expression, play, learning through the arts, and what the arts can teach us. (This section, 1 hour per week Term 1 and 2, where those taking parts of 5179 come together)

### **EDUC 5175 Curriculum and Pedagogy in Elementary Music**

This course introduces students to the philosophy, pedagogy, and assessment of music education. Students will learn how to confidently lead activities involving music and how to incorporate music into their classes, while developing their own musicianship skills through singing and playing musical instruments: creating and performing; reflecting, responding, and analysing; and exploring forms and cultural contexts of music. .25

### **EDUC 5171 Elementary Visual Arts**

In this course, students explore form and function, meaning, and the creative process in the visual arts; while learning about pedagogical considerations in the teaching of studio art, aesthetics, and art appreciation. A variety of materials and resources will be presented incorporating different media and art techniques. .25

### **EDUC 5179 Curriculum and Pedagogy in Elementary Drama & Dance**

#### **Part 1: Elementary Drama**

In this part of the course, students investigate approaches to learning and inquiry in and through drama education, with a focus on drama as an instructional strategy and learning vehicle. This will include philosophies and strategies, curriculum planning, and assessment in drama. Students will explore the aims of drama education; role of the teacher in the drama classroom and in facilitating drama sessions; creative drama; the use of improvisation and storytelling; and developing major projects with students.

#### **Part 2: Elementary Dance**

This part focuses on curriculum, instructional strategies, and assessment in elementary dance education; and provides opportunities to explore the creative process through theoretical perspectives and practical applications. Using a critical lens, students will cultivate the knowledge, skills, and attitudes necessary to develop and successfully implement a dance program to support the diverse needs of PJI students.

*0.25 total for Drama and Dance*

### **EDUC 5438 Adaptive Instruction in Reading and Writing**

An evidence-based approach to theory, research and practice in educating students who struggle with reading and writing. Topics include assessment, intervention, and program organization in decoding, spelling, reading comprehension and written expression. The course balances practical assessment and intervention skills, with a critical understanding of current research methods and issues. .5

### **EDUC 5439 Supporting English Language Learners**

A focus on ways in which teachers of linguistically and culturally diverse groups can support the language and literacy development of students for whom English is an additional language. Emphasis on practical strategies useful in diverse mainstream classrooms.

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## Intermediate/Senior Teaching Subjects

### *English*

#### **EDUC 5208 Curriculum and Pedagogy in Intermediate/Senior**

An overview of teaching and learning in English for Intermediate and Senior grades with attention to speaking, listening, reading, writing, viewing, and representing. Course content focuses on appropriate pedagogies, assessments, design and implementation across Academic, Applied and Open courses, and on critical issues and research in these areas. 1.0

### *Family Studies*

#### **EDUC 5210 Intermediate/Senior Family Studies**

A focus on the theoretical premises of planning and implementing suitable curricula in the various areas of Family Studies education in secondary schools will be explored. Instructional strategies, learning activities, and curriculum development will be examined while considering the unique needs of all students. Teacher Candidates will understand culturally responsive education, environmental sustainability, Indigenous education, global education, financial literacy and other 21st century competencies. Attention will be given to current resources, assessment and evaluation procedures, and current issues in Family Studies. 1.0

### *Health and Physical Education*

#### **EDUC 5220 Curriculum and Pedagogy in Intermediate/Senior Health & Physical Education**

Building an understanding and application of instructional theories, teaching strategies, classroom management and assessment techniques for secondary school physical and health education. Approaches to curriculum and lesson development, and the evaluation of resource materials will be explored. Motivation and wellness, student diversity, creating a positive school culture, and a safe environment in the Physical and Health Education classroom will be the focus. 1.0

### *Mathematics*

#### **EDUC 5136 Teaching and Learning Mathematics**

The professional and theoretical perspectives associated with learning and pedagogy in mathematics. Participants will be expected to reflect critically on both theory and practice, based upon psychological, epistemological, mathematical, and current pedagogical and curricular approaches, in light of how mathematics is taught in schools. .5

#### **EDUC 5467 Computational Modelling in Mathematics and Science Education**

A critical introduction to the role of computer coding and digital making as ways of teaching mathematics and science concepts and relationships. The history, current trends, and future possibilities of computational modelling in mathematics and science education are situated with the broader context of mathematics, science, and technology education. .5

### **EDUC 5236 Mathematics for Teachers**

A focus on making mathematics engaging and meaningful for learners. Participants explore ways to develop connected knowledge, consistent beliefs, and positive attitudes towards mathematics, and are introduced to research on the nature, role, and development of teachers' knowledge of mathematics. .5

## *Music*

### **EDUC 5137: Curriculum & Pedagogy in Elementary Music for Specialists (J/I)**

This course is designed to introduce students to a comprehensive music curriculum for elementary school children. Central to the purpose of the course is to prepare reflective practitioners for teaching in a culturally and musically diverse society. Infused throughout the course are common elementary music pedagogical approaches; as well as engagement with cultural contexts of music and decolonized practice; music and social events; music technology; and composition and improvisation with young learners. .5

**EDUC 5239: Curriculum & Pedagogy in Instrumental Music (J/I/S)** (Compulsory for all J/I/S Music Students) In this course, students engage with theory, pedagogical strategies, and materials associated with teaching instrumental music at the junior, intermediate, and senior levels. Students will explore the role of music educators and the place of music in schools and community. This course includes the development of teaching approaches for contemporary instrumental techniques and curriculum, with appropriate resources; repertoire selection; score study; and conducting. .5

### **EDUC 5237: Curriculum & Pedagogy in Vocal Music (I/S)**

In this course, students develop and refine their knowledge of teaching vocal music at the intermediate and senior levels. Students will learn about vocal technique, choral pedagogy, repertoire, score study, and choral conducting; including decolonized approaches to pedagogy and vocal technique that honours diverse traditions. This course includes teaching improvisation in the classroom and engagement with music technology. .5

## *Religious Education*

### **EDUC 5138 Curriculum & Pedagogy in Religious Education for the Intermediate Grades**

This course focuses on teaching, learning, faith formation and the scholastic discipline of religious education for the intermediate grades of Catholic schools in Ontario. Candidates will examine the religious education curriculum and empirical foundations of pedagogy to support the spiritual development and academic achievement of students. The course is rooted in an inquiry-based examination of the religious education curriculum and the effective design of lessons for high standards in the use of pedagogy, assessment and feedback to nurture the prayer, discernment and moral formation of students in the intermediate division. .5

### **EDUC 5238 Curriculum & Pedagogy in Religious Education for the Senior Grades**

This course focuses on teaching, learning, faith formation and the scholastic discipline of religious education for the senior grades of Catholic schools in Ontario. Candidates will examine the pedagogy

and theology of the religious education curriculum and courses in senior secondary with a focus on understanding teaching as a vocation. The course is rooted in collaborative inquiry to discern empirical foundations of pedagogy for the spiritual development and academic achievement of students and overcome barriers to professional practice. Candidates will learn about the effective design of lessons for high standards in the use of pedagogy, assessment and feedback to nurture the prayer and moral formation of students in the senior division. .5

## *Sciences*

### **EDUC 5223 Intermediate/Senior General Science**

An introduction to curriculum and pedagogy in general science in the Intermediate and Senior Divisions, with particular focus on developing understandings of concepts related to biology, chemistry, physics, and Earth and space science, and relating science to technology, society, and the environment (STSE). The course explores a number of topics, including culturally relevant curriculum, materials and strategies that develop and refine STEM skills, and relevance and application of science in different contexts, with a goal of enhancing global scientific literacy. Emphasis is placed on curriculum and pedagogies that effectively incorporate equity, diversity, inclusivity, and decolonization (EDID).

1.0

### **EDUC 5202 Curriculum and Pedagogy in Senior Biology**

An introduction to curriculum and pedagogy in biology for the Senior Divisions, with an emphasis on content, process, and methods. Pedagogical practices and theoretical perspectives in biology are explored, including culturally relevant curriculum; relating science to technology, society, and the environment (STSE); developing skills, strategies and habits of mind required for scientific inquiry; and understanding concepts, relevance, and application of biological sciences, with a goal of enhancing global scientific literacy. Emphasis is placed on curriculum and pedagogies that effectively incorporate equity, diversity, inclusivity, and decolonization (EDID).

1.0

### **EDUC 5205 Curriculum & Pedagogy in Senior Chemistry**

An introduction to curriculum and instruction in chemistry for the Senior Divisions, with an emphasis on content, process, and methods. Pedagogical practices and theoretical perspectives in chemistry are explored, including culturally relevant teaching; relating science to technology, society, and the environment (STSE); developing skills, strategies and habits of mind required for scientific inquiry; and understanding concepts in chemistry. Emphasis is placed on the relevance and importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment, with a goal of enhancing global scientific literacy. Curriculum and pedagogies that effectively incorporate equity, diversity, inclusivity, and decolonization (EDID) are emphasized. 1.0

### **EDUC 5221 Curriculum & Pedagogy in Senior Physics**

An introduction to curriculum and instruction in physics for the Senior Divisions, with an emphasis on content, process, and methods. Pedagogical practices and theoretical perspectives in physics are explored, including culturally relevant teaching; relating science to technology, society, and the environment (STSE); developing skills, strategies and habits of mind required for scientific inquiry; and understanding concepts in physics. The impact of technological applications of physics on society and



the environment are considered, with a goal of enhancing global scientific literacy. Curriculum and pedagogies that effectively incorporate equity, diversity, inclusivity, and decolonization (EDID) are emphasized. 1.0

### **EDUC 5241 Curriculum and Pedagogy in Senior Environmental Science**

An introduction to curriculum and pedagogy in environmental science for the Senior Divisions, with an emphasis on content, process, and methods. Pedagogical practices and theoretical perspectives in environmental science are explored, including contemporary environmental challenges; the impact of the environment on human health; the reduction and management of waste; and the conservation of energy. The interrelationships between science, technology, society, and the environment (STSE) are explored with a goal of enhancing scientific and environmental literacy. Emphasis is placed on curriculum and pedagogies that effectively incorporate equity, diversity, inclusivity, and decolonization (EDID). 1.0

### *Social Studies and the Humanities*

### **EDUC 5214 Intermediate/Senior Social Sciences and Philosophy**

A focus on the theoretical premises of planning and implementing suitable curricula in the various areas of Social Sciences and Philosophy education in secondary schools will be explored. Instructional strategies and tactics, learning activities and its application to assessment and evaluation, and curriculum development will be examined while considering the unique needs of all today's students. Social Action and Social Justice, Indigenous education and perspectives, culturally responsive education, global education, environmental sustainability, various realm of literacy in the classroom and the skills of the 21st century competencies will be explored. Attention will be given to current resources, assessment and evaluation procedures, and current issues in Social Sciences and Philosophy classroom. . 1.0

### **EDUC 5212 Curriculum and Pedagogy in Canadian & World Studies**

A focus on curriculum and pedagogical approaches to the teaching, learning and assessment and evaluation of Canadian and World Studies is explored with a goal of creating critically thoughtful and informed citizens who value an inclusive society, and have the skills they need to solve problems and communicate ideas. 1.0

**Geography** A critical review of current issues and research in geography education, and how they can be integrated into the curriculum (e.g., the use of spatial geotechnologies, environmental and living in a sustainable world; )

**History** A critical review of current issues and research in history education, and how they can be integrated into the curriculum (e.g., social, economic and political developments and their impact on the lives of different groups over time; national identity and culture; major developments)

**Economics** A critical review of current issues and research in economics education, and how they can be integrated into the curriculum (e.g., issues and challenges facing the Canadian economy; role of individuals, government; international economic issues, developments and policies; key issues and practices)

**Law** A critical review of current issues and research in law education, and how they can be integrated into the curriculum (legal issues relevant to Canadians; need for laws, rights; principles of Canadian and International law)

**Civics and Citizenship** A critical review of current issues and research in civics and citizenship education, and how they can be integrated into the curriculum (e.g., influencing change amongst diverse societies; understanding power, and how political systems can be used for the common good; planning for the global community)

### **EDUC 5108 French as a Second Language at the Elementary and Secondary Level (Repeated as it crosses Elementary Secondary)**

This course will prepare students to teach French as a Second Language at the Elementary and Secondary levels in Core French, Extended French and French Immersion programs. It will equip them with the professional knowledge base needed to draw on past, continuing and emerging approaches ('best practices') outlined in pedagogical readings, the FSL curriculum, and Ministry documents to teach French to students for whom it is not a first language. They will develop a repertoire of strategies to develop and differentiate teaching units to meet culturally/linguistically diverse learners' needs (including newcomer students with limited previous schooling), and a background in francophone culture and the Francophone minority community; all of which they can draw to develop learners' French language proficiency across a range of skills by drawing on traditional and digital resources (websites, lesson ideas, games, templates, etc.) and incorporating multiple approaches to student assessment. Term 1 and 2 (1.5 credits)

### [Additional Junior/Intermediate/Senior Courses](#)

#### **EDUC 5439 Supporting English Language Learners**

A focus on ways in which teachers of linguistically and culturally diverse groups can support the language and literacy development of students for whom English is an additional language. Emphasis on practical strategies useful in diverse mainstream classrooms. .25

#### **EDUC 5457 A Pedagogy of Multiliteracies**

An introduction to multiliteracies with emphasis on supporting meaning making and critical analysis across the curriculum. Topics include assessing semiotic demands in a course, multimodal and multilingual literacies, digital literacies, funds of knowledge, and participatory culture. .5

#### **EDUC 5425 Teaching Grades 7 & 8**

Designed to assist students in the Intermediate/Senior program in extending and applying their knowledge of the social, emotional, intellectual, and physical characteristics of early adolescent learners, and in addressing corresponding implications for curriculum, instruction, and school organization. .25

## Experiential Inquiry: Specialization Areas

(Offered online: Part 1 in Term 3, and the Research Capstone (Part 2) in Term 4)

### Advanced Studies in the Psychology of Achievement, Inclusion & Mental Health

#### **EDUC 5001 Psychology (Part 1)**

A focus on learning to effectively apply research in educational psychology to address problems of practice pertaining to supporting diverse student needs. Topics include assessing research quality, conducting action research, knowledge mobilization, IEP development, universal design for learning, differentiated instruction and evidence based- interventions in academic subjects and social-emotional development. .5 credit

#### **EDUC 5002 Research Capstone in Psychology (Part 2)**

Students will carry out an action research project on a problem of professional practice. They will formulate a research question and situate it in a professional and scholarly context, formulate a plan for action, carry out the plan, collect data to evaluate and modify the plan and practice, and produce a final output. .5

### Early Childhood Education

#### **EDUC 5460 Curriculum, Pedagogy, and Learning in Early Childhood (Part 1)**

A focus on learning to effectively apply research through the introduction of pedagogical and curricular processes in early childhood education. Critical analysis of historical and contemporary approaches to pedagogical documentation. Implications for implementing Ontario curricula to foster strong teacher/child, school/family, and interprofessional relationships in early childhood education.

.5

**EDUC 5459 Research Capstone in Curriculum, Pedagogy, and Learning in Early Childhood (Part 2).** Students will conduct a pedagogical inquiry following pedagogical documentation processes. Final product will include the curation of the pedagogical inquiry. .5

### French

#### **EDUC 5410 French as a Second Language at the Elementary and Secondary Levels (Part 1)**

A focus on teaching and learning French at a second language to multilingual learners at a variety of different levels of French proficiency, and on addressing ongoing areas of concern in FSL learning and teaching. Topics include FSL teachers' lifelong learning and '*perfectionnement*' of French as their second language (even if they are already multilingual); understanding of the importance of linking language and culture in differentiated and culturally/linguistically sustaining ways; introducing students to a philosophy of linking teaching, learning and assessment in FSL classrooms; promoting EDI initiatives and social-emotional development; pedagogical approaches that draw on the five French as a second language skills; and introducing evidence-based research on ongoing thorny issues in the field of French as a second language education. .5

**EDUC 5411 Research Capstone in French as a Second Language at the Elementary and Secondary Levels (Part 2)**

Students will prepare a culminating product as part of a long-term project drawing on a preliminary literature review, the use of technology, and knowledge of how to construct a unit plan in French as a second language that draws on the scholarly and professional literature, involves meeting with members of a local minority language French community and culminates in a conference presentation at a student-run conference. In advance of completing their project, they will identify an area of research interest and situate it in a professional and scholarly context. .5 credit

## International Education

**EDUC 5474 International Education in a Globalizing World: Toward Cosmopolitan Learning (Part 1)**

This course presents a study of larger visions and historical conditions of international and global education and of how these visions and conditions shape local practices in an interdependent and deeply asymmetric world. A framework of cosmopolitan learning is introduced, where Teacher Candidates develop understandings of their socio-cultural positions as students and future international educators. Teacher candidates will consider the implications of these concepts in relation to classroom teaching and learning. Teacher Candidates will identify a problem of practice from their practica and/or Alternative Field Experience and design a practitioner research project that will allow them to propose a research-informed plan for fostering cosmopolitan learning and teaching. .5

**EDUC 5475 Research Capstone in Teaching and Learning in Intercultural Contexts (Capstone, Part 2)**

To develop their capacities as prospective teacher researchers in intercultural and foreign contexts, Teacher Candidates explore culture and cross-cultural communication under conditions of heightened mobilities, global connections and colonial legacies. By examining anthropological, literary and media representations of culture, travel and encounter, teacher candidates consider forms and methods of teacher inquiry/research aimed at enhancing practices of global and international education. Based on the coursework, Teacher Candidates will revise, carry out and present the results of their practitioner research plan as their culminating work in the course. .5

## Mathematics Through the Arts

**EDUC 5485 Designing Aesthetic Experiences for Young Mathematicians (Part 1)**

Teacher candidates will engage with arts-informed research and design of mathematics learning experiences; explore a variety of ideas, events, technology, materials and pedagogies, including making; and develop a capacity for addressing the “artistic puzzle” of designing mathematics learning as a “story” worthy of human attention. .5

**EDUC 5487 Research Capstone: Engaging the Wider Community in Support of Mathematics Learning (Part 2)**

Teacher candidates will research and design knowledge mobilization in mathematics education using arts-informed modes; including ways to engage parents, colleagues and the wider community, through networks and communities of practice; and investigate how to extend learning experiences of students to wider audiences, to participate and contribute ideas in the world around them. .5

## STEM Education

### **EDUC 5465 STEM Education (Part 1)**

This course introduces the nature and value of integrated and multi-disciplinary collaborations in Intermediate/Senior science, technology, engineering, and mathematics (STEM) education. Critical perspectives and issues in STEM education in terms of policy and practice are explored, including current STEM and educational research; the nature and structure of science, technology, engineering, and mathematics; developing, and effectively integrating STEM skills; STEM learning environments; resources in STEM education; equity, diversity, inclusivity, and decolonization (EDID) in STEM; and career trajectories in STEM disciplines.

.5

### **EDUC 5468 Research Capstone in Curriculum & Pedagogy in STEM Education (Part 2)**

This course focuses on integrated STEM education within the broader curricular spectrum, with emphasis on content knowledge and pedagogical content knowledge in STEM, STEM skills, digital technologies, case studies, project-based learning in STEM, engineering design processes, and assessments to support the design and development of interdisciplinary STEM curricula. The course provides opportunity for professional growth through a capstone project that can include reviews of professional literature and current STEM and educational research, participation in professional science education organizations, and contribution to national, provincial, and/or local school STEM activities. Curriculum and pedagogies that effectively incorporate equity, diversity, inclusivity, and decolonization (EDID) are emphasized. .5

## Urban Education

### **EDUC 5477 Urban Schools**

An examination of social, political, economic, and educational factors that affect student achievement and *engagement* in urban schools. Issues of race, ethnicity, ability, class, poverty, gender, sexual orientation, and other background factors are explored. Teacher Candidates acquire critical frameworks to assist in addressing inequities in urban schools. .5

### **EDUC 5478 Capstone in Urban Schools: Critically Reflective Practice (Part 2)**

An introduction to investigating equity issues in urban schools. Teacher Candidates identify appropriate topics and investigative methods and reflect upon their findings in terms of relevant literature and their own experiences in urban schools. There are three components to this course: (i) the development of an action plan for researching their practice in schools, prior to the practicum; (ii) the implementation of the action plan, during practicum, and (iii) reporting on their findings, post practicum. .5

## Elective Courses

**OPEN** *For all teacher candidates. Course overload may be required. Numbers in each may be restricted*

### **EDUC 5445 Teaching in Roman Catholic Elementary Schools**

This course focuses on the design of teaching and learning for faith formation and religious education in Catholic elementary schools in Ontario. Teacher candidates will learn about the design of professional lessons, effective pedagogies and contemporary foundations of religious education, catechism, family life and the Ontario Catholic Curriculum. Candidates will discern leading practices for teaching in Catholic elementary schools to integrate faith and reason among students. .25

*Note: Catholic school boards may give hiring preference to Teacher Candidates who have taken this course.*

### **EDUC 5472 Teaching Abroad: Opportunities and Challenges**

An exploration of opportunities for working in educational contexts internationally in private, public, and NGO sectors, with particular focus on the international schools sector. Teacher Candidates examine the benefits and risks as well as the practical, personal, and ethical challenges of living and teaching in a foreign culture. .25 credit

### **EDUC 5458 2SLGBTQI+ Studies in Education**

This course deepens understanding of the theoretical frameworks and builds knowledge about how to support two-spirit, lesbian, gay, bisexual, trans, queer, intersex and questioning (2SLGBTQI+) and gender independent youth in schools. The ways in which educators can support gender and sexual diversity in schools and cultivate safe, inclusive, and just school environments for students of all sexual orientations and gender identities will be examined. .25 credit

### **EDUC 5499 Parent Engagement and Supporting Newcomer and Minoritized Families**

This course builds upon and deepens understanding parent / caregiver engagement in their children's learning and on the development of skills to create positive and collaborative relationships with parents/caregivers. Particular attention will be given to supporting the needs experienced by newcomer and minoritized families as they navigate a new country, school system, language and culture. .25

### **EDUC 5426 Ecojustice and Climate Action in Education**

This course foregrounds complex, creative and situated notions of ecological justice in daily practice. Through a critical analysis of the current environmental crises, their scale, their colonial relations and their impact, teacher candidates will acquire the knowledge, relations and consciousness required to cultivate ecological justice with students. .25

## Restricted to Intermediate Senior

### **EDUC 5424 Teaching for Equity & Social Justice**

*May not be taken by those in the Urban Schools specialty area.*

Provides a focus on understanding anti-racism, anti-classism, gender and transgender affirmation, queering, and anti-ableism as well as decolonization and anti-oppressive pedagogies and practices in

education. Includes development of awareness of teacher positionality and application of course material to practice that is appropriate for an increasingly diverse and heterogeneous student population..50

### **EDUC 5440: Supporting Struggling Readers and Writers in the Secondary Classroom**

Supporting struggling readers and writers across intermediate and secondary curriculum areas. Topics include accommodations, modifications, assistive technology, strategy instruction in reading and writing, and interventions in decoding and spelling. Relates these topics to students with, and without, identified exceptionalities. Balances classroom practice with a critical understanding of current research issues. .25 credit

### **EDUC 5446 Teaching in Roman Catholic Secondary Schools**

This course focuses on the design of teaching and learning for faith formation and religious education in Catholic secondary schools in Ontario. Teacher candidates will learn about the design of professional lessons, effective pedagogies and contemporary foundations of religious education, catechism, family life and the Ontario Catholic Curriculum. Candidates will discern leading practices for teaching courses in Catholic secondary schools to integrate faith, reason and discernment among students. Note: Catholic school boards may give hiring preference to Teacher Candidates who have taken this course. .25

## Milestones

**NB:** The School of Graduate and Postdoctoral Studies (SGPS) at Western also consider the Teacher Research Capstone Project portion of the Specialization courses as Milestones, but I have listed them above for planning purposes.

### Practicum:

**Teacher Candidates engage in three practicum over the four terms.**

- 1: Active observation within local schools. Teacher Candidates acquire a “big picture” understanding of schools, communities, students, and teachers as they observe in classrooms, participate in school life, and plan and teach their first lessons. *6 weeks*
- 2: An introduction to the duties and responsibilities of classroom teachers, in particular to the professional expectations of teachers and to the planning and teaching of lessons. Teacher Candidates develop instructional strategies and other skills and demonstrate their potential for success as a teacher through the increasing responsibilities of planning and teaching lessons, and developing appropriate assessment. *6 weeks*
3. Active observation and assistance in schools and classrooms early in September. Over the practicum block, Teacher Candidates will demonstrate an ability to consolidate teaching skills, develop independence in planning and teaching a unit, assessing and evaluating students, and by the latter half of the practicum block, teaching full days. *6 weeks*

*This provides us with 90 scheduled days of practicum within which students must meet a minimum of 80.*

## Alternative Field Experience

During the Alternative Field Experience (AFE), Teacher Candidates learn about education- and youth-related community supports. They are encouraged to consider completing their AFE in a wide array of grades or subjects (Ontario K-12 or other curriculum); with school resource personnel or specialist teachers, in non-profit organizations or community centres, or on supervised studies (ex. completing supplementary Professional Development, developing resources with a supervisor or supporting faculty with research).

A field placement that is selected for its ability to support and/or complement the learning aligned with your Experiential Inquiry Specialization Area. It is intended to support the development and completion of your Teacher Research Capstone Project.

*7 weeks; .50 credit, across Term 3 and 4*

## Transition to Practice (T2P) Professional Development Series

The Initial Teacher Education program includes participation over the four terms in a Professional Development Service we call 'Transition to Practice' or T2P. These are held for a minimum of a half day per week across all four terms. Teacher Candidates must attend all required T2P sessions in order to successfully complete the program requirements.

T2P includes:

1. Mandatory attendance at your **Master Teacher Mentor** cohort meetings in which you will develop a Professional Practice Record for annual presentation to external board reviewers;
2. Mandatory attendance at presentations, workshops, seminars and symposia that are designed to support your field experiences, address current day issues, and support your specialty areas of study. Presentations will include Ministry of Education, Ontario College of Teachers, Federations (e.g., OSSTF, ETFO, OECTA) presentations, career and job preparation activities, research and leadership talks and seminars.
3. Education Week: Each ITE program will include an Education Conference that will be organized by the Education Students' Council. Teacher Candidates will choose from a variety of sessions to customize their learning.