Faculty of Education, University of Western Ontario  
*B.Ed. Course Outline, 2018 - 2019*  

**Social Foundations 5007**

**Instructors:**
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**Teaching Assistant:** Ms. Jessica Tessier 

Office hours for instructors are by appointment. However, each instructor can be reached through email.

**Course Coordinator:** Bill Tucker 

**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, including lectures and focus groups/tutorials. You are expected to attend all lectures/tutorials.

Each seminar group has the same instructor throughout the year, and he or she is responsible for evaluating your progress and marking your assignments. Your seminar instructor is the first contact for any questions about course content or requirements.

**The Purpose of the Course:**

Each of the five elements in 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 their own practice, in collaboration.

• **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:

**Learning Outcomes**

1) To become a teaching professional who has developed a critical understanding of:

- different purposes of education, and 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
- how to determine reasonable grounds to suspect when a child is at risk for abuse or neglect and may be in need of protection, and take appropriate action in reporting these incidence in accordance with Ontario policy
- determine reasonable grounds to suspect when a child is at risk for abuse or neglect and may be in need of protection, and take appropriate action in reporting these incidences in accordance with the Ontario Child and Family Services Act, 1990.

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  (All readings will be posted on our OWL site.)

FALL TERM

Unit One - Educational Purposes, Contexts, Structures and Governance

Week 1 – Introduction to Teaching, this course, & case studies (Sept. 6, 2018)

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?

Required Reading:

Recommended Reading:

Week 2 – Perspectives, Philosophies, and Purposes of Public Schooling: A Historical & Comparative Perspective (Sept. 13, 2018)

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?
- What determines your educational philosophy?
- How can you develop your educational philosophy?

Required Reading:

Recommended Readings:
Week 3 – **Structures and Governance of Education** (Sept. 20, 2018)

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?

Required Reading:

Recommended Readings:

Week 4 - **Resourcing K-12 Public Education in Canada; Current Trends in Canadian Education** (Sept. 27, 2018)

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?

Required Reading:

Week 5 - **Roles and Responsibilities of Teachers** (Oct. 04, 2018)

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?

Required Reading:
  (Please note that we recommend Chapter 2 as well)

Recommended Reading:
Unit Two – Teacher Professionalism

Week 6 — Teacher Professionalism: Teacher Federations, Collective Bargaining and the Ontario College of Teachers (Oct. 18, 2018)

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?

Required Reading:

Recommended Reading:

Week 7 – Teacher Professionalism: Legal Rights and Responsibilities (Oct. 25, 2018)

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?

Required Reading:

Recommended Reading:
- Parkay, F.W. et al (2013). Ch. 4 Canadian School Governance and Law. In Becoming a Teacher, Toronto: Pearson (pp. 116-124)

Week 8 – Duties, Sanctions, and Remedies (Nov. 1, 2018)

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 College of Teachers?

Required Readings:

Week 9 – Exercise of Authority (Nov. 8, 2018)
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?

Required Reading:

Recommended Reading:

Week 10 – Teacher Professionalism & critical reflexivity (Jan. 10, 2019)
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?

Required Reading:
- Ryan, T. (2005). When you reflect are you also being reflexive? The Ontario action researcher, 8(1), 2.

Recommended Reading:

Unit Three – Equity in Education Policies and Practices

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?

Required Reading:

Recommended Readings:

Week 12 – Equity in Educational Policies and Practices – Race, Ethnicity and Culture (Jan. 24, 2019)
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?

Required Reading:

Recommended Reading:

Guiding Questions:
- What were the residential schools in Canada and how did they operate as a part of a cultural genocide policy?
- What have been the effects of the residential school system on FNMI students today?
- What Ministry Policies/Board/School practices have been put in place to meet the learning needs of FNMI students in Ontario?

Required Reading:

Week 14 - Equity in Education Policies and Practices – Gender and Sexuality (Feb. 7, 2019)
Guiding Questions:
- How can we understand educational issues related to gender and sexuality through an equity perspective?
- What is the boy crisis in education and how has it been debunked through research?
- What policies have been developed to address the needs of LGBTQ students?
- 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?
- What is gender diversity and how is it a separate but related concern to anti-homophobia policy and pedagogy?
- How can the voices of students be particularly useful for our understanding of the experiences of LGBTQ youth in schools?

Required Reading:

Recommended Readings:

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?
Required Reading:

Recommended Readings:

Week 16 - Equity in Education Policies and Practices - Special Education through a Critical Disability Lens (Feb. 21, 2019)
Guiding Questions:
- What is Disability Studies and what is new about its models? How is Disability Studies distinct from Special 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?

Required Reading:
- Emily Eaton Case (see current course outline)

Recommended Readings:

Unit Four – Curriculum and the 21st Century Challenges

Week 17- Curriculum (Feb. 28, 2018)
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?

Recommended Reading:


**Week 18 – 21st century Challenges and Opportunities** (Mar. 7, 2018)

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?

Required Reading:


Recommended Readings:


**ASSESSMENTS**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weighting</th>
<th>When</th>
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<tbody>
<tr>
<td>Video Presentation</td>
<td>20%</td>
<td>January 25th, 2019</td>
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<tr>
<td>Teaching Philosophy/ Belief Statement-Part 1</td>
<td>15%</td>
<td>End of 1st section – Oct. 5th, 2018</td>
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<td>Belief Statement-Part 2</td>
<td>15%</td>
<td>End of 2nd section – Nov. 9th, 2018</td>
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<tr>
<td>Belief Statement – Part 3</td>
<td>15% +</td>
<td>End of 3rd section – March 8th, 2019</td>
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<tr>
<td>Teaching Philosophy/ Belief Statements (Final)</td>
<td>15%, 30%</td>
<td>End of 2nd term – March 8th, 2019</td>
</tr>
<tr>
<td>Preparation and Participation</td>
<td>10%</td>
<td>1st term ongoing</td>
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Preparation and Participation | 10% | 2nd term ongoing

**Video Presentation (20%)**

Submit Assignment 1 in your OWL Section site by 5:00 PM on the due date.

You will create a video presentation of an artifact taken from either this course or from your practicum experience—an artifact that supports your teaching philosophy statement. You will identify an artifact of teaching, an object that mediates your teaching role in a school (e.g., it might be a course timetable, a lesson plan, a particular policy text, a student evaluation tool, a particular object in a classroom or a gathering space, etc).

In your 5-minute video clip you will introduce the object, present the reasons why this object plays a mediating role in your teaching practice, and discuss how this object, as a support/reference, also relates to the course readings/lessons.

More information about video production and the rubric will be available during the course.

Evaluation will be based on the creative and conceptual ideas presented about the object. You are not expected to produce professional videos! Rather, the focus is on the conceptual presentation.

Note: Other students in your class will have an opportunity to review the video and provide comments about the way this object relates to teaching.

**Preparation and participation (10% each term).** Participation grades will be calculated based on a number of factors. Broadly, you are expected to participate in all individual and group activities which are designed to demonstrate student understanding of material. You are also expected to attend every class, participate in classroom discussion and come to class prepared. Being prepared for class entails bringing the assigned readings, demonstrating that these reading have been completed (through annotated notes and demonstrated understanding during discussion). There is an expectation that you will also participate in large and small group discussions and keep documentation of these conversations. Appropriate use of electronic devices is part of your participation in our class. Technological devices used in class should be for learning purposes only. 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 Philosophy & Belief Statements (60%)**

Your teaching philosophy and belief statements will develop during the course and become one of the most important parts of your professional portfolio. However, it is often the most difficult section to complete. Your teaching philosophy may well change/evolve over time as your experiences and learnings add to your own foundational approach to teaching. An educator’s philosophy is that individual’s True North...that intrinsic compass that guides an individual’s
thoughts, words and actions. The most impactful statements are those that are clear, concise and written with conviction. For the Social Foundations course, the focus of the teaching philosophy is twofold. First, your philosophy should reflect your understanding of what it means to be a professional teacher. Second, your statement 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.

For your belief statements, there will be three sections in our course:
1) Purposes, contexts, governance, funding and structures of education
2) Teacher Professionalism – legal issues
3) Teacher Professionalism – equity and inclusion

What will you need to submit?
The body of your teaching philosophy and belief statements may be up to about 10 pages. By the end of the course your submission will include:

- Table of Contents
- Your teaching philosophy (no longer than 2 pages)
- For EACH of the three sections above, a one page belief statement PLUS one item/artifact that demonstrate your knowledge of the key learning outcomes associated with the course.
- Your final submission will also include an additional \( \frac{1}{2} \) to 1 page critical reflection about any revision(s) you have made to your philosophy and belief statements.

POLICY STATEMENTS

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/teacher-education/docs/policies/Accessibility_Western.pdf](http://www.edu.uwo.ca/teacher-education/docs/policies/Accessibility_Western.pdf)

Attendance: The B.Ed. program is an intense and demanding program of professional preparation in which teacher candidates are expected to demonstrate high levels of both academic and professional integrity. Such integrity is demonstrated in part by commitment
to and attendance at all classes, workshops, tutorials, and practicum activities. Read more about the Faculty’s attendance policy at http://www.edu.uwo.ca/teacher-education/docs/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: If you wish to be absent for a reason other than illness, compassionate leave, or religious observance, or feel you must be absent for another reason, your absence is unexcused. You are responsible for the work you missed, and for any make-up work deemed necessary. You may also pay a penalty for non-participation. Ongoing irregular attendance and multiple unexcused absences will result in referral to the Associate Dean and a change in registration status to conditional. Chronic absenteeism for any reason may provide grounds for withdrawal from the program.

Language Proficiency: In accordance with regulations established by the Senate of the University, all teacher candidates must demonstrate the ability to write clearly and correctly. Work which shows a lack of 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 the teacher candidate for revision to a literate level.

Late Penalties: Normally, the only acceptable reasons for late or missed assignments are illness (for which a doctor’s statement may be required) or extreme compassionate circumstances.

Academic Offences: Scholastic offences are taken particularly seriously in this professional Faculty. Teacher Candidates should read about what constitutes a Scholastic Offence at the following Web site: http://www.edu.uwo.ca/teacher-education/docs/policies/WEB_ScholasticDiscipline.pdf

Plagiarism: Plagiarism means presenting someone else’s words or ideas as one’s own. The concept applies to all assignments, including lesson and unit plans, laboratory reports, diagrams, and computer projects. For further information, teacher candidates may consult their instructors, the Associate Dean’s Office, and current style manuals. Advice about plagiarism and how to avoid it can also be found on the Teacher Education website: http://www.edu.uwo.ca/programs/preserviceeducation/documents/policies/WEB_PlagiarismPolicy.pdf

Plagiarism-Checking:
a. All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (http://www.turnitin.com)
b. Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

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. 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 engage in personal networking and non-course communication only outside class time – before or after class, or at 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.

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/service/thepeer-support-network/).

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 1131

NEED HELP but not sure what to do: zuber@uwo.ca, Teacher Education Office, room 1131