

EDUC 5012

Creating Supportive Learning Environments

Instructor:

Bill Tucker
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Office Hours: by appointment

Schedule:

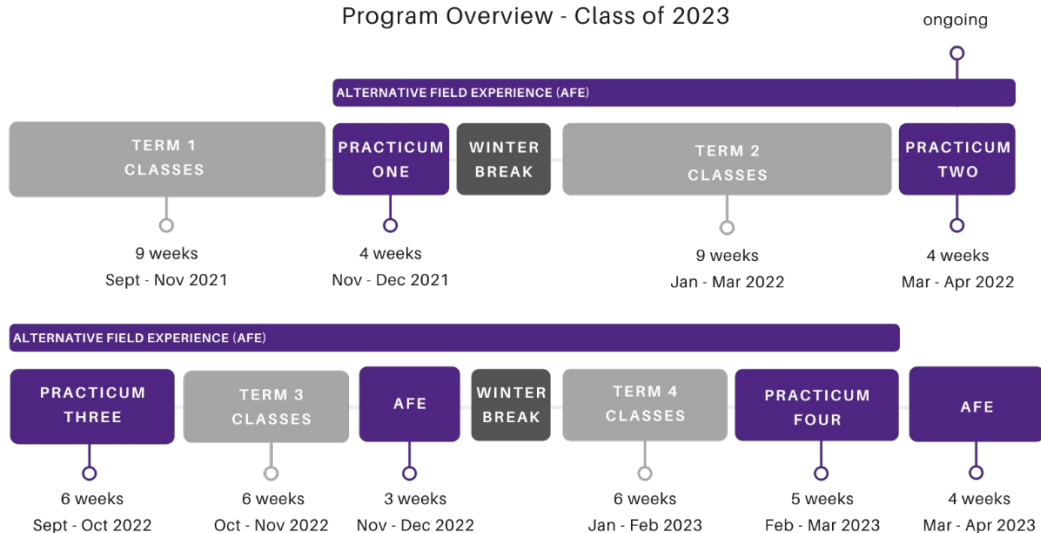
Section 001 (IS): Tues 8:30AM-10:30AM,
Room: auditorium
Section 002 (PJI): Thurs 8:30AM-10:30AM,
Room: auditorium

Program Context:

This is a **Common Course** taken by Teacher Candidates during **Year 1, Full Year** of the Bachelor of Education.

BACHELOR OF EDUCATION

Program Overview - Class of 2023



Creating Supportive Learning Environments (EDUC 5012)

Teacher Candidates learn to create inclusive, productive learning communities using meaningful, relevant, and culturally responsive instructional approaches. Candidates develop understandings about how the development of engaging and effective programs for students can build feelings of success, minimize behavioural concerns, and optimize learning for all students. 2 hours per week, full year, .5 credit.

Number of Credits : 0.5

Number of Weeks: 18

Week 1: Focus on High Expectations

- The 3 expectations, routines, engagement, positivity, behaviour support.
- Are you a classroom teacher or a school teacher?
- Classroom environment vs behaviour management

Learning Activities

Type	Name	Description
Discussion	Week 1 Group Discussion	Teacher Candidates will be divided into home groups and may be asked to post reflections in the Forums section of OWL "Students buy into the teacher before they buy into the learning." @urban_teacher https://www.teachertrap.com/2016/06/classroommanagement.html/
Reading	Week 1 Materials & Readings	https://www.teachthought.com/pedagogy/50-beginning-of-the-school-year-procedures-for-a-stress-free-classroom/ https://usergeneratededucation.wordpress.com/2017/08/09/beginning-the-school-year-its-about-the-learners-not-the-content/amp/ Additional resources on OWL.

Week 2: Focus on Learning

- What is student engagement?
- What is differentiated instruction?
- Does technology help or hinder classroom environments?

Learning Activities

Type	Name	Description
Reading	Week 2 Materials & Readings	"If we teach students as we taught yesterday's, we rob them of tomorrow." John Dewey
		https://www.edutopia.org/blog/golden-rules-for-engaging-students-nicolas-pino-james
		https://www.edutopia.org/blog/new-way-deliver-bell-work-lori-desautels
		https://www.edutopia.org/blog/tools-for-student-self-management-andrew-miller
		https://vimeo.com/128462566
		Additional resources on OWL.
Discussion	Weekly Discussion	Teacher Candidates may be asked to meet with their home groups and post reflections in the Forums section of OWL

Week 3: Focus on Knowing Your Students

- There are no 'bad' kids
- Inventories, OSRs, parents, colleagues, and other places to gather data

Learning Activities

Type	Name	Description
Reading	Week 3 Materials & Readings	"If you're helping someone and expecting something in return, you're doing business not kindness." unknown
		Learning for All (16pgs.), Growing Success (6 pgs.),
		https://www.kqed.org/mindshift/41753/rethinking-data-how-to-create-a-holistic-view-of-students
		https://www.cultofpedagogy.com/relationship-building/
		Additional resources on OWL.
Discussion	Weekly Discussion	Teacher Candidates may be asked to meet with their home groups and post reflections in the Forums section of OWL

Week 4: Focus on Not Taking Behaviour Personally

- They'd rather be known as bad than dumb
- Yelling is only for lifeguards
- Respond, don't react to behaviour

Learning Activities

Type	Name	Description
Reading	Week 4 Materials & Readings	"Angry is just sad's bodyguard." Liza Palmer
		https://www.kqed.org/mindshift/43049/20-tips-to-help-de-escalate-interactions-with-anxious-or-defiant-students
		http://thelearningexchange.ca/projects/dr-michele-chaban/?pcat=999&sess=1
		https://www.edutopia.org/blog/getting-curious-not-furious-students-rebecca-alber
		https://www.cultofpedagogy.com/stop-yelling-at-students/
		Additional resources on OWL.

Learning Activities

Type	Name	Description
Discussion	Weekly Discussion	Teacher Candidates may be asked to meet with their home groups and post reflections in the Forums section of OWL

Week 5: Focus on Third Teacher

- How the physical environment can support learning and behaviour
- Compliance versus cooperation
- Are you modeling the school's expectations?

Learning Activities

Type	Name	Description
Reading	Week 5 Materials & Readings	"When a flower doesn't bloom, you fix the environment in which it grows, not the flower" Alexander Den Heijer
		https://www.yumpu.com/en/document/view/11580820/making-your-environment-the-third-teacher-early-childhood-
		https://www.edutopia.org/article/high-school-flexible-seating-done-right
Discussion	Weekly Discussion	https://www.edutopia.org/blog/film-festival-learning-spaces-classroom-makeovers Additional resources on OWL.
		Teacher Candidates may be asked to meet with their home groups and post reflections in the Forums section of OWL

Assessment Activities

Type	Name	Description
Knowledge Check	READING WEEK	Focus on Your Health and Well-Being

Week 6: Focus on Collaboration

- Voices from the field - Teacher leaders
- Tribes: Agreements for working together

Learning Activities

Type	Name	Description
Reading	Week 6 Materials & Readings	"The best teachers are those who show you where to look, but don't tell you what to see." Alexandra Trenfor
		https://www.centervention.com/classroom-management-plan/
		https://learn.teachingchannel.com/video/positive-class-culture-nea
Discussion	Weekly Discussion	Additional resources on OWL.
		Teacher Candidates may be asked to meet with their home groups and post reflections in the Forums section of OWL

Week 7: Focus on Leadership

- Voices from the field - Administrators
- Aligning classroom and school behaviour support

Learning Activities

Type	Name	Description
Reading	Week 7 Materials & Readings	"Average leaders raise the bar on themselves; good leaders raise the bar for others; great leaders inspire others to raise their own bars." Orrin Woodward
		https://www.edutopia.org/blog/building-community-with-attendance-questions-lizanne-foster
		https://www.ted.com/playlists/303/how_to_learn_from_mistakes
		Additional resources on OWL.
Discussion	Weekly Discussion	Teacher Candidates may be asked to meet with their home groups and post reflections in the Forums section of OWL

Week 8: Focus on Communication

- Apps, folders, email, websites, phone calls, and face-to-face conferences
- Parent involvement vs parent engagement
- Seeking support from mentors, colleagues, administration

Learning Activities

Type	Name	Description
Reading	Week 8 Materials & Readings	'Our job as teachers is not to prepare kids for something; our job is to help kids learn to prepare themselves for anything.'
		http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_parentEngage.pdf
		https://www.edutopia.org/blog/teaching-your-students-conversation-allen-mendler
		https://learn.teachingchannel.com/video/new-teacher-classroom-management
		Additional resources on OWL.
Discussion	Weekly Discussion	Teacher Candidates may be asked to meet with their home groups and post reflections in the Forums section of OWL

Week 9: Focus on Reflection

- How will you become someone's 'champion'?
- What to do if something doesn't work.
- How will you seek feedback on the Standards of the Profession?

Learning Activities

Type	Name	Description
Reading	Week 9 Materials & Readings	"The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires." William A. Ward
		https://www.kqed.org/mindshift/45691/why-discipline-should-be-aligned-with-a-schools-learning-philosophy
		https://www.eschoolnews.com/2016/06/13/the-7-questions-every-new-teacher-should-be-able-to-answer/2/
		Additional resources on OWL.
Discussion	Weekly Discussion	Teacher Candidates may be asked to meet with their home groups and post reflections in the Forums section of OWL

Week 10: Focus on Being Real & Honest

- What's your "6 word story"?
- What worked, what didn't work?
- Confidence versus humility

Learning Activities

Type	Name	Description
Reading	Week 10 Materials & Readings	"Teachers change either because they see the light or because they feel the heat."
		https://movingwriters.org/2016/08/25/first-day-of-school-six-word-stories-with-a-twist/
		https://teacherrebootcamp.com/2017/08/backtoschoolicebreakers/
		https://www.kqed.org/mindshift/44067/20-strategies-for-motivating-reluctant-learners
		https://www.cultofpedagogy.com/student-motivation/
		Additional resources on OWL.
Discussion	Weekly Discussion	Teacher Candidates may be asked to meet with their home groups and post reflections in the Forums section of OWL

Week 11: Focus on Research

- Peer reviewed Canadian content
- Magazines, Google Scholar, union documents and OCT publications

Learning Activities

Type	Name	Description
Reading	Week 11 Materials & Readings	"Your library is your paradise". Desiderius Erasmus
		https://www.theedadvocate.org/understanding-three-key-classroom-management-theories/
		https://www.nytimes.com/2016/09/30/health/teenagers-stress-coping-skills.html
		https://www.edsurge.com/amp/news/2017-08-16-today-s-classrooms-should-be-about-flexible-teaching-not-furniture
		Additional resources on OWL.
Discussion	Weekly Discussion	Teacher Candidates may be asked to meet with their home groups and post reflections in the Forums section of OWL

Week 12: Focus on Effective Feedback

- Student, teacher, peers, public opportunities to reflect
- Written, oral, and other forms of feedback
- Why use rubrics to assess?

Learning Activities

Type	Name	Description
Reading	Week 12 Materials & Readings	"Education is the ability to listen to almost anything without losing your temper or your self-confidence". Robert Frost
		https://amp.theatlantic.com/amp/article/530124/
		https://www.kqed.org/mindshift/47948/why-giving-effective-feedback-is-trickier-than-it-seems
Discussion	Weekly Discussion	Additional resources on OWL. Teacher Candidates may be asked to meet with their home groups and post reflections in the Forums section of OWL

Week 13: Focus on Re-Engagement

- So what, now what?
- What about "that" kid?

Learning Activities

Type	Name	Description
Reading	Week 13 Materials & Readings	"The task of the teacher is not necessarily to teach, but to create situations in which students learn"
		https://www.kqed.org/mindshift/47102/how-to-ensure-students-are-actively-engaged-and-not-just-compliant
		https://www.edutopia.org/article/relationships-matter-more-rules
		https://www.ascd.org/blogs/resources-for-addressing-racism-and-hatred-in-the-classroom
Discussion	Weekly Discussion	Additional resources on OWL. Teacher Candidates may be asked to meet with their home groups and post reflections in the Forums section of OWL

Week 14: Focus on Constant Improvement

- Moving forward at a snail's pace
- "But, they are not learning!"

Learning Activities

Type	Name	Description
Reading	Week 14 Materials & Readings	"You are always a student, never a master. You have to keep moving forward". Conrad Hall
		http://raft.net/public/pdfs/case-for-hands-on-learning.pdf
		https://my.pblworks.org/resource/blog/creating_space_for_self_management_in_pbl_when_teachers
Discussion	Weekly Discussion	Additional resources on OWL. Teacher Candidates may be asked to meet with their home groups and post reflections in the Forums

Week 15: Focus on Taking Risks

- Are you modelling failure for your students?

- What are your strategies for bouncing back?
- How do you develop your emotional intelligence to model for your students?

Learning Activities		
Type	Name	Description
		"The aim of education is the knowledge, not of facts, but of values". William S. Burroughs https://www.brainyquote.com/topics/education
Reading	Week 15 Materials & Readings	https://www.vibe.com/news/entertainment/baltimore-elementary-school-nixes-detention-for-mindful-meditation-454613/ https://www.kqed.org/mindshift/45322/how-trauma-informed-teaching-builds-a-sense-of-safety-and-care Additional resources on OWL.
Discussion	Weekly Discussion	Teacher Candidates may be asked to meet with their home groups and post reflections in the Forums section of OWL

Week 16: Focus on Engaging with Parents/Guardians

- Voices from the field - parents/guardians

Learning Activities		
Type	Name	Description
		"Education is all a matter of building bridges. Ralph Ellison
Reading	Week 16 Materials & Readings	https://www.edutopia.org/article/new-teachers-how-talk-parents-terri-eichholz Additional resources on OWL.
Discussion	Weekly Discussion	Teacher Candidates may be asked to meet with their home groups and post reflections in the Forums section of OWL

Week 17: Focus on Positivity and Kindness

- Is your heart bigger than your head?
- How are you developing empathy with your students?

Learning Activities		
Type	Name	Description
		"If curriculum and instruction are the heart and limbs of sound teaching, then classroom management is the central nervous system. Without the heart, there is no life, but without the nervous system, there is no function."
Reading	Week 17 Materials & Readings	https://www.middleweb.com/19037/10-ways-sabotage-classroom-management/ https://www.pbs.org/newshour/education/column-hey-teachers-please-stop-using-behavior-charts-heres# https://inservice.ascd.org/managing-student-behavior-with-positivity-and-kindness/ Additional resources on OWL.
Discussion	Weekly Discussion	Teacher Candidates may be asked to meet with their home groups and post reflections in the Forums section of OWL

Week 18: Focus on Closure

- When to say goodbye
- Effective closure activities
- Assessing your relationships with a school community

Learning Activities

Type	Name	Description
Reading	Week 18 Materials & Readings	"The capacity to learn is a gift; the ability to learn is a skill; the willingness to learn is a choice" B. Herbert Article, blog post, video. Additional resources on OWL.
Discussion	Weekly Discussion	Teacher Candidates may be asked to meet with their home groups and post reflections in the Forums section of OWL

Assessment Activities

Type	Name	Description
Assignment	Due Week 03: Diagnostic Assessment - Critical Reflection	After viewing a TED Talk, students reflect on 2 pivotal moments in their education journey (i.e. a teacher they felt greatly contributed to their success and a teacher who was ineffective). 500 word essay or 3 minute video essay.
Assignment	Due Week 06: Formative Assessment - Visual Narrative	Students create a classroom bulletin board/display that outlines classroom expectations, learning expectations, behaviour consequences, and an All About Me section. Supplemented with one page paper or 2 minute video explaining choice of materials and design.
Assignment	Due Week 18: Formative Assessment - Cool Idea	Students explore and select one "cool" resource for creating a supportive learning environment that resonates with them. Supplemented with reflection (300 word essay, 2 minute video, or other presentation method).
Discussion	Ongoing: Weekly Discussions	Weekly discussions with home group throughout course
Reading	Ongoing: Weekly Readings	Weekly readings throughout course

This course meets the following Course Outcomes:

Understanding role in creating/sustaining inclusive classroom: Understand your role in creating and sustaining an engaging, inclusive, safe, and equitable learning environment for students.

Learn ways to develop effective program: Learn ways to develop a motivating and effective program for students which builds feelings of success, minimizes behavioural concerns, and optimizes learning for all students.

Explore methodologies and developing professional judgement: Explore methodologies and developing professional judgement regarding proactive and responsive approaches to establishing classroom norms and addressing concerns.

Building relationships and promoting community: Understand how to build trusting relationships and promote community, collaborative culture, and positive classroom climate to support individual and collective growth.

How to Protect Your Professional Integrity:

The Bachelor of Education is an intense and demanding program of professional preparation. Teacher Candidates are expected to demonstrate high levels of academic commitment and professional integrity that align with both Western University's Academic Rights and Responsibilities and the Professional Standards and Ethical Standards set by the Ontario College of Teachers. These expectations govern your time in class, in your Practicum, in your Alternative Field Experiences, and include the appropriate use of technology and social media.

The Teacher Education Office will only recommend teacher candidates for Ontario College of Teachers certification when candidates have demonstrated the knowledge of, and adherence to, the faculty policies throughout the two-year program.

To review the policies and practices that govern the Teacher Education program, including attendance, plagiarism, progression requirements, safe campus and more, visit: edu.uwo.ca/CSW/my-program/BEEd/policies.html

Faculty of Education Pass/Fail Policy:

All courses and assignments in the Bachelor of Education are assessed as Pass/Fail.

Instructors will make the Success Criteria of the assignments clear, and refinements of the criteria may take place in class as a means of co-constructing details of the assignments in the first two weeks of a course. This will allow for differentiation of process, product and timeline depending upon student needs.

Success Criteria will

- Articulate what needs to occur to demonstrate learning outcomes for a course/assignment;
- Inform the instructional process so that teaching can be adapted to ensure students continue to remain on track to meet the criteria as needed and appropriate.
- Align with the assignments created to provide opportunities for students to demonstrate the knowledge, skills and abilities they are working toward;
- Establish clear descriptive language that allows Teacher Candidates to identify, clarify and apply the criteria to their work and to their engagement in peer feedback;
- Focus the feedback on progress toward meeting the overall and specific tasks/assignment goals for the course.

Participation:

Participation is essential to success in the Teacher Education program. As a professional school, you need to treat coming to class as showing up for work in the profession. If you are not in class, you cannot participate. Actively participating in discussions, peer reviews/feedback, group work and activities is integral to the development of your own learning and to the learning within your classroom community.

Given the varied experiences of Teacher Candidates in the program, you may engage with ideas/concepts or skills that are familiar or unfamiliar to you.

A Professional Teacher Candidate is one who:

- Arrives in class (virtual or online) on time, and prepared. This includes completing any readings, viewing assignments or tasks in advance of class as requested.
- Listens to others and contributes thoughtfully to discussions;
- Models respectful dialogue and openness to learn, monitors, self-assesses and reformulates one's prior beliefs and understandings in light of new information;
- Monitors and addresses their wellness, practices self-care, and seeks appropriate support when necessary.

Support Services & Resources:



Health and Wellness
uwo.ca/health



Peer Support
westernusc.ca



Learning Skills
uwo.ca/sdc/learning



Indigenous Services
Indigenous.uwo.ca



Student Accessibility Services
sdc/uwo.ca/ssd



Writing Support
writing.uwo.ca



Financial Assistance
registrar.uwo.ca



Not sure who to ask?
Contact the Teacher Education Office at eduwo@uwo.ca