

## EDUC 5019S Safe Schools

### Instructor:

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Office Hours: by appointment

### Teaching Assistants:

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### Schedule:

Section 001 (PJI): asynchronous online

Section 002 (IS): asynchronous online

### Program Context:

This is a **Common Course** taken by Teacher Candidates during **Year 2, Full Year** of the Bachelor of Education.

### BACHELOR OF EDUCATION

Program Overview - Class of 2022



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## Syllabus Report

### **Safe & Accepting Schools (EDUC 5019S)**

A focus on the understandings and practical knowledge necessary to develop safe and caring learning environments for all school students, regardless of race, creed, ancestry, ability, colour, gender identification, or sexual orientation. Examination of current trends in school violence and school violence prevention programs in Ontario schools.

1.5 hours per week, full year, .25 credit.

This course focuses on developing understanding and practical knowledge to nurture safe, inclusive and accepting learning environments for all students, regardless of race, creed, ancestry, ability, gender identification, or sexual orientation. The course is rooted in discerning the dynamics of comprehensive school violence prevention policies, programs and curricula in Ontario schools. Students will develop an understanding of current issues in school violence with practical insight into the imperative role of professional teachers to provide safe and inclusive learning spaces.

Number of Credits : 0.25

Number of Weeks: 12

#### **Week 1: (Module 1) Understanding Safety From and Safety To and Building a Culture of Safety**

- What is a culture of safety?
- What defines safety from and safety to?
- How does a safe classroom look and feel?

#### **Week 2: (Module 1 cont'd) Understanding Safety From and Safety To and Building a Culture of Safety**

- Module 1 continued

## Learning Activities

Type	Name	Description
Reading	Module 1 Readings & Resources	RESPONDING TO DEFIANT AND OPPOSITIONAL STUDENT BEHAVIOUR — The Third Path: <a href="http://www.thirdpath.ca/you-are-the-strategy/2018/6/6/responding-to-defiant-and-oppositional-student-behaviour">http://www.thirdpath.ca/you-are-the-strategy/2018/6/6/responding-to-defiant-and-oppositional-student-behaviour</a>
		<a href="http://www.edu.gov.on.ca/eng/safeschools/saferSchools.html">http://www.edu.gov.on.ca/eng/safeschools/saferSchools.html</a>
		What is a "Culture of Safety"? — Fostering Resilient Learners: <a href="https://www.fosteringresilientlearners.org/blog/2020/2/12/what-is-a-culture-of-safety">https://www.fosteringresilientlearners.org/blog/2020/2/12/what-is-a-culture-of-safety</a>
		Culture of Safety element 1 of 3: Safety — Fostering Resilient Learners: <a href="https://www.fosteringresilientlearners.org/blog/2020/2/17/culture-of-safety-element-1-of-3-safe">https://www.fosteringresilientlearners.org/blog/2020/2/17/culture-of-safety-element-1-of-3-safe</a>
		Culture of Safety element 2 of 3: Predictability — Fostering Resilient Learners: <a href="https://www.fosteringresilientlearners.org/blog/2020/2/17/culture-of-safety-element-2-of-3-predictable">https://www.fosteringresilientlearners.org/blog/2020/2/17/culture-of-safety-element-2-of-3-predictable</a>
		Culture of Safety element 3 of 3: Consistency — Fostering Resilient Learners: <a href="https://www.fosteringresilientlearners.org/blog/2020/2/17/culture-of-safety-element-3-of-3-consistency">https://www.fosteringresilientlearners.org/blog/2020/2/17/culture-of-safety-element-3-of-3-consistency</a>
		A sample newsletter sharing the essential conditions for learning, with a focus on safety, will be shared
Video	Sharing	View the recorded 'mini-lecture'
Formative Assessment	Week 1: Add to the Jamboard	You are to go the Jamboard and create an image or definition of school safety.

### Week 3: (Module 2) Creating a Supportive & Accepting Environment through the Use of Proactive Strategies & Relationships

- What have you found to be the most effective proactive strategy?
- What is the difference between proactive and reactive strategies?
- Why are relationships so intrinsically connected to good classroom management?

### Week 4: (Module 2 cont'd) Creating a Supportive & Accepting Environment through the Use of Proactive Strategies & Relationships

- Module 2 continued

## Learning Activities

Type	Name	Description
Discussion	Discussion Forum	Find the Discussion Forum connected to the article that spoke the most to you. Write a short paragraph about why this was so important to you and your big learning.

Learning Activities		
Type	Name	Description
Reading	Module 2 Readings & Resources	Select and read 4 of the following 8 articles
		<a href="https://www.ascd.org/el/articles/why-social-bonding-is-a-school-safety-priority">https://www.ascd.org/el/articles/why-social-bonding-is-a-school-safety-priority</a>
		Nagro, S. A., Fraser, D. W., & Hooks, S. D. (2019). Lesson Planning With Engagement in Mind: Proactive Classroom Management Strategies for Curriculum Instruction. <i>Intervention in School and Clinic</i> , 54(3), 131–140. <a href="https://doi.org/10.1177/1053451218767905">https://doi.org/10.1177/1053451218767905</a>
		The Power of Keeping Your Cool   Edutopia: <a href="https://www.edutopia.org/blog/the-power-keeping-cool-rebecca-alber">https://www.edutopia.org/blog/the-power-keeping-cool-rebecca-alber</a>
		<a href="https://www.edutopia.org/video/morning-meetings-creating-safe-space-learning">https://www.edutopia.org/video/morning-meetings-creating-safe-space-learning</a>
		<a href="https://www.edutopia.org/article/8-proactive-classroom-management-tips">https://www.edutopia.org/article/8-proactive-classroom-management-tips</a>
		<a href="https://www.ascd.org/el/articles/trauma-informed-teaching-strategies">https://www.ascd.org/el/articles/trauma-informed-teaching-strategies</a>
		<a href="https://kappanonline.org/building-positive-relationships-with-students-struggling-with-mental-health/">https://kappanonline.org/building-positive-relationships-with-students-struggling-with-mental-health/</a>
		<a href="https://www.edutopia.org/article/making-sure-your-praise-effective">https://www.edutopia.org/article/making-sure-your-praise-effective</a>
		Read the article here that connects to your division
Intermediate / Senior TC only	Pas et al. (2015). Profiles of classroom behavior in high schools: Associations with teacher behavior management strategies and classroom composition	
J/I make a selection of your choice	Primary/Junior TC only	Caldarella et al. (2020). Effects of teachers' praise-to-reprimand ratios on elementary students' on-task behaviour.
Video	Sharing	View the recorded 'mini-lecture'

### Week 5: (Module 3) Understanding the role of the brain in behaviour and Bias- Aware Progressive Discipline

- What happens when students flip their lids and how to manage it
- Why is attunement so critical in safe classrooms?
- Can anything ever be bias-free?

### Week 6: (Module 3 cont'd) Understanding the role of the brain in behaviour and Bias- Aware Progressive Discipline

- Module 3 continued

Learning Activities		
Type	Name	Description
Discussion	Google Slides	There will be Google Slides created, and you will be asked to add a quotation or statement from one of your readings that impacted you the most, and discuss why this is important to you. This will be visible to all, with the hopes that we can learn from each other.

Learning Activities		
Type	Name	Description
		<a href="http://www.edu.gov.on.ca/extra/eng/ppm/145.pdf">http://www.edu.gov.on.ca/extra/eng/ppm/145.pdf</a>
Reading	Module 3 Readings & Resources	<a href="http://www.edu.gov.on.ca/eng/policyfunding/supportresguide.pdf">http://www.edu.gov.on.ca/eng/policyfunding/supportresguide.pdf</a>
		<a href="https://www.youtube.com/watch?v=G0T_2NNoC68&amp;ab_channel=DalaiLamaCenterforPeaceandEducation">https://www.youtube.com/watch?v=G0T_2NNoC68&amp;ab_channel=DalaiLamaCenterforPeaceandEducation</a>
		<a href="https://www.youtube.com/watch?v=f-m2YcdMdFw&amp;ab_channel=Dr.DanSiegel">https://www.youtube.com/watch?v=f-m2YcdMdFw&amp;ab_channel=Dr.DanSiegel</a>
Video	Sharing	View the recorded 'mini-lecture'

### Week 7: (Module 4) Bullying

- What is bullying?
- How do you tell the difference between bullying and conflict?
- What are effective strategies to establish safe and inclusive classrooms?
- What can a teacher do to respond effectively to the prevention of bullying and violence in schools?
- What is our role as professional teachers to respond effectively to students' disclosures?

### Week 8: (Module 4 cont'd) Bullying

- Module 4 continued

Learning Activities		
Type	Name	Description
Reading	Module 4 Readings & Resources	These will be updated as the guest lecturer shares her materials with me
Discussion	Share Your Understanding	Specific details will be determined at a later date.
Video	Sharing	View the recorded 'mini-lecture'

### Week 9: (Module 5) Trauma, Violence, ACEs and Accepting Schools

- What does trauma-informed teaching mean?
- What makes a safe school?
- How is equity a safety issue?
- What is your duty to report?

### Week 10: (Module 5 cont'd) Trauma, Violence, ACEs and Accepting Schools

- Module 5 continued

Learning Activities		
Type	Name	Description
Discussion	Jamboard	Select the Jamboard for the article that impacted you the most. Share a key question you have and ask people. Please include your names on the your questions and responses.

## Learning Activities

Type	Name	Description
		<a href="https://www.ascd.org/el/articles/trauma-informed-teaching-strategies">https://www.ascd.org/el/articles/trauma-informed-teaching-strategies</a>  Level+1+handout.pdf (squarespace.com): <a href="https://static1.squarespace.com/static/59c2d2f8f43b559df2e698c2/t/5d7bd44da5360d4f5e8ae78a/15">https://static1.squarespace.com/static/59c2d2f8f43b559df2e698c2/t/5d7bd44da5360d4f5e8ae78a/15</a>  <a href="https://sites.google.com/gotvdsb.ca/tvdsbsafeschools/safe-schools-toolkit">https://sites.google.com/gotvdsb.ca/tvdsbsafeschools/safe-schools-toolkit</a>
<b>Reading</b>	Module 5 Readings & Resources	Policy for transgender rights (TVDSBs is currently under revision- will share when completed)  <a href="http://www.edu.gov.on.ca/eng/policyfunding/equity.html">http://www.edu.gov.on.ca/eng/policyfunding/equity.html</a> <a href="http://www.edu.gov.on.ca/eng/policyfunding/equityPlacemat.pdf">http://www.edu.gov.on.ca/eng/policyfunding/equityPlacemat.pdf</a>  <a href="https://www.youtube.com/watch?v=E6ZAhWj2GGM&amp;ab_channel=TED-EdEducatorTalks">https://www.youtube.com/watch?v=E6ZAhWj2GGM&amp;ab_channel=TED-EdEducatorTalks</a>  Ontario College of Teachers. Professional Advisory - Duty to Report.  Durham Children's Aid Society (2019). How To Report Abuse. <a href="https://durhamcas.ca/reporting-abuse/">https://durhamcas.ca/reporting-abuse/</a>
<b>Video</b>	Sharing	View the recorded 'mini-lecture'

### Week 11: (Module 6) School Climate & Culture & Social Justice Education

- What role do you, as an educator have in using a social justice lens?
- What are some of the key elements that contribute to positive school climate?
- How did the guest lecture impact you? How will this support your teaching practice?

### Week 12: (Module 6 cont'd) School Climate & Culture & Social Justice Education

- Module 6 continued

## Learning Activities

Type	Name	Description
		<a href="http://www.edu.gov.on.ca/eng/safeschools/climate.html">http://www.edu.gov.on.ca/eng/safeschools/climate.html</a>  <a href="http://www.edugains.ca/resourcesCurrImpl/MinistryStrategies/LinkedImages/IntroDocEng.pdf">http://www.edugains.ca/resourcesCurrImpl/MinistryStrategies/LinkedImages/IntroDocEng.pdf</a>  <a href="http://acceptingschools.oesc-cseo.org/en-ca/Facilitators%20Resources%20English/Module%205/Module%205%20Handout%202%20-%20Positive%20School%20Climate%20Worksheet.pdf">http://acceptingschools.oesc-cseo.org/en-ca/Facilitators%20Resources%20English/Module%205/Module%205%20Handout%202%20-%20Positive%20School%20Climate%20Worksheet.pdf</a>
<b>Reading</b>	Module 6 Readings & Resources	Who Counts as a Social Justice Educator? - ASCD: <a href="https://www.ascd.org/el/articles/who-counts-as-a-social-justice-educator">https://www.ascd.org/el/articles/who-counts-as-a-social-justice-educator</a>  Is There a #BBQBecky or #PermitPatty in Your Classroom?   Learning for Justice: <a href="https://www.learningforjustice.org/magazine/is-there-a-bbqbecky-or-permitpatty-in-your-classroom">https://www.learningforjustice.org/magazine/is-there-a-bbqbecky-or-permitpatty-in-your-classroom</a>
<b>Video</b>	Sharing	View the recorded 'mini-lecture'
<b>Interactive Lecture</b>	Synchronous Guest Lecture - two time choices	This week we will be able to discuss in real-time as we will be having a guest lecturer. There will be two choices. Times will be shared at a later date.

## Assessment Activities

Type	Name	Description
Assignment	Assignment 1 (Due: November 28)	Create a hyperlinked newsletter about safe schools.
		Determine four main topics and use graphics, texts and a variety of hyperlinks to share your key messages. You may want to consider topics such as Modeling calm in the classroom, safety from and safety to, building positive relationships, proactive strategies, predictability, and consistency.  More details and information will be available on the assignment tab. .
Assignment	Assignment 2 (Due: December 12)	From the case studies provided select one, and by utilizing the key points in the PPM 145 and the Bias-Free Discipline document, outline how you would put into practice your new understanding.
		See the assignment tab for more specifics and criteria. .
Assignment	Assignment 3 (Due: February 11)	Use the template provided in the assignments tab. Fill in the chart determining your experience of safe and accepting schools during one of your practicums and how schools could improve. Please see the assignment tab for more details and criteria. .

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### This course meets the following Course Outcomes:

Implement Proactive Classroom Strategies: Describe and be ready to implement a range of proactive strategies to ensure classroom safety.

Respond to Unsafe Student Behaviour: Describe and be ready to implement a range of strategies to respond to students whose behaviour is unsafe, disruptive and/or unkind to others.

Understand Bullying: Understand bullying in Ontario schools and be able to distinguish between bullying, conflict and teasing.

Implement Lesson Plans on Bullying: Understand and be prepared to implement lessons on bullying.

Critically Analyze School Environment: Be able to critical analyze the school environment and have knowledge of steps and strategies to make schools safer and more accepting.

# 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/BEd/policies.html](http://edu.uwo.ca/CSW/my-program/BEd/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](http://uwo.ca/health)



**Peer Support**  
[westernusc.ca](http://westernusc.ca)



**Learning Skills**  
[uwo.ca/sdc/learning](http://uwo.ca/sdc/learning)



**Indigenous Services**  
[Indigenous.uwo.ca](http://Indigenous.uwo.ca)



**Student Accessibility Services**  
[sdc/uwo.ca/ssd](http://sdc/uwo.ca/ssd)



**Writing Support**  
[writing.uwo.ca](http://writing.uwo.ca)



**Financial Assistance**  
[registrar.uwo.ca](http://registrar.uwo.ca)



**Not sure who to ask?**  
Contact the Teacher Education Office at [eduwo@uwo.ca](mailto:eduwo@uwo.ca)