

EDUC 5208

Curriculum & Pedagogy in Intermediate/Senior English

Instructor:

Andrew Shaw

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Office Hours: Wednesdays 10:30-11:30AM (otherwise by Zoom)

Schedule:

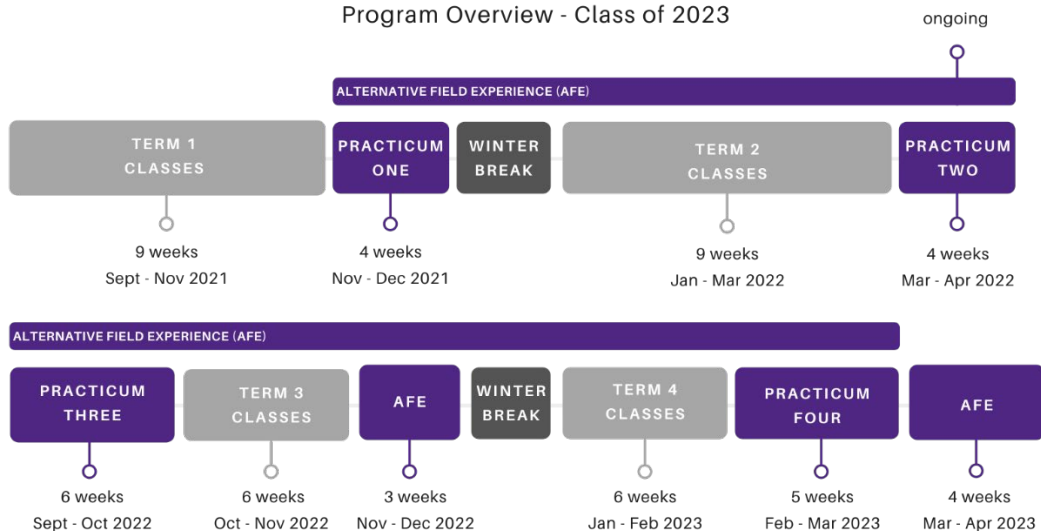
Section 001: Mondays 8:30AM-10:30AM and Wednesdays 8:30-10:30AM
Room: 2054

Program Context:

This is an **IS Curriculum Course** taken by Teacher Candidates during **Year 1, Full Year** of the Bachelor of Education.

BACHELOR OF EDUCATION

Program Overview - Class of 2023



Intermediate/Senior English (EDUC 5208)

An introduction to the historical and contemporary theories and practices of teaching English/Language Arts, Grades 7-12. Literature, literary theory, cultural/media studies, the sociology and psychology of literacy(ies) and language development, as well as curriculum design, implementation and assessment are included. 4 hours per week, full year, 1.0 credit.

This course is designed as an introduction to curriculum and pedagogy for emerging teachers of Intermediate/Senior English. Teacher Candidates will examine and engage with theory, policy, and practice related to the teaching of English/Language Arts 7-12. They will reflect on and explore key topics and issues, methodologies, and classroom application strategies. This course is designed to foster a nurturing professional community of developing teachers who are theoretically and practically informed, and who are critically aware of the changing context of the subject and of the profession. Through this course, teaching candidates will build skills and grow as reflective, knowledgeable, and collaborative professional learners and practitioners.

Considerable in-class focus will be placed on practical aspects of classroom instructional planning and practice, including lesson planning and unit design, the critical selection of resources, and the development of a professional repertoire of approaches and techniques for teaching in the Intermediate-Senior English classroom. Critical literacies, including media, digital, and multi-modal literacies, and pedagogies for the support of culturally- and linguistically-diverse students will be included.

Number of Credits : 1

Number of Weeks: 18

Week 1: Introduction—Teacher Education, Beginning Teachers & Learning Environment

- Candidates understand course trajectory and expectations
- Candidates are introduced to the learning environment
- Candidates are introduced to the Ontario Curriculum
- Candidates can explain the foundations of professional practice
- Candidates are introduced to the nature of the adolescent learner

Learning Activities

Type	Name	Description
Writing	Week 1 Exit ticket	Two key things you learned and two questions you have
Reading	Week 1 Required Readings	OCT website http://www.oct.ca/standards/standards_of_practice.aspx?lang=en-CA
		Ministry of Education http://www.edu.gov.on.ca/eng/curriculum/secondary/english.htm
		Smith, G. (2014). Higher Education: How Perry Reese Jr. changed an Ohio community forever. Sports Illustrated.
Reading	Week 1 Secondary Readings	Shaw A. (2012). Teaching Strategies Straight From the Heart – Chapter 3 (The First Day).
		Sarigianides, S.T., et al. (2015). How re-thinking adolescence helps re-imagine the teaching of English. English Journal, 104(5), 34-39.
		Moni, K. English curriculum in the current moment. English Teaching 13(1)1-7.
		Cooper, A. et al. (2017). What do teachers need? An exploration of evidence-informed practice for classroom assessment in Ontario. Educational Research, 54(2).

Week 2: Philosophy, Practice, Purpose, Assessment

- Candidates examine English in Contemporary educational practice?
- Candidates examine tensions between philosophy and practice?
- Candidates navigate curriculum expectations?
- Candidates can explain Principles of Quality assessment
- Candidates inquire about finding purpose in English in contemporary practice

Learning Activities

Type	Name	Description
Writing	Week 2 Exit ticket	Reflect on the inherent tensions between philosophy and practice.
Reading	Week 2 Required Readings	Cooper, A. et al. (2017). What do teachers need? An exploration of evidence- informed practice for classroom assessment in Ontario. Educational Research, 54(2).
		Growing Success http://www.edu.gov.on.ca/eng/policyfunding/growsuccess.pdf

Learning Activities

Type	Name	Description
Reading	Week 2 Secondary Readings	Peel, A. (2014) Revisiting Dewey in the age of common core. English Journal, 104(2), 72-79; Carillo, E. (2017). How students read: Some thoughts on why this matters. English Journal, 106(5), 34-39.

Week 3: Analysis, Design, Assessment

- Candidates will interpret and explain Principles of Quality Assessment –"Start Where They Are" (cont'd)
- "Growing Success" and its relationship to the Ontario Curriculum
- Candidates examine Assessment as learning
- Candidates Develop guiding (essential) questions
- Candidates understand how to Develop ways to help students to see short stories critically
- Candidates learn to Frame a lesson: templates and guidelines
- Candidates are introduced to Rubrics: Types and theory

Learning Activities

Type	Name	Description
Assignment	Week 3 Activity 1	Post reading response (200-300 words) on Vasquez, Walsh-Moerman, Wilson or DeFrance et al.
Reading	Week 3 Required Reading	Vasquez, V.M. (2019) Critical literacy as a way of being and doing. Language Arts, 96(5), 300-311.
		Walsh-Moerman, B., (2016). The Socratic Seminar in the Age of the Common Core. English Journal, 105(6), 37- 45
Reading	Week 3 Secondary Readings	DeFrance, N, et al. (2016). Constructing a plan for text based discussion. Journal of Adolescent and Adult Literature 59(5), 575-585.
		Wilson, B. (2014). Teach the how: Critical lenses and critical literacy. English Journal, 103(4), 68-75.

Week 4: Design, Discussion, Collaboration

- Candidates can explain, discuss lesson plan ideas and templates - - Backward Design.
- Candidates develop critical thinking approaches
- Candidates can design a Lesson plan

- Candidates can Gather pertinent, relevant Resources

Learning Activities		
Type	Name	Description
Assignment	Week 4 Activity	Collaborative work on Lesson Plan
Assignment	Week 4 Class discussion	come Prepared with at least one question or provocation from each article to generate dialogue.
Reading	Week 4 Required Readings	Doecke, B. & Mead, P. (2018) English and the knowledge question. <i>Pedagogy, Culture and Society</i> , 26(2), 249-264. Lindblom, K. et al. (2016) Composing Infographics to synthesize informational and literary texts. <i>English Journal</i> , 105(6), 37-45.

Week 5: Diverse Classrooms,

- Candidates can implement Diverse perspectives, representations and texts.
- Candidates Emphasize queer inclusivity as pedagogical practice.
- Candidates understand Racial constructs and systematic barriers as it relates to English pedagogy
- Candidates learn to Engage students in their own learning
- Classroom management
- Candidates understand the importance of accessibility in the English classroom and eliminating barriers for students with varied (Dis)Ability

Learning Activities		
Type	Name	Description
Assignment	Week 5 Activity 1	Students will come Prepared to discuss articles and share ideas on Promoting inclusivity in English instruction.
Reading	Week 5 Required Readings	1. Reid, (2010), The Outcast Comes In: Grappling with Physical Disability in the Literacy Classroom, https://www-jstor-org.proxy1.lib.uwo.ca/stable/25790043?seq=1#metadata_info_tab_contents 2. German, L. (2019) To dismantle racism we must discuss it. <i>English Journal</i> , 108(4), 15-61. 3. Page, M. (2017) Teaching in the cracks: Using familiar pedagogy to advance LGBTQ inclusive curriculum. <i>JAAL</i> , 60(6), 677-85

Learning Activities

Type	Name	Description
Reading	Week 5 Secondary Readings	Autumn, D.M., et al. (2015). Inclusive Classrooms for LGBTQ Students: Using linked texts to challenge the hegemonic single story. JAAL, 59(1) 95-105.

Week 6: Group Sharing of Lesson Plan ideas, Student Voice

- Candidates can teach Use of appropriate style, point of view.
- Candidates can teach Communication for different purposes and audiences.
- Candidates understand How can we best evoke, initiate and encourage students' voices?
- - Lesson plan group share

Learning Activities

Type	Name	Description
Assignment	Week 6 Activity 2	Students must identify a key idea from each article and reflect on how they believe it could influence their practice and be prepared to share with class.
Reading	Week 6 Required reading	1. Young, S. (2018) From situated privilege to disabilities; Developing critical literacies across social classes. JAAL, 61(5), 501-509. 2. Warrington, A. (2018) Finding value in the process: Student empowerment through self-assessment. English Journal, 107(3), 32-38.
Reading	Week 6 Secondary Readings	Flores, T. (2018) Breaking silence and amplifying voices: Youth writing and performing their worlds. JAAL, 61(6), 653-661.

Week 7: Interrogating Literacy/Literature

- Candidates Examine dialects, genres and discourses: developing students' awareness of the 'Cultural I/Eye.
- Candidates can encourage student literacy through cultural analysis and collaborative learning

Learning Activities

Type	Name	Description
Writing	Week 7 Exit ticket	Two things I've learned and one question I have.

Learning Activities

Type	Name	Description
Research	Week 7 Learning Resource	Students will be given time to develop ideas for collaborative learning resource.
Writing	Week 7 Post	Post response to one or more readings before class on how entrenched discourses (i.e. accepted ways of speaking and knowing) can dis-empower some students and how we can challenge these discourses.
Reading	Week 7 Required Readings	Tuck, E. (2016). Introduction to native feminist texts. English Journal, 100(1), 16-22. Lee, A. (2017) Deepening sociopolitical consciousness in culturally relevant pedagogy. Talking Points, 29(1), 20-26
Reading	Week 7 Secondary Readings	Hayik, R. (2016) What does the story say about females? Challenging gender based texts in the English classroom. JAAL, 59(4), 409-19. Sinclair, M. (2019). Decolonizing ELA: Confronting privilege and oppression in textual spaces, 107(6) 89-94. Storm, S. (2018). Striving toward woke English teaching and learning. English Journal, 107(6), 95-101.

Week 8: Indigeneity, Ecology

- Candidates Confront settler-colonial legacies and representations in literature and media.
- Candidates Examine ecological and more-than-human, including multispecies concerns through literature.
- Indigenous/Ecological

Learning Activities

Type	Name	Description
Assignment	Week 8 Activity 1	Students will work in groups to generate ideas on promoting decolonization, ecological and more-than-human issues in literary education.
Assignment	Week 8 Activity 2	Students will work with group to develop learning resource.

Learning Activities

Type	Name	Description
Reading	Week 8 Required reading	1. https://www.thestar.com/politics/political-opinion/2019/09/04/why-dont-all-high-schools-teach-indigenous-literature.html
		2. Tuck, E, et al. "Land education" Indigenous, post colonial and decolonizing perspective on place and environmental research. 20(1), 1-23.
		3. Bruce, H. (2011). Green(ing) English: Voices Howling in the Wilderness? English Journal, 100(3), 12-26.
Reading	Week 8 Secondary Readings	Lindgren, N. (2018) A posthuman approach to human animal relationships: Advocating critical pluralism. Journal of environmental education, online.
		Mumford, C. (2016) Le(e/a)ks1: Being Anishinaaekse2 on the land is political. JAAL, 106(1), 31-37; Sjogren, H, et al, (2015) Human-animal relations beyond the zoo: the quest for more inclusive sustainability education. Pedagogy, Culture and Society, 23(4).

Week 9: Resource Presentations/Practicum Preparation

- - teaching/learning Resource Presentations.
- Candidates share and examine Preparation for Practicum: Classroom Management, document Review

Learning Activities

Type	Name	Description
Reading	Week 9 Required Reading	Shaw A. Teaching Strategies Straight From the Heart (2012)

Week 10: Multimodal, Differentiation implementation

- Candidates examine Writing from the 'inside out.'
- Candidates are introduced to Multi-modal approaches for 21st Century learners.
- Candidates examine Engaging gifted, resistant, exceptional or struggling readers.
- Candidates understand the theory and implementation strategies for Universal Design for Learning
- Candidates examine IEPs, Differentiation, Tech in the classroom

- Candidates are introduced to the Unit Design Assignment

Learning Activities		
Type	Name	Description
Research	Week 10 Activity	Students will work together to discuss the integration of IEPs in mulitmodal unit plan
Assignment	Week 10 Activity 1 Multi-Modal Unit Plan	Multi-media unit presentation assignments introduced. Students will collaborate to develop a unit plan for a novel, full-length play, media or set of poetry. The unit plan must incorporate multiple types of media and technology to reflect a variety of the learning methods utilized in today's classroom. Walters S., 2015. Towards a critical ASD pedagogy of insight: teaching, researching and valuing three social literacies of neurodiverse students
Reading	Week 10 Required Reading	Whitney E. 2019. Re-envisioning pedagogy and learning disabilities through a black girl's literacies framework Ragland, J. et al. (2017). Literature circles for adolescent developmental readers. English Journal, 106(6), 35-40.
Reading	Week 10 Secondary Readings	Cercone, J. (2017). Standing at the crossroads: Content creation in the 21st Century English classroom. English Journal, 100(3), 25-31. Sampson et al, 2016. Rethinking the writing process: what best selling and award winning writers have to say Kinglsey, T., et al. (2015). Gamification: Questioning to integrate content knowledge, literacy and 21st Century learning. JAAL, 59(1), 51-61.

Week 11: Diverse Learners

- Candidates are introduced to language perspectives (English language learners/socio-economic barriers).
- Candidates are introduced to Communicating with parents and integrating their knowledge/perspectives.
- Candidates examine and explain Diversifying the educational frame to accommodate a range of socio-economic and cultural backgrounds.

Learning Activities		
Type	Name	Description
Assignment	Week 11 Activity 1	Reflect on how the perspectives raised in the Compton-Lily, Flint and Vasudevan articles will guide and/or influence your practice in the classroom and the community.

Learning Activities

Type	Name	Description
Reading	Week 11 Required Readings	Compton-Lilly, C. & Delbridge, A. (2019). What can parents tell us about poverty and literacy learning? Listening to parents over time. JAAL, 62(5), 531-539.
		Howell, E. (2018). Expanding argument instruction: incorporating multiimodal and digital tools. JAAL, 61(5) 533-42.
		Seok, S,& DaCosta, B.(2014). Oral reading fluency as a predictor of silent reading fluency at secondary and postsecondary levels. JAAL, 58(2), 157-166.
Reading	Week 11 Secondary Reading	1. Developing a Social Justice Unit in High School English Language Arts Edutopia
		2. 2017 Building Background Knowledge Through Reading: Rethinking Text Sets
		3. Hurdling Over Language Barriers: Building Relationships With Adolescent Newcomers Through Literacy Advancement
		4. Cosmopolitan Literacies of Belonging in an After-school Program With Court-Involved Youths

Week 12: Critical Media Literacy & Popular culture

- Candidates examine Literature and popular culture.
- Candidates Analyse themes in songs, advertisements, social and internet media, films and television.
- Candidates develop Critical media literacy
- Candidates can interpret and explain the media "ecosystem" and its influence on student learning in the English classroom.

Learning Activities

Type	Name	Description
Assignment	Week 12 Activity 1	Come prepared with specific points to generate class discussion fro readings.

Learning Activities

Type	Name	Description
		Pedagogy of the depressed: an examination of critical pedagogy in higher ed's diversity centered classrooms post-trump
Reading	Week 12 Required Readings	Rodriguez, Nathian Shae. Kist, W, et al. (2015). Social media and the kids today: A counter-narrative from a U.S. high school, English Journal, 104(3), 41-46. Polese, H.(2018). Nevertheless MemesPersisted: Building critical memetic literacy in the classroom. JAAL, 62(3), 259-270.
		Janks, H. (2018). Texts, identities and ethics: critical literacy in a post-truth world. JAAL, 62(1), 95-99.
Reading	Week 12 Secondary Reading	2018 From Keats to Kanye: Romantic Poetry and Popular Culture in the Secondary English Classroom Megan E. Bowmer ; Jen Scott Curwood 2017. English journal Springsteen, Spoken Word, and Social Justice: Engaging Students in Activism through Songs and Poetry Burr, Jaclyn Christine

Week 13: Challenging Perspectives

- Candidates develop A fresh look at the canon and new interpretations.
- Candidates examine Challenging the canon.
- Candidates examine Alternative texts.
- Candidates Confront trauma in text and the "trigger" concern.

Learning Activities

Type	Name	Description
Writing	Week 13 Exit ticket	two key takeaways from the readings and one pressing question from the readings. Readings: Mills, A; Noon & Moo 1. Ivey, G., Engaging disturbing books
Reading	Week 13 Required Reading	2. From New York City to the World: Examining Critical Global Literacies in an English Language Arts Classroom https://www.tandfonline.com/doi/full/10.1080/02568543.2021.1880992 3. The How and Why of Trauma-Informed Teaching Edutopia 4. 6 Essential Strategies for Teaching ELLs Edutopia

Learning Activities

Type	Name	Description
Reading	Week 13 Secondary Readings	2013, Abate. Reading Capital: Graphic Novels, typography and literacy.
		2018 Yoon, B. et al. Critical global legacies: A new global classrooms instructional framework in the global era. JAAL, 62(2), 205-14.
		Renner Del Noro, J. Embracing the other in gothic texts: cultivating understanding in the reading classroom. JAAL. 61(4).391-99.
		Staffer, S. (2016). One high school teacher on his way to a flipped classroom. English Journal, 59(5), 563-572.

Week 14: Shakespeare, Theatre & Drama

- Candidates explore Experiencing theatre in the English classroom.
- Candidates regard Bringing drama to life - provoking imagination and Engagement through dramatic performance and interpretation.
- Candidates apply teaching Shakespeare in Diverse classrooms: differentiating: content, process, product.
- Candidates explore Integrating technology and New media.

Learning Activities

Type	Name	Description
Assignment	Week 14 Activity 1	Workshop—analysis, group discussion on comedy vs. drama as the best teaching tool and is Shakespeare still relevant in contemporary classrooms?
		2015. Buckley-Maradas, Black. Putting research on stage. Playwriting in the English classroom
Reading	Week 14 Required Reading	O'Donnell-Allen, C. & Smagorinsky, P. (1999). Revising Ophelia: Rethinking questions of gender and power in school. English Journal, 88(3), 35-43.
		Shoemaker, B.(2013).To Read or Not to Read: Five Approaches to Teaching Shakespeare, English Journal,102 (4).

Learning Activities

Type	Name	Description
		2015, Lange. Connecting students with Shakespeare poetry: digital creations of close readings
Reading	Week 14 Secondary Readings	2018, Steelman. Whose ghost is it anyway? Teaching Shakespeare using primary texts. Teaching Shakespeare using primary documents.
		Ressler, P. (2005) Challenging normative sexual and gendered identity beliefs through Romeo and Juliet. English Journal, 88(3), 35-43.

Week 15: Poetry

- Candidates confront student (and teacher) resistance to poetry.
- Candidates explore using Media and technology to enhance student engagement.
- Candidates learn to encourage student voice in Poetry

Learning Activities

Type	Name	Description
Assignment	Week 15 Collaborative Work	Time allotted to work on Multi-modal Unit plan within groups
Reading	Week 15 Required Readings	<p>1. "Talking Walls" Presenting a case for social justice poetry in literacy education. https://ila-onlinelibrary-wiley-com.proxy1.lib.uwo.ca/doi/pdfdirect/10.1598/RT.63.6.3</p> <p>2. Apol, L. & Macaluso, K. Using the author-out workshop to counterstudents' assumptions and anxieties about reading and writing poetry. English Journal, 105(6), 31-36..</p> <p>3. Kelly, L. (2013). Hip Hop Literature: The Politics, Poetics and Power of Hip Hop in the English Classroom. English Journalm 102(5), 51-56.</p>
Reading	Week 15 Secondary Reading	<p>1. 2015. Xerri D. Galvanizing Empathy through poetry</p> <p>2. Hannaford, T. (2015) Behind the curtain: A teacher's quest to better understand , write and model poetry. ENglish Journal, 105(6), 37-42.</p>

Week 16: Politics in Assessment and Professionalization

- - Candidates can explain Authentic assessment
- Candidates are introduced to Report Cards
- Candidates Examine tensions in the assessment discussion/debate.
- Candidates develop professionalization strategies
- Candidates are explore building community in the Classroom, School and beyond.
- Candidates understand Duty to Report

Learning Activities

Type	Name	Description
Assignment	Week 16 Activity 1	Students will work in small groups or pairs to develop multimedia unit plan.
		Brass, J. (2014). English literacy and neoliberal policies: Mapping a contested moment in the United States. <i>English Teaching: Practice and Critique</i> . 13(1), 112-133.
Reading	Week 16 Required Readings	Schunn, C. et al. (2016) The reliability and validity of peer review of writing in high school AP English classes. <i>English Journal</i> ; 60(1), 13-23.
		Smith-Kinda, D. (2017) Intentional and Targeted Teaching: a framework for teacher growth and leadership. <i>English Journal</i> , 106(5), 77-79
Reading	Week 16 Secondary Reading	Butti, L. (2016). Professional relationships: Collaboration is key. <i>English Journal</i> , 105(3), 12-15.

Week 17: Intermediate Perspectives/Student Directed Reading/Multimedia Group Work

- Candidates examine the intermediate ELA classroom approach - similarities and differences.
- Candidates are able to engage critical thinking and analysis from ELA learners regarding global issues and how they links to their communities
- Candidates are better prepared to approach difficult and/or challenging discussions within the English classroom that encourage and include ELA learners
- Candidates are comfortable approaching Social Justice issues within a variety of contexts when they relate to the Intermediate/Senior English classroom

Learning Activities

Type	Name	Description
Assignment	Week 17 Activity 1	Students will continue to work in small groups or pairs to develop multimedia unit plan.
Reading	Week 17 Required Reading	<p>1. Verducci, T. (2020) Love, Loss, and Baseball https://www.si.com/mlb/2020/06/22/boston-babe-ruth-1918-spanish-flu</p> <p>2. Re-conceptualising Teacher Leadership Through Curriculum Inquiry in Pursuit of Social Justice: Case Study from the Canadian Context, https://link.springer.com/chapter/10.1007/978-94-007-6555-9_26</p>

Week 18: Multimedia Group/Pair Unit Presentations/Preparing for Practice

- - presentations
- Candidates explore Interview Preparation
- Candidates Review our emerging philosophy of English Language Arts.

Assessment Activities

Type	Name	Description
Summative Assessment	Due Wk 06: Short Story Lesson Plan	Candidates will develop a short story lesson plan based on a sample short story (provided). You will present your idea first to a small group on October 18 and take your colleagues' feedback into consideration before making final submission on October 20. Based on the Success Criteria to be finalized in consultation with class members, this assignment is Pass/Fail, with the pass mark being 76% or higher.
Summative Assessment	Due Wk 08: Reflective Journal 1	<p>First Reflective Journal due Nov 3</p> <p>As part of their ongoing professional and scholarly commitment to reading and reflecting on pertinent and recent educational research, teacher candidates will reflect in depth on one article each week through the reflective journal process.</p>
Summative Assessment	Due Wk 09: Learning Resource	In small groups, candidates will develop a teaching/learning resource designed to facilitate deeper engagement, diverse and/or differentiated learning opportunities and leaning extensions for a particular English text. The project will include an assessment plan (including rubric) and be presented to the class. Based on the Success Criteria to be finalized in consultation with class members, this assignment is Pass/Fail, with the pass mark being 76% or higher.
Summative Assessment	Due Wk 17: Reflective Journal 2	Students will submit final Part two of their Reflective Journal

Assessment Activities

Type	Name	Description
Summative Assessment	Due Wk 18: Multi-Media Unit Design & Presentation	Candidates will collaborate with a partner (or group of three) to present a curriculum plan addressing a unit of study following the Ontario Curriculum guidelines, Grades 7-12. Based on the Success Criteria to be finalized in consultation with class members, this assignment is Pass/Fail, with the pass mark being 76% or higher. Candidates may choose to design a unit to teach one of the following: - Long form fiction (novel, full length play) or Long form non-fiction (autobiography/memoir) - Set of poetry - Media
Summative Assessment	Ongoing: Class Participation	Candidates must be prepared to discuss the readings and/or post comments in the online forum (OWL). Class preparedness and close engagement with readings and topics are required. Based on the Success Criteria to be finalized in consultation with class members, this assignment is Pass/Fail, with the pass mark being 76% or higher.

This course meets the following Course Outcomes:

1. Overview: Teaching Intermediate/Senior English
2. Purpose, Philosophy vs. Practice: Teacher Candidates will examine and engage with theory, policy and practice related to the teaching of English/Language Arts 7 - 12
3. Assessment, Strategy, Implementation: Candidates will explore various methods of assessment and their practical application in the classroom
4. Lesson Design, Backward Design, Unit Design, Multimodal lesson design, Differentiation and other strategies: Considerable in-class focus will be placed on practical aspects of classroom instructional planning and practice, including lesson and unit design, selection of resources, digital and multimodal literacies
5. Diversity, Inclusion, Equity and Decolonization: Recognizing and planning for diverse classrooms and pedagogies to support physically, culturally and linguistically diverse students
6. Professional Community and Student Voice: The development of professional practice and the strategies to amplify student voice

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

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