

EDUC 5210

Curriculum & Pedagogy in Intermediate/Senior Family Studies

Instructor:

Michelyn Gallant

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Office Hours: by appointment

Schedule:

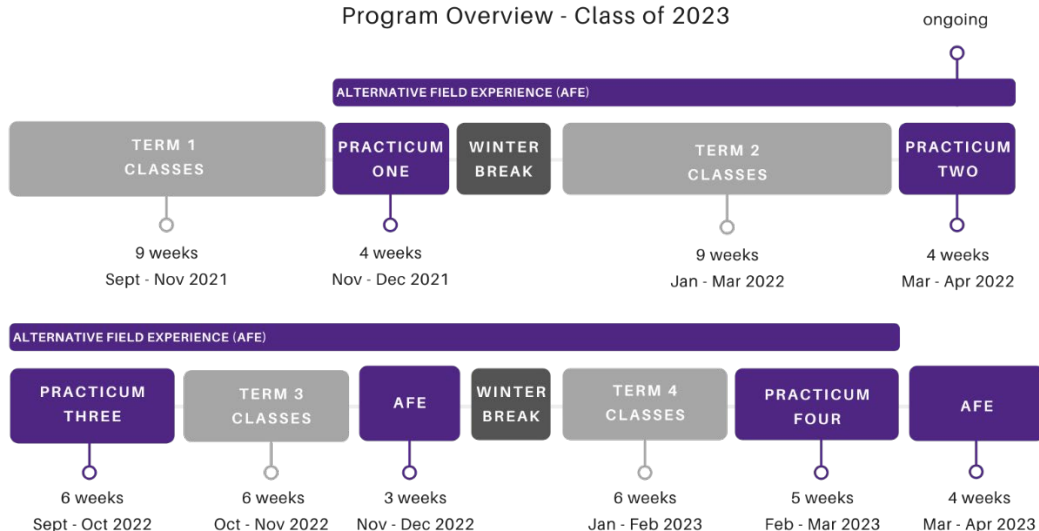
Section 001: Mondays 2:30PM-4:30PM and Wednesdays 2:30-4:30PM
Room: 2035

Program Context:

This is a **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 Family Studies (EDUC 5210)

A focus on the theoretical premises of planning and implementing suitable curricula in the various areas of Family Studies, and on instructional strategies, learning activities, and curriculum development. Attention to resources, assessment and evaluation procedures, and current issues in Family Studies. Four hours per week, full year, 1.0 credit.

This course is designed for teacher candidates with the approved academic background in this area of study, who intend to teach Family Studies in the intermediate and senior grades. It is directed towards preparing teacher candidates for the practicum experience, becoming a beginning teacher, and assisting in acquiring the attitudes and skills that will encourage one to become a reflective teacher, continually striving to improve practice throughout their career. In addition, candidates should be supportive of the basic philosophical premise of the Family Studies (Home Economics) profession and should be willing to gain a comprehensive knowledge of all areas encompassed by the field (food and nutrition, human development and relationships, resource management, fashion, and housing) as these are reflected in the Ontario Social Sciences and Humanities curriculum.

The content of this course will be based on educational theory and research as well as experiences of the instructor, students, teachers, and other professionals in the field. A pragmatic-experiential approach will be used throughout the course so that candidates can adapt materials and activities to meet the needs, interests, and abilities of students in intermediate and secondary programs. In addition, a wide variety of instructional practices focusing on inquiry, problem-based and experiential learnings, differentiated instruction, literacy and numeracy, sustainability including environmental and global considerations, Indigenous perspectives, and assessment and evaluation as outlined in Growing Success, will be emphasized as a means of capitalizing on the diverse situations, themes and topics found in Family Studies courses. These opportunities will clearly reflect the growing consideration for 21st Century Learning and employing 21st Century Competencies: Critical Thinking and Problem Solving, Innovation, Creativity, and Entrepreneurship, Learning to Learn, Collaboration, Communication and Global Citizenship.

Since this is primarily a methodology course, the focus will be on the principles of procedures and their application in planning and developing materials for classroom use. The course is designed to incorporate extensive teaching/learning strategies with Family Studies curriculum expectations. In addition, attention will be given to:

- relating methodological information to academic subject matter;
- taking responsibility for personal professional growth and development;
- articulating a personal philosophy of teaching Family Studies.

How each student communicates this will be unique and personal. Therefore, assignments will be judged on the merits of completeness, clarity, succinctness and uniqueness in addition to insight, creativity, and syntheses of the work covered in class. As well, evidence of outside reading and inquiry is considered an integral part of each assignment under study. Correct APA referencing will be expected in keeping with the Ontario Social Sciences and Humanities curriculum expectations (2013).

Number of Credits : 1

Number of Weeks: 18

Week 1: Welcome, Course Introduction, Creating a Learning Community, Family Studies: Past and Present

- Introductions/Community Circle – Creating a Safe Learning Environment
- Course Outline, Plans, and Expectations for the year
- What is Family Studies? What is Family Studies Curriculum?
- Understanding the roots of Home Economics and Family Studies Education in Ontario, Canada and the World
- Include opportunities for students to analyze current curriculum materials in use from a gender-sensitive perspective

Learning Activities

Type	Name	Description
Reading	Week 1 Materials & Readings	Social Sciences Curriculum: read/ explore the table of contents, Preface, Introduction, and The Program in Social Sciences and Humanities (p. 4-22).
		Pereira, Angela (2008). Home Economics for a New Generation. https://www.universityaffairs.ca/features/feature-article/home-economics-for-a-new-generation/#comment-2957
		Tong, J. (2015). The Authentic Teacher: Pedagogical Awareness vs Content Awareness. Proceedings of the Canadian Symposium XIII. Pages 158 – 163. https://www.ca-symposium.com/proceedings (download 2015 13th Canadian Symposium February 27-28, 2015 Winnipeg, Manitoba)
		Ontario Family Studies Home Economics Educators Association: https://ofsheea.education/ Ontario Home Economics Association: www.ohea.on.ca
Lecture	Week 1 Review Lessons	Lesson 1: A History of Family Studies Lesson 2: The Ontario Curriculum Lesson 3: Organizations that support Family Studies Education

Week 2: Adolescent Development - Getting to know your students, the importance of relationships and creating a caring and safe classroom

- Gain an understanding of the application of theories of adolescent growth and development to support student learning within the family studies classroom
- Identify issues specific to the teaching Family Studies, and examine how to create a classroom where students feel safe and comfortable.
- Build trauma awareness and understanding by attending to the interpersonal and structural violence that can impact healthy development and learning
- Provide emotionally, physically and culturally safe, competent and highquality learning spaces and activities for students, teachers and important others

Learning Activities

Type	Name	Description
Reading	Week 2 Materials & Readings	Stepping Stones: A Resource on Youth Development, Ministry of Children and Youth Services http://www.edu.gov.on.ca/eng/document/brochure/SteppingStonesPamphlet.pdf
		Sarah-Jane Blakemore. The Mysterious Workings of the Adolescent Brain. https://www.ted.com/talks/sarah_jayne_blakemore_the_mysterious_workings_of_the_adolescent_brain?language=en
		OCT Know your Boundaries: https://www.youtube.com/watch?v=ScGrK2L0rh8
		Liz Kleinrock. How to Teach Kids About Taboo Topics. https://youtu.be/G9-urSR19SI
Lecture	Week 2 Review Lessons	Southern Poverty Law Center. (2019) Let's Talk Facilitating Critical Conversations With Students. https://www.learningforjustice.org/magazine/publications/lets-talk
		Lesson 1: Adolescent Development Lesson 2: Creating a caring and inclusive classroom

Week 3: Unpacking the Family Studies Curriculum - Curriculum Design

- Unpacking the Family Studies Curriculum (Social Sciences and Humanities) to prepare for lesson, unit and semester planning
- Curriculum Design for Family Studies courses
- Apply the Understanding by Design framework in the planning, delivering and assessment of family studies curriculum

Learning Activities		
Type	Name	Description
Reading	Week 3 Materials & Readings	McTighe, J., & Wiggins, G. Understanding by Design Framework. http://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf
		Grant Wiggins - Understanding by Design (1 of 2). https://youtu.be/4isSHf3SBuQ
Lecture	Week 3 Review Lessons	Student Success: Differentiated Instruction Educators Guide, 2010. EduGains (posted in Week 3- OWL) http://www.edugains.ca/newsite/di/index.html
		Lesson 1: Designing effective instruction Lesson 2: What do I want students to know? Lesson 3: Determining Acceptable Evidence Lesson 4: Planning Learning Experiences and Instruction

Week 4: Supporting Student Achievement Through Assessment and Evaluation

- Review the way in which secondary schools are set up to support student achievement (graduation requirements, course pathways/destinations, specialized programs).
- Gain an understanding of assessment, evaluation and reporting practices in Ontario schools through the examination of the Growing Success document.
- Differentiating between assessment and evaluation
- Expand your understanding of As, For and Of learning and their role in supporting student learning and achievement.

Learning Activities		
Type	Name	Description
Reading	Week 4 Materials & Readings	Ministry of Education: Assessment and Evaluation: https://www.dcp.edu.gov.on.ca/en/assessment-evaluation
		Ministry of Education: Growing Success: http://www.edu.gov.on.ca/eng/policyfunding/success.html (download the Growing Success document and review Chapters 1-4)
Lecture	Week 4 Review Lessons	Lesson 1: Secondary Schools in Ontario Lesson 2: Assessment, Evaluation and Reporting

Week 5: Teaching Human Development and Healthy Relationships

- Begin to explore courses related to human development and family relationships and identify common themes/topics taught within these courses.
- Reflect on your role as an educator supporting the mental health of students.
- Considerations for teaching topics based on sexuality, identity and relationships.
- Analyse current curriculum materials and resources from a gender-sensitive perspective

Learning Activities		
Type	Name	Description
Interactive Lecture	Week 5 Guest Speaker	Teaching Human Development and Relationships within the Family Studies curriculum
Reading	Week 5 Materials and Readings	Anttila, S., Leskinen, J., Posti-Ahokas, H. & Janhonen-Abruquah, H. (2015). Performing gender and agency in Home Economics textbook images. In K. Hahl, P-M Niemi, R. Johnson Longfor (Eds.). Diversities and Interculturality in Textbooks: Finland as an Example Cambridge Scholars, pp. 61–84.

Learning Activities

Type	Name	Description
Lecture	Week 5 Review Lessons	Lesson 1: An Introduction to teaching Human Development and Healthy Relationships Lesson 2: Examining the family studies curriculum from a gender sensitive and inclusive perspective.

Week 6: Experiential Learning in the Family Studies Classroom

- Demonstrate an understanding of how to plan, deliver and assess experiential learning activities in the family studies classroom
- Examine the ways in which a teacher ensures a safe environment during lab experiences.

Learning Activities

Type	Name	Description
Assignment	Due Week 6: Curriculum Map	Applying the design down process to develop an overview of one family studies course. Specifics for the assignment are posted in the Assignment area of our course site in OWL
Reading	Week 6 Materials & Readings	OFS3HLC. Safety Considerations in the Family Studies classroom https://ofsheea.education/ofs3hlc-resources/ Farm to Cafeteria Canada. Benefits of Farm to School. http://www.farmtocafeteriacanada.ca/2018/10/benefits-of-farm-to-school/ Smith, Bettye P., and Shana H. Katz. 2006. Problem-based learning in foods and nutrition classes. <i>Journal of Family and Consumer Sciences</i> 98, (4) (11): 36-37, https://www-lib-uwo-ca.proxy1.lib.uwo.ca/cgi-bin/ezpauthn.cgi?url=http://search.proquest.com.proxy1.lib.uwo.ca/docview/218155146?accountid=15115
Lecture	Week 6 Review Lessons	Lesson 1: An Introduction to Experiential Learning in the FS classroom. Lesson 2: Safety in the Family Studies Lab

Week 7: Teaching Food and Nutrition Courses and Labs

- Introduction and participation in Food Labs
- Safety in the Food and Nutrition Classroom.
- Assessment and Evaluation of Food Labs
- Integrating Food and Nutrition into other Family Studies classes

Learning Activities

Type	Name	Description
Interactive Lecture	Week 7 Guest Speaker	Teaching Food and Nutrition Courses and Labs
Lecture	Week 7 Review Lessons	Lesson 1: Food Lab Skills Lesson 2: Assessment and Evaluation in the Food Lab

Week 8: Teaching Fashion and Textiles Courses and Labs

- Introduction and participation in Fashion Labs
- Safety in Fashion and Textiles Labs
- Gender perspectives to consider when teaching Fashion

Learning Activities		
Type	Name	Description
Interactive Lecture	Week 8 Guest Speaker	Teaching in the Fashion Lab
Lecture	Week 8 Review Lessons	Lesson 1: Fashion Lab Skills Lesson 2: Assessment and Evaluation in the Fashion Lab Lesson 3: Gender perspectives in the Fashion Classroom/Lab

Week 9: Creating Authentic Assessments // Preparing for Practicum

- Develop learning goals and success criteria for use in assessment by teachers and students
- Understand the importance of creating rich performance tasks in the family studies classroom
- Create assessment tools that support student learning
- Developing effective rubrics

Learning Activities		
Type	Name	Description
Assignment	Term 1 Self-Evaluation Participation/Class Mark	Complete the self-evaluation provided on your participation and effort from Term 1.
Interactive Lecture	Week 9 Guest Speaker	FS teachers from around the province – preparing for your first placement
Reading	Week 9 Materials & Readings	7 Ways to Do Formative Assessment in your Virtual Classroom. https://www.edutopia.org/article/7-ways-do-formative-assessments-your-virtual-classroom 8 Quick Checks for Understanding. https://www.edutopia.org/article/8-quick-checks-understanding Know Your Terms: Holistic, Analytic and Single-Point Rubrics: https://www.cultofpedagogy.com/holistic-analytic-single-point-rubrics/
Lecture	Week 9 Review Lessons	Lesson 1: Creating Learning Goals and Success Criteria Lesson 2: Creating Authentic Assessments Lesson 3: Designing Assessment Tools

Week 10: Welcome Back: Practicum Debrief and Global Education

- Demonstrate an understanding of the ways in which global education can be integrated throughout the family studies curriculum
- Gain an understanding of the unique opportunities and challenges teachers face in learning to educate for global citizenship
- Examine and review global education resources available to family studies teachers

Learning Activities		
Type	Name	Description
Reading	Week 10 Materials & Readings	Journal of Global Citizenship and Equity Education: https://journals.sfu.ca/jgcee/index.php/jgcee/article/viewFile/121/154
Lecture	Week 10 Review Lessons	Lesson 1: Reflecting on Placement Lesson 2: What is Global Education?

Week 11: Learning for All - Creating an Inclusive Classroom; English Language Learners

- Critically explore and integrate inclusive practices to support the needs of all learners in the family studies classroom

- Gain an understanding of the unique needs of English Language Learners and how to best support their learning in the family studies classroom
- Provide space to explore how racism or racial bias has informed the subject area
- Reflect anti-racist and anti-oppression strategies

Learning Activities

Type	Name	Description
Assignment	Due Week 11: Lesson Plan	Creation of a lesson plan for one family studies course. Specifics for the assignment are posted in the Assignment area of our course site in OWL.
		Many Roots, Many Voices: http://www.edu.gov.on.ca/eng/document/manyroots/manyroots.pdf
Reading	Week 11 Materials & Readings	OFSHEEA. Family Studies ESL Resources https://ofsheea.education/family-studies-esl-resources/
		STEP - Steps to English Proficiency: http://www.edugains.ca/resourcesELL/Assessment/STEP/STEPUserGuide_November2015.pdf Planning for English Language Learners - https://www.dcp.edu.gov.on.ca/en/program-planning/considerations-for-program-planning/planning-for-english-language-learners
		Edugains ELL: http://www.edugains.ca/newsite/ell/
Lecture	Week 11 Review Lessons	Lesson 1: Learning for all Lesson 2: English Language Learners

Week 12: Indigenizing Family Studies // Environmental Education in FS

- Demonstrate respect for Indigenous perspectives that students bring into the learning environment, for Indigenous thought and scholarship in academic discourses, and for Indigenous ways of knowing as valid in the academy
- Introduce ways in which Family Studies Educators can Indigenize the curriculum
- Examine the ways in which you can incorporate environmental education into the Family Studies Curricula

Learning Activities

Type	Name	Description
Reading	Week 12 Materials & Readings	Indigenous Education Strategy, Ontario Ministry of Education http://www.edu.gov.on.ca/eng/aboriginal/supporting.html
		Smith, Mary Gale. More than Bannock and Button Blankets: An Invitation to Dialogue about Decolonizing Home Economics Education https://www.ca-symposium.com/proceedings_2019 15th Canadian Symposium February 22-24, 2019 UBC, Vancouver, BC Canada Page 131 – 138
		O'Shea, D. How Indigeneity can inform a 21st century home economics classroom where food and nutrition (food studies) is the focus. Proceedings of the Canadian Symposium XIII: Issues and Directions in Home Economics / Family Studies / Human Ecology Education, Winnipeg, MB, February 27-28 and March 1, 2015. (pages 70-85) https://www.ca-symposium.com/proceedings
		Innovation Earth: Make 'Home Ecologies' the New Home Ec https://www.huffpost.com/entry/innovation-earth-home-ecologies_b_4463702
Lecture	Week 12 Review Lessons	Stall-Meadows, C. (2010). Weaving sustainability into family and consumer sciences education. Journal of Family & Consumer Sciences Education, 28(1). http://www.natefacs.org/Pages/v28no1/v28no1Stall-Meadows.pdf
		Lesson 1 - Indigenizing Family Studies Education Lesson 2 – Environmental Education

Week 13: Technology in Family Studies // Research and Inquiry Skills

- Consider the ways in which technology is best used in the classroom to support all learners (i.e. SAMR model).
- Examine the importance of digital citizenship and how to address in the family studies classroom
- Explore family studies specific technology.
- Develop an understanding of what social science research skills are and their importance within the family studies curriculum
- Apply social science research concepts to the Family Studies curriculum

Learning Activities

Type	Name	Description
Reading	Week 13 Materials & Readings	Designing Technology Enhanced Learning: https://www.edcan.ca/articles/designing-technology-enhanced-learning/#footnote-299-2
		Four Ways to Engage Digital Learners: https://creativeeducator.tech4learning.com/2013/articles/4-Ways-to-Digital-Learners?utm_campaign=ce_0321_design2engage&utm_source=email&utm_medium=IN687785&utm_content=de
		How to Use Education Technology: https://newedtechclassroom.com/how-to-use-education-technology/
		Common Sense Education: https://www.commonsense.org/education/
		MediaSmarts: https://mediasmarts.ca/digital-media-literacy
		Cult of Pedagogy: https://www.cultofpedagogy.com/category/technology/
		Cult of Pedagogy: Why You Should Bring Podcasts Into Your Classroom? https://www.cultofpedagogy.com/in-the-classroom/
Lecture	Week 13 Review Lessons	Lesson 1: Technology in the Family Studies Classroom Lesson 2: Digital Citizenship Lesson 3: Social Science Research Skills in the FS Classroom Lesson 4: Resources

Week 14: Financial Literacy // Teaching Consumer Education and Resource Management Life Skills

- Gain an understanding of the role of financial literacy in the family studies program.
- Examine resources available to support financial literacy instruction in the family studies program.
- Common themes in teaching consumer education and resource management: decision making, money management and being a wise consumer

Learning Activities

Type	Name	Description
Reading	Week 14 Materials & Readings	Investor Education Fund - Get Smarter About Money http://www.getsmarteraboutmoney.ca/en/Pages/default.aspx
		Financial Consumer Agency of Canada - Education Programs https://www.canada.ca/en/financial-consumer-agency/programs/financial-literacy.html
Lecture	Week 14 Review Lessons	Lesson 1: Financial Literacy Lesson 2: A Unique Perspective Lesson 3: Financial Literacy Resources

Week 15: Project and Problem-based Learning

- Explore ways in which students can engage in real-life problem based learning in the FS classroom
- Demonstrate an understanding of project-based learning and how it can be used in a family studies classroom.
- Consider the importance of assessment during problem/project based learning and the challenges it may present.

Learning Activities

Type	Name	Description
Reading	Week 15 Materials & Readings	Literacy Gains (Winter 2013). Adolescent Literacy, Engaging Research and Teaching: Make room for Students to Pose and Pursue Questions.
		Hay, C. (2013) Bringing the Maker/DIY Culture into the Home Economics Classroom. Pages 18–25. Proceedings of the Canadian Symposium XIII: Issues and Directions in Home Economics / Family Studies / Human Ecology Education, Richmond BC. February 22-24, 2013. https://www.ca-symposium.com/proceedings
Lecture	Week 15 Review Lessons	Kokozka, J. (2015). Reforming the Teaching of Textiles. Pages 48 – 59. Proceedings of the Canadian Symposium XIII: Issues and Directions in Home Economics / Family Studies / Human Ecology Education, Winnipeg, MB, February 27-28 and March 1, 2015 https://www.ca-symposium.com/proceedings
		Lesson 1: Problem-based learning Lesson 2: Project-based learning Lesson 3: Assessing Problem/ Project based learning

Week 16: Inquiry Based Learning

- Gain an understanding of what inquiry-based learning entails and how it can be used in the FS classroom?
- Consider how you can use essential questions in the creation of courses.
- Examine frameworks to help students to create and respond to questions in the classroom
- Examine resources that will help me in my classroom to support inquiry-based learning.

Learning Activities

Type	Name	Description
Assignment	Due Week 16: Unit Plan	Creation of a unit plan for one family studies course. Specifics for the assignment are posted in the Assignment area of our course site in OWL.
Reading	Week 16 Materials & Readings	Capacity Building Series - Asking Effective Questions: https://medium.com/synapse/helping-students-ask-better-questions-by-creating-a-culture-of-inquiry-d1c4b0324a6f
		How do you know and why is it important? https://creativeeducator.tech4learning.com/v11/articles/How_Do_You_Know_and_Why_is_it_Importar 27 Tips for Managing the Messy Middle of a Project: https://www.pblworks.org/blog/27-tips-managing-messy-middle-project
Lecture	Week 16 Review Lessons	Lesson 1: What is Inquiry-Based Learning Lesson 2: Using Questions to Guide Instruction Lesson 3: Creating Great Questions

Week 17: Literacy and Numeracy Applications in the FS

- Gain an understanding about the challenges that some students face with literacy and the supports that can be put in place to help them.
- Explore how as a teacher you can help students in your family studies class prepare for the OSSLT.
- Examine the way in which family studies curriculum can support the development of math skills and processes

- Shift from 'individualized' learning to 'personalized learning' which is outward-looking, community based and human-centered
- Acknowledge, plan for, and value learners who bring complex, rich and diverse backgrounds and experiences that influence how they learn and how they participate in and perceive their learning

Learning Activities		
Type	Name	Description
		Alert - Adolescent Literacy: on OWL
Reading	Week 17 Materials & Readings	Think Literacy: Cross Curricular Approaches: http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/library.html#subjects Kitchen Math: on OWL
		Everyone in the Kitchen: on OWL
Lecture	Week 17 Review Lessons	Lesson 1: Literacy in the FS classroom Lesson 2: Numeracy in the FS curriculum

Week 18: Making Community Connections and Reflection

- Explore opportunities to bring the community into your FS classroom.
- Examine the value of service learning and consider ways in which you can support students in their learning.
- Reflect on the learnings of this course and your personal philosophy as a Family Studies Educator

Learning Activities		
Type	Name	Description
Assignment	Term 2 Self-Evaluation Participation/Class Mark	Complete the self-evaluation provided on your participation and effort from Term 2.
Interactive Lecture	Week 18 Guest Speaker	Promoting and Supporting the FS program.
Reading	Week 18 Materials & Readings	Chanmi Hwang, Hang Liu & Carol J. Salusso (2019) Social responsibility initiative: examining the influence of a collaborative service learning project on student learning, International Journal of Fashion Design, Technology and Education, 12:3, 356-363, DOI: 10.1080/17543266.2019.1652854 https://www.tandfonline.com/doi/full/10.1080/17543266.2019.1652854 Hochberg-Miller, E. Service Learning in Schools. http://smhp.psych.ucla.edu/
Lecture	Week 18 Review Lessons	Lesson 1: Community Connections Lesson 2: Service Learning

Assessment Activities		
Type	Name	Description
Assignment	Due Wk 06: Curriculum Map	Applying the design down process to develop an overview of one family studies course. Specifics for the assignment are posted in the Assignment area of our course site in OWL.
Assignment	Due Wk 11: Lesson Plan	Creation of a lesson plan for one family studies course. Specifics for the assignment are posted in the Assignment area of our course site in OWL.
Assignment	Due Wk 16: Unit Plan	Creation of a lesson plan for one family studies course. Specifics for the assignment are posted in the Assignment area of our course site in OWL.
Assignment	Due Wk 18: Personal Teaching Philosophy	Personal reflection on your philosophy of teaching family studies. Specifics for the assignment are posted in the Assignment area of our course site in OWL.

Assessment Activities

Type	Name	Description
Assignment	Ongoing: Self-Evaluation Participation / Class Mark	Participation, online discussion responses and collaboration with your classmates, attendance, peer support, etc.

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