

## EDUC 5477 Urban Schools – Year 1

### Instructor:

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**Office Hours:** Wed 6:30-7:30 or upon request

### Schedule:

**Section 001:** Thurs 2:30PM-4:30PM,  
Room: 2054

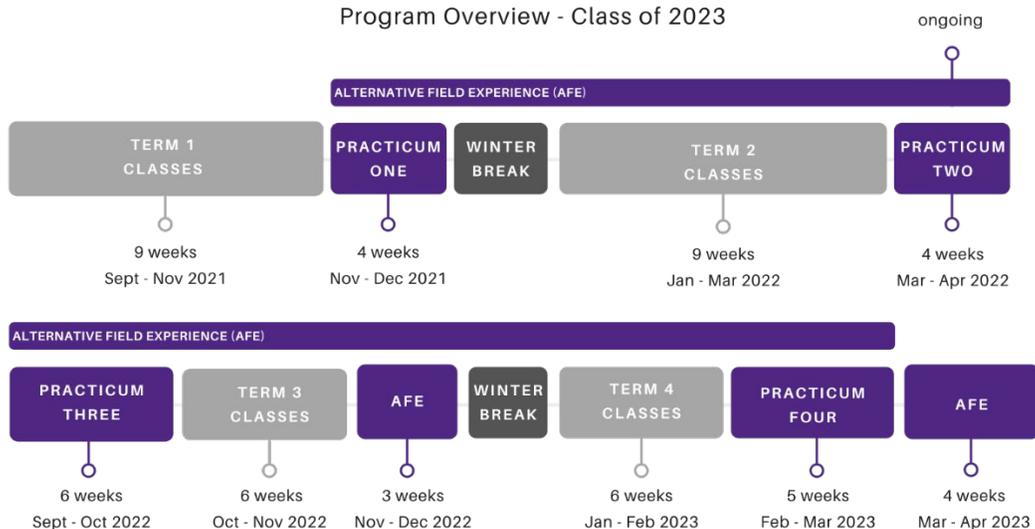
**Section 002:** Wed 4:30PM-6:30PM,  
Room: 2046

### Program Context:

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

#### BACHELOR OF EDUCATION

Program Overview - Class of 2023



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# Urban Schools 1 (EDUC 5477)

An examination of social, political, economic, and educational factors that affect student achievement and engagement in urban schools. Issues of race, ethnicity, class, poverty, gender, sexual orientation, and other background factors are explored. Teacher Candidates acquire critical frameworks to assist in addressing inequities in urban schools. 2 hours per week, full year, .5 credit

## Course Description:

This course introduces teacher candidates to teaching in urban contexts. The focus of the course is to enhance students' knowledge of urban schooling, especially in relation to dynamics of race, poverty, gender, sexuality and other forms of inequities. The discussion will focus on the diversities and complexities of teaching in urban schools and provide participants with critical frameworks to address issues of social justice and equity in the classroom.

## Required Readings:

Sensoy, O., & DiAngelo, R. (2017). *Is everyone really equal? An introduction to key concepts in social justice education* (Second edition). New York, NY & London: Teachers College Press.

All other required readings will be made available online via OWL.

Number of Credits : 0.5

Number of Weeks: 18

## Week 1: Module 1: Understanding Urban Schools

- What are Urban Schools?
- What do we mean by Urban Education?

### Learning Activities

Type	Name	Description
Discussion	Week 1 Introductions	Introduce ourselves and review the syllabus
Reading	Week 1 Materials & Readings	Milner, D.L. (2012). But what is urban in urban education? <i>Urban Education</i> , 47, 556-561.
		Camangian, P.R (2015). Teach like lives depend on it: Agitate, arouse and inspire. <i>Urban Education</i> , 50(4), 424-45.

## Week 2: Module 2: Urbanization and Schooling

- What could be done to address issues of marginalization and exclusion in inner-suburban schools and communities?

## Learning Activities

Type	Name	Description
Reading	Week 2 Materials & Readings	Dippo, D., & James, C. (2011). The urbanization of suburbia: Implications for inner-suburban schools and communities. In R. Keil, P. Wood, & D. Young (Eds.), <i>In-between infrastructure: Urban connectivity in an age of vulnerability</i> (pp. 115-29). Praxis (e)Press.
		Watson, D. (2011). "Urban, but not too urban": Unpacking teacher's desires to teach urban students. <i>Journal of Teacher Education</i> , 61(1), 23-34.
		Optional reading: Daniel, B. (2010). Reimagining the urban: A Canadian perspective. <i>Urban Education</i> , 45(6), 822-839.
Assignment	Week 2 Reading Reflections	

## Week 3: Module 3: Critical Thinking and Urban Contexts

- What does it mean to be a critical thinker?
- What is critical in critical thinking?

## Learning Activities

Type	Name	Description
Reading	Week 3 Materials & Readings	Sensoy, O., & DiAngelo, R. (2017). Chapter 1: How to engage constructively in courses that take a critical social justice approach (pp. 1-22).
		Sensoy, O., & DiAngelo, R. (2017). Chapter 2: Critical thinking and critical theory (pp. 23-34).
		Optional Reading: Kumashiro, K. (2000). Toward a theory of anti-oppressive education, <i>Review of Educational Research</i> , 70(1), 25-53.
Assignment	Week 3 Reading Reflections	

## Week 4: Module 4: Key Concepts in Social Justice for Urban Educators

- How do we define oppression and power?
- What is the significance of socialization?

## Learning Activities

Type	Name	Description
Reading	Week 4 Materials & Readings	Sensoy, O & DiAngelo, R. (2017). Chapter 3: Culture and socialization (pp. 35-59).
		Sensoy, O., & DiAngelo, R. (2017). Chapter 5: Oppression & power (pp.60-79).
Assignment	Week 4 Reading Reflections	

## Week 5: Module 5: Poverty and Urban Schools

- What are common myths about low-income students and their parents?
- How do we prepare teachers to teach students from low socio-economic backgrounds?
- What is intersectionality and why is it important for equity and social justice education?

## Learning Activities

Type	Name	Description
Reading	Week 5 Materials & Readings	Sensoy, O., & DiAngelo, R. (2017). Chapter 10: Understanding intersectionality through classism (pp. 154-184).
		Ulucchi, K., & Howard, T. (2015). Pathologizing the poor: Implications for preparing teachers to work in high poverty schools. <i>Urban Education</i> , 50(2), 170-193.
		Gorsky, P. (2008). The myth of culture of poverty. <i>Educational Leadership</i> , 65(7), 32-36.
		Optional reading: Milner, H.R. (2013). Analyzing poverty, learning and teaching through a critical race theory lens. <i>Review of Research in Education</i> , 37, 1–53.
Assignment	Week 5 Reading Reflections	

## Week 6: Module 6: Race, Racism and the Education of Minority Students

- What do we mean by the structural nature of racism?
- How do racial and cultural differences shape the education of minority students?

## Learning Activities

Type	Name	Description
Reading	Week 6 Materials & Readings	Sensoy, O., & DiAngelo, R. (2017). Chapter 8: Understanding the structural nature of oppression through racism (pp. 119-140).
		Sensoy, O., & DiAngelo, R. (2017). Chapter 9: Understanding the global organization of racism through White supremacy (pp. 141-153).
		Ladson-Billings, G. (2006). "Yes, but how do we do it?" Practising culturally relevant pedagogy. In J.Landsman & C. Lewis (Eds.), <i>White teachers/ diverse classrooms</i> (pp. 29-41). Sterling, VA: Stylus Publishers.
		Optional reading: Anderson, M. D. (2017, July 27). Why the myth of meritocracy hurts kids of color. <i>The Atlantic</i> . Retrieved from <a href="https://www.theatlantic.com/education/archive/2017/07/internalizing-the-myth-of-meritocracy/535035/">https://www.theatlantic.com/education/archive/2017/07/internalizing-the-myth-of-meritocracy/535035/</a>
Assignment	Week 6 Reading Reflections	

## Week 7: Module 7: Structures of Whiteness- Addressing White Privilege

- What is White Privilege?
- Why is it important for White educators to reflect on their White privilege?
- Why is it important to disrupt and challenge structures of Whiteness for social justice and equity? What are implications of this for teaching in urban schools?

## Learning Activities

Type	Name	Description
Reading	Week 7 Materials & Readings	<p>DiAngelo, R. (2018). Introduction &amp; Chapter 1: The challenges of talking to White people about racism. In <i>White fragility: Why its so hard for White people to talk about racism</i> (pp. 1-14). Boston, MA: Beacon Press.</p> <p>Solomon, R.P., &amp; Daniel, B.M.. (2015). Discourses on race and "White Privilege" in the next generation of teachers. In D.E. Lund &amp; P.R. Carr (Eds.), <i>Revisiting the great White North? Reframing Whiteness, privilege, and identity in education</i> (second edition) (pp. 192-204). Rotterdam &amp; Boston, MA: Sense Publishers.</p> <p>Optional readings:</p> <p>Crosley-Corcoran, G. (2016). Explaining White Privilege to a Broke White Person. Huffington Post. Available from <a href="http://www.huffingtonpost.com/gina-crosleycorcoran/explaining-white-privilege-to-a-broke-white-person_b_5269255.html">http://www.huffingtonpost.com/gina-crosleycorcoran/explaining-white-privilege-to-a-broke-white-person_b_5269255.html</a></p> <p>McIntosh, P. (1990). White privilege: Unpacking the Invisible knapsack.</p> <p>Sleeter, C. (2005). How white teachers construct race. In C. McCarthy, W. Crichlow, G. Dimiriadis, &amp; G. Dolby (Eds.), <i>Race, identity, representation in education</i> (2nd ed.) (pp. 243–256). New York: Routledge.</p> <p>Stein, R. (2011). Seeing White through rap: A classroom exercise for examining race using a hip-hop video. <i>Journal of Political Science Education</i>, 7(3), 312-328.</p> <p>Still, L.C. (2014). Constructing the color-blind classroom: Teachers' perspectives on race and schooling. <i>Race Ethnicity and Education</i>, 17(5), 688-705.</p>
		Assignment

## Week 8: Module 8: Multiculturalism and Anti-Racism Education

- What is the difference between multiculturalism and antiracist education?
- What are the experiences of minority students in education in Canada?

## Learning Activities

Type	Name	Description
Reading	Week 8 Materials & Readings	Rezai-Rashti, G. (1995). Multicultural education, anti-racist education, and critical pedagogy: Reflections on everyday practice. In R. Ng, P. Staton, & J. Scane (Eds.), <i>Anti-racism, feminism and critical approaches to education</i> (pp. 3-19). Westport, CT: Bergin & Garvey.
		Wane, N. (2004). Experiences of visible minority students and anti-racist education within the Canadian education system. <i>Journal of Thought</i> , 39(1), 25-44.
		Optional readings:
		Galczynski, M., Tsagkaraki, V., & Ghosh, R. (2012). Unpacking multiculturalism in the classroom: Using current events to explore the politics of difference. <i>Canadian Ethnic Studies/Études ethniques au Canada</i> , 43(3), 145-164.
		Netcoh, S. (2013). Droppin' knowledge on race: Hip-hop, white adolescents, and anti-racism education. <i>Radical teacher</i> , 97, 10-19.
		Raby, R. (2004). 'There's no racism at my school, it's just joking around': Ramifications for anti-racist education. <i>Race Ethnicity and Education</i> , 7(4), 367-383.
Assignment	Week 8 Reading Reflections	

## Week 9: Module 9: Religious Diversity and School Holidays

- How do we deal with religious diversity in the classroom?

## Learning Activities

Type	Name	Description
Reading	Week 9 Materials & Readings	Goldstein, T. (2000). Classroom doors at Christmas: Negotiating religious differences in public schools. In C. James (Ed), <i>Experiencing difference</i> (pp. 99–105). Halifax: Fernwood.
		Neubert, K., & Jones, E. (1998). Creating culturally relevant holiday curriculum: A negotiation. <i>Young Children</i> , 53(5), 14-19.
		Sensoy, O. (2009). Kill Santa: Religious diversity and the winter holiday program. In Steinberg, S. (Ed.), <i>Diversity and Multiculturalism: A Reader</i> (pp. 321-330). New York, NY: Peter Lang.
Assignment	Week 9 Reading Reflections	

## Week 10: Module 10: Muslim Students and Islamophobia

- What are the experiences of Muslim students in the context of increasing Islamophobia?

- How does Islamophobia intersect with race and gender?

## Learning Activities

Type	Name	Description
Reading	Week 10 Materials & Readings	Bakali, N. (2016). Muslim youth experiences in Quebec secondary schools: Race, racialization, and the "dangerous Muslim man". <i>An Interdisciplinary Journal</i> , 1(2), 26-39.
		Rezai-Rashti, G. (1994). Islamic identity and racism: Muslim students and Ontario Education. <i>Orbit</i> , 25(2), 37-38.
		Zine, J. (2001). Muslim youth in Canadian schools: Education and the politics of religious diversity. <i>Anthropology &amp; Education</i> , 32(4), 399-423.
		Optional Reading: Elbardouh, N., (2016). Addressing Islamophobia in schools (pp.1-5). <i>Social Justice Newsletter</i> . British Columbia Teachers' Federation. Retrieved from: <a href="https://bctf.ca/uploadedFiles/Public/SocialJustice/Publications/SJ-Newsletter-WinterSpring2016.pdf">https://bctf.ca/uploadedFiles/Public/SocialJustice/Publications/SJ-Newsletter-WinterSpring2016.pdf</a>
Assignment	Week 10: Critical Reflection Paper	

## Week 11: Module 11: Gender and Sexism in Urban Schools

- How can we understand gender and sexism?
- How do racialized students experience gender and sexism in urban schools?

## Learning Activities

Type	Name	Description
Reading	Week 11 Materials & Readings	Sensoy, O., & DiAngelo, R. (2017). Chapter 7: Understanding the invisibility of oppression through sexism (pp.79-95).
		Connell, R. & Pearse, R. (2015). Chapter 1. Short Introductions: Gender (pp. 1-12), Third Edition, Cambridge: Polity Press.
		Rahimi, R., Liston, D.D. (2009). What does she expect when she dresses like that? Teacher interpretation of emerging adolescent female sexuality. <i>Educational Studies</i> , 45(6), 512-533.
		Optional Reading: Martino, W. (2008). Boys' Underachievement: Which boys are we talking about? Ontario, Literacy, Numeracy Secretariat. Retrieved from <a href="http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Martino.pdf">http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Martino.pdf</a>
Assignment	Week 11 Reading Reflections	

## Week 12: Module 12: LGBTQ+ Issues in Urban Schools

- How can we build trans-inclusive, trans-affirmative classrooms and schools?
- What does gender expansive or gender diverse education mean?
- What is homophobia and heteronormativity and how do they play out in urban schools?
- How can we move towards a critical queering of schools?

### Learning Activities

Type	Name	Description
Reading	Week 12 Materials & Readings	Peter, T., & Taylor, C. (2013). Queer-bullying: How homophobia, biphobia and transphobia hurt students. <i>Herizons</i> , 23-25.
		Blackburn, M. & McCready, L. (2009). Voices of queer youth in urban schools: Possibilities and limitations. <i>Theory into practice</i> 48: 222-230.
		Ryan, C., Patraw, J. & Bednar, M. (2013). Discussing princess boys and pregnant men: Teaching about gender diversity and transgender experiences within the elementary school curriculum, <i>Journal of LGBT Youth</i> 10:83-105.
		Optional Readings: Kearns, L., Milton, J., & Tompkins, J. (2017). Transphobia and cisgender privilege: Pre-service teachers recognizing and challenging rigidity in schools. <i>Canadian journal of Education</i> , 40(1), 1-27.
		Doan, P. L. (2010). The tyranny of gendered spaces-reflections from beyond the gender dichotomy. <i>Gender, Place &amp; Culture</i> , 17(5), 635-654.
		Meyer, E.j., & Keenan, H. (2018). Can policies help schools affirm gender diversity? A policy archaeology of transgender-inclusive policies in California schools. <i>Gender and Education</i> , 30(6), 736-753.
		McCready, L.T. (2004). Understanding the marginalization of gay and gender non-conforming Black male students. <i>Theory into Practice</i> . 43(2), 136-143.
Assignment	Week 12 Reading Reflections	
Assignment	Week 12: Presentation Proposal	Outline for Group Presentation: One group member will email the presentation outline to the instructor via email.

## Week 13: Module 13: Experiences of Immigrant and Refugee Students and Parents in Urban Schools

- What are the experiences of immigrant and refugee students and thier parents in the education system?

### Learning Activities

Type	Name	Description
Reading	Week 13 Materials & Readings	Guo, Y. (2012). Exploring linguistic, cultural and religious diversity in Canadian schools: Pre-service teachers' learning from immigrant parents. <i>Journal of Contemporary Issues in Education</i> , 7(1), 4-23.
		Government of Ontario. (2016). Capacity Building K-12: Supporting Students with Refugee Backgrounds. Available from <a href="http://thelearningexchange.ca/wp-content/uploads/2017/02/cbs_refugees.pdf">http://thelearningexchange.ca/wp-content/uploads/2017/02/cbs_refugees.pdf</a>
Assignment	Week 13 Reading Reflections	Feuerverger, G. (2011). Re-bordering spaces of trauma: Auto-ethnographic reflections on the immigrant and refugee experience in an inner-city high school in Toronto. <i>International Review of Education</i> , 57(3-4), 357-375.

## Week 14: Module 14: The Achievement Gap and Testing

- What is the impact of standardized testing and accountability on students' achievement?
- What are the implications of standardized testing for marginalized students?

### Learning Activities

Type	Name	Description
Reading	Week 14 Materials & Readings	Kearns, L.L. (2011). High-stakes standardized testing and marginalized youth: An examination of the impact of those who fail. <i>Canadian Journal of Education/Revue Canadienne d'éducation</i> 34, 112-130.
		Ladson-Billings, G. (2006). From the achievement gap to the educational debt; Understanding achievement in US schools. <i>Educational Researcher</i> , 35(7), 3-12.
Assignment	Week 14 Reading Reflections	Optional Readings: Au, W. (2009). Chapter 2. Unequal by design: High-stakes testing and the standardization of inequality (pp. 19-50). New York, NY & London: Routledge.
		Brown, R. Gallager-Mackay, K., & Parekh, G. (2020). Redefining risk: Human rights and elementary school factors predicting post secondary access. <i>Education Policy Analysis Archives</i> , 28(21). EPPA.

## Week 15: Module 15: Scheduled Presentations (Two Groups)

- How can we focus our learning on particular issues of equity and social justice in urban education?
- How can we apply what we have learned to model in-class activities?

## Week 16: Scheduled Presentations (Two Groups)

- How can we focus our learning on particular issues of equity and social justice via subject specific or other interests?
- How can we apply what we've learned to model in-class activities?

## Week 17: Scheduled Presentations (Two Groups)

- How can we focus our learning on particular issues of equity and social justice via subject specific or other interests?
- How can we apply what we've learned to model in-class activities?

## Week 18: Module 18: Teaching for Equity and Social Justice: Putting it all together

- How should we teach social justice education in urban contexts?
- How can we apply what we learn into our professional practice?

### Learning Activities

Type	Name	Description
Reading	Week 18 Materials & Readings	Sensoy, O., & DiAngelo, R. (2017). Chapter 11 and 12. In <i>Is everyone really equal? An introduction to key concepts in social justice education</i> (pp. 185-197; 199-217). New York & London: Teachers College Press.
Assignment	Week 18: Culminating Reflection Paper	

## Assessment Activities

Type	Name	Description
<b>Assignment</b>	Due Wk 07: Critical Autobiographical Essay	<p>This essay is about you. It provides you with the opportunity to reflect on your schooling experiences. What was school like for you? When you reflect back on your own life as a student, can you identify any experience of social injustice or inequity? Did you witness any such experiences? Did you ever feel disempowered at school? Moreover, explain what teaching in urban schools means to you. How have the readings/set texts thus far informed your understanding about what it means to teach in urban schools? Given that this is a personal and reflective essay you are able to use first person in this essay. Remember, this assignment is asking you to reflect on your own experiences, but it also asks you to engage with course readings to build deeper understandings about equity and social justice in urban schools. Use course readings (minimum of two readings) to further develop your reflections on your own experience and/or as a springboard for your personal reflections about school and what it means to teach for equity and social justice in urban contexts. This paper should be approximately 1500 words, double-spaced. Please upload your paper to Assignments on OWL.</p>
<b>Assignment</b>	Due Wk 10: Critical Reflection Paper	<p>In this paper you should outline your understanding of urban education. Outline your definition of urban education by drawing on both the course readings and your practicum experience. You need to reflect on what it means to teach in urban schools, given both your experiences and knowledge gleaned from the course readings and your practicum experience. This essay is an opportunity for you to reflect on your own experiences and understandings, while engaging with the issues raised in course readings. In this sense, it involves combining course content/knowledge with deep reflection on your practicum experience. What did you learn from your associate teacher and from your students? You need to try to take into consideration the perspectives and standpoints of others when reflecting on your practice. Did your associate teacher discuss issues relevant to equity and social justice education? Were there any issues in the school where you did your practicum? Is there anything you would have done differently when thinking back on your practicum? How have course readings informed your understanding of teaching for equity and social justice in urban schools? You might want to take issue with the one of the readings or raise some concerns. Alternatively, you might want to generate your own question or issue in response to any of the readings and to develop your ideas further. The aim of this essay is to provide you with the opportunity to reflect more deeply on issues that are of interest or relevant to you in light of the aims of this course and given your practicum experience. You are able to use first person in writing this response paper. Please use a minimum of two course readings for this assignment. This paper should be 1500 words. Please upload your paper to Assignments on OWL.</p>
<b>Assignment</b>	Due Wk 12: Presentation Proposal	<p>Outline for Group Presentation: One group member will email the presentation outline to the instructor via email.</p>

## Assessment Activities

Type	Name	Description
<b>Assignment</b>	Due Wk 15-17: Group Presentations	This is a fairly open-ended project and you will be working in small groups of no more than 5 students. The main purpose is to give you the opportunity to research and examine a social justice and equity issue that is relevant to urban education in greater depth. You are expected to thoroughly research your subject of interest and present your findings to the class as a group. In addition to this, you are expected to include an interactive activity that will help the class further understand the importance of your chosen topic and its implications for urban education. Feel free to be creative and use a variety of resources. You will have 40-50 minutes to present to the class. Each student needs to make a contribution during the presentation.
<b>Assignment</b>	Due Wk 18: Culminating Reflection Paper	The purpose of the critical reflection paper is to summarize key learnings throughout this course and how they have shaped your understanding of what urban education is and your role as an educator in urban settings. You may consider and respond to some or all of the following prompts: What is the most significant thing I have learned in this course? How will I apply this learning in my future practice? What challenges might I face as an educator in urban settings? What readings or resources are most useful to me? How has my teaching philosophy or pedagogical approaches changed as a result of critical and reflective discussions in this course? You are encouraged to reflect on course readings, class discussions, and revisit the autobiographical essay submitted earlier in the course to critically analyze your intersectional identities, social locations, and privileges, and how it impacts your teaching philosophy and practice. Your paper should be between 6-8 pages (2500–3000 words), double-spaced, word-processed (MS Word).. Careful attention must be paid to editing and proof-reading so that your final paper is free of grammatical and spelling errors. Your paper must reference a minimum of three course readings. Please upload your paper to Assignments on OWL.
<b>Assignment</b>	Ongoing: Class Participation & Reading Reflections	Participation includes attending class each week discussing weekly readings and topics. Each week students will complete a short half-page reflection paper that includes 3-4 questions as a reaction to one or more weekly readings. You will post your reflection on OWL under Forums before the start of class each week and other students will be able to read and make comments in response to your reflection if they wish to do so. We will use the reflections and questions that you have come up with to help guide class discussions. Questions to guide your weekly reflections: 1. Implications: What significance does the reading have for your understanding of urban and social justice education? 2. Comment/Reaction: What was your reaction to the reading? Were there issues and themes with which you agreed or disagreed? Were there points or concepts you did not understand?

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This course meets the following Course Outcomes:

Significance of Being Critical: To learn the significance of being a critical and reflective practitioner.

Knowledge about Teaching: To gain knowledge about teaching in urban schools.

Understanding of Multiple Perspectives: To become a teacher who has developed a critical understanding of the multiple perspectives, key issues and current debates about urban education.

Connections of Different Oppression: To understand the connections between different forms of oppression.

Knowledge & Professional Practice: To understand the intersections between this knowledge and their professional practice as educators and to connect theory and practice.

# 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)