

General Information

Instructor: Glen Thielmann
Orientation: Sep 8-9 -- for the whole B. Ed program
Practicum: Tuesdays 8:30-3:30 (observational) Sep 15 - Dec 1
Class Times: Thursdays 8:30-11:20 and 1:00-3:20 from Sep 10 - Dec 3
Class Room: for the foreseeable future, we will be online
Office: 10-4038
Office phone: 250-960-5789; cell (will be provided)
Office Hours: talk to me or email to set up a meeting, Zoom or otherwise
Email: thielmann@unbc.ca
Website: www.thielmann.ca -- look under Courses for updates to EDUC 390
Twitter: <https://twitter.com/gthielmann>

COVID-19
Please read this
syllabus with the
global pandemic in
mind -- adjustments
have and will continue
to be made.

Land Acknowledgement

UNBC is situated on the traditional unceded territory of the Lheidli T'enneh, the "people who live where the rivers flow together." This is also where your instructor was born and still lives, not far from the confluence of the Fraser and Nechako Rivers. Understanding how People, Place, and Land is woven into our practice as educators will be an undercurrent running through this and all of your courses in the Renewed B.Ed Program at UNBC.

Course Description

This course provides teacher candidates with the skill sets required to better understand the complexities of teaching and learning. Teacher candidates participate in an observational practicum in K-12 classrooms and alternative education settings. Mentors guide discussions addressing ongoing practice issues to provide teacher candidates opportunities to reflect on and problem-solve real life and case study issues. This course helps teacher candidates assess current resources, address professional issues, and experience the role of teacher as researcher.

391 Practicum

School experience visits take place once a week in different educational settings; however, this Fall the groupings will be unique and compliant with COVID-19 restrictions and guidelines as set by UNBC, local school districts, the BC Ministry of Education, and the BC Teachers' Council. The Practicum Placement Coordinator consults with a variety of schools and community facilities and arranges placements for Teacher Candidates. In addition, arrangements are made for presentations by guest speakers, especially at the beginning when we may not have placements confirmed. Normally, teacher candidates will meet with their Faculty Mentor to review the list of observational settings, discuss the different observation focal points, review expectations for Education 390 and go over the written requirements as outlined in the syllabus. Over the course of the practicum, teacher candidates will participate in a number of observational visits. Students will meet after each weekly observation to reflect on the classroom visits, share appreciative stories, discuss topics and themes about "What do teachers and students do in school all day?" and also to review expectations for the upcoming weekly observation or address any questions. A schedule and Practicum Handbook, outlining the various expectations and meetings, will be shared with the teacher candidates early in the semester.

BC Teachers' Council Standards

The British Columbia Teachers' Council has established "Standards for the Education, Competence, and Professional Conduct for Educators in British Columbia."¹ Your successful completion of the education program at UNBC is, in part, evidenced by the degree to which you have interpreted, embraced, and attained these standards.

1. Educators value and care for all students and act in their best interests.
2. Educators are role models who act ethically and honestly.
3. Educators understand and apply knowledge of student growth and development.
4. Educators value the involvement and support of parents, guardians, families and communities in schools.
5. Educators implement effective practices in areas of planning, instruction, assessment, evaluation and reporting.
6. Educators have a broad knowledge base and understand the subject areas they teach.
7. Educators engage in career-long learning.
8. Educators contribute to the profession.
9. Educators respect and value the history of First Nations, Inuit and Métis in Canada and the impact of the past on the present and the future. Educators contribute towards truth, reconciliation and healing. Educators foster a deeper understanding of ways of knowing and being, histories, and cultures of First Nations, Inuit and Métis.

Required Readings

Articles, readings, quotes, references will be supplied as necessary to support our shared inquiry, and may be come from the instructor or the teacher candidates.

If, as many of us believe, the quality of curriculum-as-lived experiences is the heart and core as to why we exist as teachers, principals, superintendents, curriculum developers, curriculum consultants, and teacher educators, curriculum planning should have as its central interest a way of contributing to the aliveness of school life as lived by teachers and students. - Ted Aoki²

Areas of Wondering, Observation, Critical Thinking, and Tinkering for the Course and 390 Practicum

- ▶ Teaching as a Calling
- ▶ Being/Belonging/Sense of Place
- ▶ Craft of Teaching
- ▶ Problems of Practice
- ▶ Teacher as Researcher
- ▶ Design Thinking in Education
- ▶ Curriculum & Assessment
- ▶ Decolonized Methodologies
- ▶ The Cycle of (Student) Learning
- ▶ (Teacher) Experience and Reflection Cycle
- ▶ Professional Issues & Teacher Professionalism
- ▶ External Standards, e.g. BCTC Standards, BCTF Ethics
- ▶ The Role of School in Student Lifeworlds
- ▶ Learning Communities & Networks
- ▶ Wellness & Equilibrium for Early Career Teachers
- ▶ Social Justice and the Expanding Scope of Teachers

Proliferation of Resemblances

You may find that recurring sounds and themes are woven into the whole music of the B. Ed program, that early conversations will resemble later conversations, and that you may begin a thought or task in one class but finish it in another. This is as it should be -- we hope that you will, individually and collectively, now and in your early career teaching practice, find your own voice and sound in this music. In practical terms, this could involve coming to terms with the Curricular Competencies of courses you will teach, in concert with the Big Ideas, Content, Core Competencies, and other perspectives that are close to the heart of current educational practice in BC³. This process is both reflexive (taking the self into account when developing a reflective teaching

¹ See https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teacher-regulation/standards-for-educators/edu_standards.pdf for details on these standards.

p. 165, Aoki, T. (1986). Teaching as indwelling between two curriculum worlds. In W. Pinar & R. Irwin, R. (Eds.). (2005). *Curriculum in a new key: The collected works of Ted T. Aoki* (pp. 159-165). Mahwah, NJ: Lawrence Erlbaum Associates.

³ For example, the OECD's Seven Principles of Learning <<http://www.oecd.org/education/ceri/50300814.pdf>> and FNESC's First Peoples Principles of Learning & associated resources <<http://www.fnesc.ca/>>

practice) and critical (e.g. comparing and interrogating various lodestars⁴ that teachers use to create structure or narrative around their courses). This work of flexing the competencies and growing as a practitioner is what we mean when we say “building capacity.” The kinds of capacities you will develop in the B.Ed Program are bounded in the sense that there is only so much time to practice and learn before you are out there doing it, but unbounded in the sense that the possibilities for your own pedagogy and practice are almost endless, and are wonderfully diverse. Here are some examples of capacity:

- ▶ Application of Educational Values and Theory to Practice to the diverse social, physical, and intellectual contexts of teaching and learning
- ▶ A coherent and creative curriculum design process from overview to assessment
- ▶ Agility and depth in using subject-specific knowledge, skills, and understanding to inform the design process and affect student learning
- ▶ Critical thinking and/or critical inquiry, both as a teacher stance and as a model for the classroom
- ▶ Effective and engaging strategies for teaching and assessing that are appropriate for subjects of study, diversity of students, and the contexts of teaching & learning
- ▶ Theories of Learning, including the social nature of learning, and adapting these to the competition of theoretical spaces within school systems
- ▶ Strategies for maintaining a healthy, joyful, and positive teaching practice

The Learning Environment

Some of the rules noted below are necessary items at a university. Other expectations can be found in your School of Education Handbook and the UNBC Calendar. For other dimensions affecting the learning environment in EDUC 390, we can co-develop expectations, ideally with values such as these in place:

- ▶ mutual respect -- treat fellow students, instructors, and the learning space with dignity, safety, and calmness; be open to building a learning community and practicing interdependence
- ▶ self-reliance -- take responsibility for your actions, attendance, work habits, expected work & progress
- ▶ curiosity -- ask thoughtful and provocative questions of your self, instructor, and classmates, and ask for help when you need it
- ▶ interdependence -- accept that there are diverse ways to solve problems and approach issues that may look different depending on the abilities of individuals; be open to examining your class contributions through a lens of privilege and lived experience, and practice active listening skills as we include and involve each other
- ▶ place-responsiveness -- seeing the connection between land, people, and language and how our connections to place are essential to our identity
- ▶ equilibrium -- there is a season (and time in class) for everything: instructor, student, together, alone, plugged in, unplugged, sitting, standing, walking, and so on

In exchange, your instructor will strive to make the class time as positive and productive as possible, minimize “busywork,” and keep the focus on critical thinking, meaningful connections (including personal ones), and strong learning about our topics.

UNBC Accessibility Statement

"Students with diverse learning styles and needs are welcome in this course. If you have a disability or health condition that may require accommodations, please feel free to approach me and/or the UNBC Access Resource Centre (ARC) as soon as possible. ARC staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations to assist you in achieving your academic goals. ARC is located in the Teaching & Learning Building in Room 10-1048. More information regarding registration can be found at www.unbc.ca/access-resource-centre. They can also be reached by telephone at 250-960-5682 or email at arc@unbc.ca."

Communication

Email will be our method for communicating with you outside the classroom regarding matters such as class cancellations, meeting times, or room/zoom changes. Please check your email regularly.

⁴ like Polaris -- a lodestar be any kind of guiding light, perhaps even a willow-the-wisp. Can we name the stars that guide our journey? Can we trust them?

Support Resources for Students

The following resources to help address mental, emotional, or physical health concerns are available free to all UNBC students:

- ▶ **UNBC Wellness Centre** (Room 5-196); Tel: 250 960 6369; Hours: Monday-Friday from 9am-4pm
- ▶ **Peer Support Network** (Room 7-102); Tel: 250 960 5596; Email: peercounsellor@unbc.ca
- ▶ **Crisis Centre for Northern BC**; Tel: 250 563 1214 or 1 888 562 1214; available 24 hours a day

Attendance

The B.Ed. program is an intense and demanding program of professional preparation in which teacher candidates are expected to demonstrate high levels of both academic and professional integrity. Such integrity is demonstrated in part by commitment to, and attendance at, all classes, workshops, tutorials, and practicum activities. The study of pedagogy is essentially a full-time task and requires full-time students to devote themselves primarily to their studies during their time in the program.

- ▶ **Excused Absences:** If you are ill, require compassionate leave, or must miss classes for religious/cultural observance, your absence is excused; you will not be penalized but you are responsible for work missed, and need to communicate the reason for your absence to the instructors.
- ▶ **Unexcused Absences:** If your absence is due to other reasons, it is an unexcused absence. You are responsible for the work you missed, and for any make-up work deemed necessary. Ongoing irregular attendance and multiple unexcused absences may result in referral to the Chair and a change in registration status to conditional. Chronic absenteeism for any reason may provide grounds for withdrawal from the program.

Late Assignments

Normally, the only acceptable reasons for late or missed assignments are illness (for which a doctor's note may be required) or extreme compassionate circumstances. Unexcused late assignments will be dealt with individually according to the discretion of the instructor.

Copyright

Class lectures and other materials are copyrighted and they may not be reproduced for anything other than personal use without written permission.

Plagiarism

Plagiarism means presenting someone else's words or ideas as one's own; it is considered to be a serious offence in addition to bad form for anyone in education. The concept applies to all assignments, including lesson and unit plans downloaded from the Internet, laboratory reports, diagrams, and computer projects. Downloading ideas and plans from Pinterest is included in this category. If students borrow or rephrase another author's thinking, they must acknowledge and cite the reference. Students are obliged to familiarize themselves with university policies and penalties regarding plagiarism. These guidelines will be enforced without exception.

Use of Electronics

Here is a topic where the "spirit" may hold although the specifics will shift due to Covid-19... As a courtesy to members of the class, please put your cell phone on 'vibrate' or turn it off before entering the classroom, and engage in personal networking and non-course communication outside class time. If you encounter a situation that warrants your immediate availability, please be discreet. Be aware of how technology, even when used to further professional aims, has the potential to make us less present and connected, including use of laptops and other devices. Students must follow UNBC's guidelines for appropriate use of networks.

Course Assessment

For the renewed Bachelor of Education program, to obtain a degree the teacher candidate must earn a Pass (B+) in all Education courses. The definition for a "B+" in the academics calendar is 77-79.9%.⁵ Therefore, we expect that in this course, and other courses, teacher candidates will set proficiency as a minimum target.

⁵ source: <https://www.unbc.ca/sites/default/files/sections/calendar/2019-2020undergraduateacademiccalendar2.pdf>

Assignments

Observation Reports – Five required. Teacher candidates will be expected to reflect on their observations/findings using the 390 Observation booklet and classroom discussions as a guide but always focusing on important questions such as

- ▶ What are my values and beliefs that I hold important as an educator?
- ▶ Where am I at in the learning process, and what's next?
- ▶ What do I need to know about students to understand and plan for their learning needs?
- ▶ How do the actions of a teacher result in learning for students? How do we know, why do we care?
- ▶ What do we do to make the most of teaching opportunities?

NOTES:

COURSE OUTLINE

Note 1: While this is the plan, mapped out as a logical path through our topics, we also wish to be responsive to the needs of the students and build some of this road as we travel -- this course is primarily about making sense of the matters of being, knowledge, and experience that become available to teacher candidates during the semester. For example, if a current event comes up or educational issue comes up, or a perceived gap in teaching skills or area of key knowledge for teachers is identified, we will devote time to emergent topics. We will also adjust to opportunities as they arise, e.g. guest speakers and local events of interest to us as educators. Perhaps a specialty in Education courses, we need to be responsive to the messiness of learning and permit an aspirational quality to our syllabi.

Note 2: Tuesdays in each week are set aside for practicum -- observation and engagement in schools; however we still need to see how this will work within the complicated back-to-school plans for Fall 2020 -- we are in a global pandemic after all. Normally, then, we will spend some time each Thursday a) debriefing, contextualizing, and coming to personal and collective terms with the practicum experiences, and b) examining the hopeful/practical/intentional aspects of other concurrent coursework -- **we want the practicum and the EDUC 390 course to help teacher candidates establish the links between what they are observing and experiencing in schools, what they are learning in the program, and what they are coming to understand as educators.**

Note 3: While it may be possible to sequence topics in anticipation of where they might be most useful for students -- wouldn't it be joyful to know what we should be looking for in schools before we get there! -- it is more likely that we keep circling around to key ideas (like inclusion and assessment) or guideposts (like the Professional Standards) through-out the course as they come up in observations and discussions. With that noted, what follows is a plan for how we can arrange our class sessions:

UNBC EDUC 390 Fall 2020 G. Thielmann	
Week One	Tue-Thu Sep 8/9
Two day program orientation — EY 1/2 and SY 1/2. Navigate around course & program outcomes, situate ourselves and each other. Also, please access and examine syllabus. Over the next week we will get to know each other, step into People, Place, and Land and the notion of pedagogies (the ones that exist, and the ones we come alongside collectively). Note: no “practicum day” on Tue Sep 15, but we meet on Zoom on Mon Sep 14 for a connection to staff and services in School District 57 and safety training for work in schools.	
Week Two	Thu Sep 17
People, Place, and Land; situating ourselves as humans, practitioners, researchers, and adults in caregiving roles; developing the idea of a personal pedagogy. Sorting out what we know about schools, classrooms, teachers, students, and others in the community that attends to K-12 education.	
Week Three	Thu Sep 24
Unpack the Professional Standards; teacher professionalism, intro to professional and social issues in education. Day in the Life of a Teacher -- what exactly do they do?	
Week Four	Thu Oct 1
In wake of Sep 25 Indigenous Day of Learning, a closer look at decolonized methodologies and Indigenized practice (Standard 9)	
Week Five	Thu Oct 8
Patterns of Light and Dark -- what are students actually doing and learning and how do we know and respond (Standards 3, 5); the many ways we can observe and respond to what’s happening in a space. Schools and classrooms as ecosystems -- diverse and also alike.	
Week Six	Thu Oct 15
Identifying problems of practice (in the sense of problematizing what we see in order to allow inquiry to occur) such as student motivation, behaviour, achievement, identity and teacher prep, planning, assessment, reporting, etc. (Standards 3, 5)	
Week Seven	Thu Oct 22
Sense of Place, Sense of Belonging, Insideness/Outsideness (Relph; Bachelard), Integrating local history, geography knowledge, and literature into curriculum design	
Week Eight	Thu Oct 29
In wake of Oct 23 Provincial PD Day, a closer look at teacher professionalism (Standards 6, 7, 8), and revisit idea of a personal pedagogy	
Week Nine	Thu Nov 5
Design Thinking -- designing around the “aliveness of school life” (Aoki) and the experience of students in educational spaces; resultant questions we should pose of curriculum and assessment (many Standards at play here!)	
Week Ten	Thu Nov 12
Building the <i>currere</i> (Pinar) into the curriculum -- what do we put in front of students; how do we choose learning resources, make sense of lived experience, designing for engagement and identity (Standards 3, 5, 6, 9)	
Week Eleven	Thu Nov 19
Boundary Issues and Social/Family/Community contexts for education (Standards 1, 2, 4)	
Week Twelve	Thu Nov 26
Wellness and Equilibrium for ourselves and our students; surveying learning on inclusion, differentiation, exceptionality, mental health, and self-regulation (Standard 1, 3, 5, 9)	
Week Thirteen	Thu Dec 3
Reflective Activities and indication of portfolio contributions; concluding the observational and anticipating the experiential; revisit teacher as researcher and reflective practitioner	
Week Fourteen	Mon Dec 7
EduFair 2020, details to follow	