

University of Ottawa – Faculty of Education
Teacher Education
Course Outline – Winter 2011
PED 3102 Schooling and Society (Sections LC & LD)

Professors

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Course Calendar Description

The application of the educational foundation disciplines to the study of schooling and its social contexts; the roles of teachers in reproducing and challenging social inequalities; personal exploration of the social influences on identity.

Course Description

This course is designed to help you critically reflect on the tensions between the idea of schools as sites that maintain and reproduce societal norms and the idea of schools as sites that challenge those norms and encourage change. Drawing on the foundation disciplines of sociology, anthropology, history, psychology and philosophy, we will consider the reproduction of certain educational “ideologies,” how our assumptions about such “ideologies” shape our commitment toward certain types of learning and schooling and in turn, how notions of equity are embedded in and constrained by such “ideological” structures. Through readings, dialogue, viewing of film and video, seminars, in-class activities, course assignments, and personal reflection, you will be encouraged to develop the concepts and language to evaluate the on-going public “democratic dialogue” on the purposes and ends of education as well as to develop a more nuanced understanding of our roles as “professional” educators and “public intellectuals.” Please keep in mind that this is not a course on teaching methods although it does cover many factors affecting what and who are taught and the contexts in which teaching occurs.

Course Objectives

- To introduce teacher candidates to the histories, philosophies, and structures of schooling and societal issues that shape the school experiences of students and those who teach them;
- To encourage in teacher candidates a reflective examination of the personal, pedagogical, organizational, ethical/moral, legal, economic, political, and cultural issues they can expect to encounter in their work as primary/junior classroom teachers;

- To provide an account of the roles of schools in reproducing social identities and inequities; and
- To assist teacher candidates in identifying, questioning, and challenging the barriers faced by students in the pursuit of education.

General Course Expectations

Through group work, assignments and discussions in large-group lectures and seminar sessions, students are expected to critically engage the course material and develop a working perspective on theoretical concepts covered in the course. The format of the course will vary each week but will always be organized to encourage active participation. This means that everyone's thoughtfulness and engagement is important. Students are expected to maximize their own learning and contribute to our learning community by actively participating in all activities. This includes raising questions for discussion or clarification, bringing their own work and other professional and academic experiences to discussion, and interacting professionally and respectfully with classmates and with the instructor.

1. Students are expected to **complete all required readings before coming to class**. Most required readings, as well as the optional readings, are included in the course pack which is available at Rytec Printing, 404 Dalhousie St, Ottawa (613) 241-2679. For a few required and optional readings, an online link has been provided in the schedule of lectures and seminars (see pp. 4-6).
2. Attendance at all large-group lectures and seminar sessions is mandatory.
3. If you have any concerns with regard to this course your first point of contact should be your seminar instructor. A list of the seminar instructors and their email contact information is provided on p.3.
4. Please, review and follow the instructions for your assignments carefully. Always include a title, name, and date for your work. All deadlines must be respected.
5. For your protection, always keep a hard copy of your written assignments. In case of loss, theft, destruction, dispute over authorship, or any other eventuality, it will be your responsibility to provide a copy of your written submissions. Your seminar instructor will provide specific information with regard to how and where to submit your assignments.
6. With regard to requests for grade modifications, you should make an appointment to discuss your concerns with your seminar instructor.
7. Teaching is a dynamic process. There may be occasions during our time together where modifications to various aspects of the course will be necessary. Thus, this course outline acts a guide for our teaching and learning.

Schedule of Lectures & Seminars

Large-group Lecture Date	Theme, Readings & Activities
<p>Week 1 Wed. Jan 5 Thur. Jan 6</p>	<p>What is this course about? <i>Required Reading:</i> n/a <i>Lecture Activities:</i> view Pink Floyd & Ken Robinson video clips; overview of syllabus; engaging in respectful discussion & debate <i>Seminar Activities:</i> critical thinking activity; form groups for social action project, Q&A about the course</p>
<p>Week 2 Wed. Jan 12 Thur. Jan 13</p>	<p>What are the roles of schools within the larger community? <i>Required Reading:</i> Westheimer (2005) <i>Lecture Activities:</i> community service learning guest speakers; discussion of role(s) of schools in the community <i>Seminar Activities:</i> discuss reading; complete proposal for social action project ***Social action project proposal due Tue. Jan 18.***</p>
<p>Week 3 Wed. Jan 19 Thur. Jan 20</p>	<p>What does it mean to be a critically reflective practitioner? <i>Required Readings:</i> Brookfield (1995); Freire (1970/1990) <i>Lecture Activities:</i> view Mickey Mouse Monopoly video; enacting critical reflection <i>Seminar Activities:</i> discuss readings, work on social action projects</p>
<p>Week 4 Wed. Jan 26 Thur. Jan 27</p>	<p>What is the importance of acknowledging the history of place in relation to public schooling in Canada? <i>Required Reading:</i> Donald (2009) <i>Optional Reading:</i> Kirkness (1998); Fletcher, (2000); Taylor, (1995/1999) <i>Lecture Activities:</i> view film “<i>Where the Spirit Lives</i>”; discussion <i>Seminar Activities:</i> discuss readings & film; work on social action project</p>

<p>Week 5 Wed. Feb 2 Thur. Feb 3</p>	<p>What are ways to take-up difficult issues in the classroom? Part 1: Anti-racism</p> <p><i>Required Reading:</i> Stanley (1999)</p> <p><i>Optional Readings:</i> Stanley (2009); Jones & Yonezawa (2008); Schultz (2008); Foley (2008)</p> <p><i>Lecture Activities:</i> guest speaker Dr. Tim Stanley; discussion</p> <p><i>Seminar Activities:</i> discuss readings; work on social action project</p>
<p>Week 6 Wed. Feb 9 Thur. Feb 10</p>	<p>What are ways to take-up difficult issues in the classroom? Part 2: Bullying & Homophobia</p> <p><i>Required Readings:</i> Soohoo (2009); Yallop (2007); Safe Schools Act (2000) available online at http://www.ontla.on.ca/bills/bills-files/37_Parliament/Session1/b081ra.pdf; Code of Conduct (2007) online at http://www.edu.gov.on.ca/extra/eng/ppm/128.html</p> <p><i>Optional Readings:</i> Bouley (2007); Emfinger (2007)</p> <p><i>Lecture Activities:</i> guest speakers to be announced</p> <p><i>Seminar Activities:</i> discuss readings, case studies</p>
<p>Week 7 Wed. Feb 16 Thur. Feb 17</p>	<p>What are ways to take-up difficult issues in the classroom? Part 3: Environmental Sustainability</p> <p><i>Required Readings:</i> Ng-A-Fook (2010); Shaping Our Schools, Shaping our Futures, Ministry of Ontario Document available at http://www.edu.gov.on.ca/eng/teachers/enviroed/shapingSchools.pdf</p> <p><i>Lecture Activities:</i> view film “<i>Refugees of the Deep Blue Planet</i>”; discussion</p> <p><i>Seminar Activities:</i> discuss reading & film; prepare for Royal Commission role playing on the future of test-based accountability in Ontario</p> <p>***Activity log first submission due by Friday, Feb 18***</p>
<p>Wed. Feb 23 *** Federation Day - mandatory for all students to attend. ***</p>	
<p>Week 8 Wed. March 2 Thur. Feb 24</p>	<p>What does test-based accountability buy us?</p> <p><i>Required Reading:</i> Childs & Fung (2009)</p> <p><i>Lecture Activities:</i> origins of test-based accountability, role play of Royal Commission on future of test-based accountability in Ontario</p> <p><i>Seminar Activities:</i> locate an organization that uses the arts to engage social justice to bring to next week’s seminar; work on final report for social action projects; receive formative feedback from seminar instructor</p>

<p>Week 9 Wed. March 9 Thur. March 3</p>	<p>What are ways that arts-based education can engage social justice in the P/J classroom?</p> <p>Required Readings: Greene, (1995); Ruen (2010)</p> <p>Visit www.beautifuldestruction.ca and on this site to explore 1. The exhibition gallery; 2. The artist statement (found under the tab "artist & exhibition" and then "artist"); and 3. Form a sense of the two sides of the issue (under the tab "artist & exhibition" click on "Alberta Tar Sands Information") by exploring the various links for the viewpoints from Industry, Government and NGOs, etc.</p> <p>Lecture Activities: guest speakers Kristin Reimer & Louis Helbig; discussion</p> <p>Seminar Activities: discuss readings, share arts resources that engage social justice, work on social action project</p>
<p>Week 10 Wed. March 16 Thur. March 10</p>	<p>What are ways to enact hip hop pedagogy?</p> <p>Required reading: Ibrahim (2007a, 2007b)</p> <p>You can access readings at http://awadmibrahim.blogspot.com/2007/11/becoming-black-rap-and-hip-hop-race.html http://awadmibrahim.blogspot.com/2007/11/operating-under-erasure-hip-hop-and.html</p> <p>Lecture Activities: guest speaker Dr. Awad Ibrahim, discussion</p> <p>Seminar Activities: course evaluation, discuss readings, work on final report for social action project</p> <p>*** Activity log final submission due by Mar 11 or Mar 18 ***</p>
<p>Week 11 Wed. March 23 Thur. March 17</p>	<p>What are we doing to challenge social inequalities?</p> <p>Required Reading: n/a</p> <p>Lecture Activities: share social action projects</p> <p>Seminar Activities: share social action projects</p> <p>*** Social action project final report due Mar 17 or Mar 23 ***</p>

Assessment & Evaluation

In this course you are required to complete four assignments, which will be evaluated and used to form your grade. General guidelines for each of these assignments are included in this section. More detailed information regarding the specific expectations of your seminar instructor will be provided at a later date.

Reading Response (30%)

In this assignment you will be asked to prepare responses to some of the readings and/or films in the course. Your responses must be completed individually. The specific expectations and evaluation criteria for the reading response assignment will be provided by your seminar instructor.

Due Date: To be determined by your seminar instructor.

Social Action Project

You must be the change you wish to see in the world. -Mahatma Gandhi

A key objective of this course is for you to consider your role as a teacher in challenging social inequalities. This assignment will provide you with an opportunity to develop and complete a social action project on a topic or issue of interest to you. You will work with a group of 3-6 students in your seminar section to complete this project. You will also have a chance to reflect on the project and to make connections between your experience and the ideas explored in the course through lectures, films, and readings.

There are three aspects of this project that will be formally evaluated: a project proposal, an activity log, and a project report. The project proposal and report will be submitted as group assignments. The activity log must be completed and submitted individually. Additional information about each part of this project is included in this section.

Part One: Proposal (5%)

Rationale: As a group, you will prepare a proposal that describes the social action project that your group will undertake during this course. Writing a proposal for your project will help you ensure that you have a clear sense of the deliverables you plan to create as well as a suggested timeline for the process your group will follow. The proposal will also ensure that your seminar instructor and course professors understand and approve the social action project you have decided to undertake.

Assignment Expectations: The following checklist indicates the information that must be included in your group's proposal. One proposal will be submitted for each group. Your proposal should not exceed three pages, single-spaced & typed in length. You will have time to prepare your proposal during your first two seminar meetings.

✓	Component
	Title for project, names of group members
	Description and rationale for importance of proposed project
	Social action project objective(s)
	A list of deliverables which will be reported on in midterm appraisal
	A list of deliverables which will be reported on in final report
	A tentative schedule for achieving deliverables

Evaluation Criteria: Your seminar instructor will assess whether or not all the components in the checklist are included in your group's proposal. The quality of the proposal will be assessed using the Teacher Education Grading Framework (p. 11) such that 5 pts will be awarded for exceptional proposals, 4.5 pts for excellent, 4 pts for very good, etc. The evaluation of your proposal is **not based on the nature of your social action project** but on your ability to clearly address the specific items in the checklist.

Due Date: All proposals must be submitted to your seminar instructor no later than Tuesday, Jan 18, 2011.

Part Two: Social Action Project Activity Log (40%)

Rationale: Writing about your process, the ways your thinking shifts, the challenges you encountered and the way your social action project connects to the readings and/or films in this course will help to ensure that this project addresses the objectives of this course.

Assignment Expectations: Each student in your group will complete their own activity log. Your log must include 6 one-page, single-spaced type-written entries (5% each) as well as a final 2-page synthesis entry (10%). The topic for each entry is indicated as follows:

Entry 1: Previous Knowledge

Provide a description of your own awareness and understanding of the specific social issue or community service topic your group is working on at the outset of the project (i.e. if your project relates to an adult literacy program, write a description of your personal knowledge or awareness of this specific literacy program or of adult literacy programs more broadly before your group began to actually implement your plan). At the end of your description include a brief discussion of how the Brookfield (1995) article helped you to identify your prior assumptions with regard to the topic of your social action project.

Entry 2: Early Stages

Describe the early stages of implementing your social action proposal. What were the first steps that the group took and what was your contribution? Be sure to provide specific and detailed descriptions of all of the activities that took place from the time of the proposal until the 15th of February.

Entry 3: Midterm Appraisal

A summary that includes: a list of deliverables that have been completed until February 15th, a list of deliverables that still need to be completed, a description of the biggest challenge encountered thus far, identification of any changes to your social action plan due to the challenges you have encountered, a description of one thing you have learned thus far about the social issue or community service you are working on.

Entry 4: Ongoing Challenges

In a paragraph, discuss the challenges that you personally have encountered in implementing your social action plan. In a second paragraph, discuss the challenges that your group has encountered in implementing your social action plan. In the third paragraph identify two specific things that you would do differently if you were to embark on this same project again.

Entry 5: Teamwork

In a paragraph, discuss the ways that working collaboratively has been beneficial for implementing your social action plan. In a second paragraph, describe the specific role(s), tasks, or contributions you made to the group effort. In the third paragraph, identify how what you have learned about collaboration and teamwork from this project might inform how you would approach group work activities with your future students.

Entry 6: Kinds of Citizenship

Revisit the three kinds of citizenship described in the Westheimer (2005) article. In a paragraph describe what kind(s) of citizenship you anticipated your social action project would embody. In a second paragraph, upon reflection what kind(s) of citizenship did your social action project actually embody? If there was a difference between the two, why do you think that might have occurred? If there was no difference between the two, why do you think that was that case?

Synthesis

Write a two-page synthesis explaining (i) what you have learned in conducting this project. You must identify at least three specific things you have learned. You may wish to refer back to your first entry where you indicated your prior knowledge. (ii) how your social action project connects to the readings and/or films in the course (other than Westheimer, 2005 reading discussed in entry 6). You must make an explicit connection to at least two specific readings and/or films in the course and describe how your experience relates to or amplifies the ideas in the reading and/or film.

Evaluation Criteria: The quality of each entry will be assessed using the Teacher Education Grading Framework (p.11) such that 5 pts will be awarded for exceptional entries, 4.5 pts for excellent, 4 pts for very good, etc. The same approach will be used for the synthesis entry with 10 points awarded for exceptional, 9 for excellent, 8 for very

good etc. Review the descriptions for each evaluative category before you submit your activity log.

Due Date: First submission for all sections due February 18, 2011. Final submission due March 11 for the Thursday (LD) lecture group and March 18 for the Wednesday (LC) lecture group.

Part Three: Social Action Project Final Report (25%)

Rationale: Submitting a final report on your social action project accomplishes many things: it will give you an opportunity to summarize your activities, it will provide you with an opportunity to share your experience with your colleagues in our course, and it will provide you with a product that you can include in your teaching portfolio.

Assignment Expectations: Each group will submit one final report. This report can be in one of three formats: a public service announcement (PSA), a newsletter, or a poster. All three report formats will be shared with your colleagues in our final class. Whichever format you choose to use, you must ensure that you address the following elements:

- include content that helps to educate fellow teacher candidates (your target audience) about the importance of larger societal and educational issues related to your social action project
- provide evidence of background research about the topic
- demonstrate how the objectives of your social action project work to address the themes that were addressed in the weekly lectures in this course

Evaluation Criteria: The project report for each group will be evaluated by two different professors and/or seminar instructors from the course. Reports will be evaluated as Outstanding, Pass or Needs Improvement. An evaluation of Outstanding will equate to the Teacher Education grading framework (p. 10) category of Exemplary and will be given 23-24 points. A Pass grade will be equivalent to the Teacher Education grading framework category of Very Good and will be given 20-22 points. A Needs Improvement grade will be equivalent to the Teacher Education grading framework category of Satisfactory and will be given 16-18 points. Evaluation of the final reports will occur during the final week of class when projects are being shared.

Due Date: Submitted during final large-group lecture class on Thursday March 17 (Section LD) or Wednesday, March 23 (Section LC).

Teacher Education Grading Framework

The following grading scale is reproduced from the Teacher Education Calendar 2003-2005 and must be used for all courses with the exception of the Practicum where a Pass/Fail is used. Expanded definitions of the letter grades have been written in accordance with the policy statements adopted.

A+ Exceptional 90-100%	An exceptional grade in a course or on an assignment is given for a response that demonstrates a thorough knowledge of all relevant concepts and techniques. The response is complete in content and presented in a clear, coherent and effective manner. In addition an exceptional response adds something novel and original which distinguishes an A+ from a n A. Exceptional responses are rarely encountered as they are, by definition, outstanding among other responses.
A Exemplary 85-89%	An exemplary grade in a course or on an assignment is given for a response that demonstrates a thorough knowledge of all relevant concepts and techniques. The response is complete in its content, with a clear and coherent presentation designed to communicate effectively.
A- Excellent 80-84%	An excellent grade in a course or on an assignment is given for a response that demonstrates a thorough knowledge of relevant concepts and techniques. The response is largely complete in its content and clearly presented. However, some minor aspect of the assignment which may pertain to content or effective communication is lacking.
B+ Very Good 75-79%	A very good grade in a course or on an assignment is given for a response that demonstrates adequate knowledge of relevant concepts and techniques. The response is both informative and clearly presented. However, the response is incomplete as some substantive aspect of the assignment has been overlooked.
B Good 70-74%	A good grade in a course or on an assignment is given for a response that demonstrates adequate knowledge of relevant concepts and techniques. However, the response is incomplete as some substantive aspect of the assignment has been overlooked. In addition, there are difficulties with effective communication.
C+ Satisfactory 65-69%	A satisfactory grade in a course or on an assignment is given for a response that demonstrates basic knowledge of relevant concepts and techniques. A substantive aspect of the assignment has been overlooked. In addition, the difficulties with effective communication result in a lack of clarity such that readers or listeners struggle to get the information.
C Pass 60-64%	A pass grade in a course or on an assignment is given for a response that demonstrates incomplete knowledge of relevant concepts and techniques. A substantive aspect of the assignment has been overlooked. In addition, the difficulties with effective communication result in a lack of clarity such that readers or listeners struggle to get the information.
Redeemable Failure E 40 – 59%	The category of redeemable failure demonstrates an unacceptable level of knowledge of concepts and/or techniques to satisfy the requirements of an assignment or course. student teachers receiving a redeemable failure have the right to one supplemental examination in which they must obtain 60% standing to be successful. Supplemental examinations consist of a written examination or additional assignments.

Non-redeemable Failure 0-39% (F)	A non-redeemable failure demonstrates an unacceptable level of knowledge of concepts and/or techniques to satisfy the requirements of an assignment or course. No supplemental examination and/or assignments are offered.
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A grade of “E” (failure with the right to a make-up) means that the students must pass the make-up assignment(s) or examination as determined by the professor in consultation with the Director of Teacher Education. If the student passes the make-up assignment(s) or examination, the new mark will be entered on the transcript. If the student fails, an “F” (failure with no makeup) will be entered on the transcript.

A grade of “F” (failure with no make-up) for a course results in the compulsory withdrawal of the student from the program and the Faculty.

Teacher Education Course Policies

A. Persons with Physical and/or Learning Disabilities

If you require accommodation due to a disability, please schedule an appointment with me as soon as possible. You are strongly encouraged to visit Student Services on campus for assistance. Staff there can help you formally request that the professor arrange alternatives regarding assignments and exams. Please do so at the beginning of the term.

B. Attendance

Due to the concentrated nature of the Teacher Education Program and the considerable public responsibility inherent in the profession of teaching, attendance of all classes in the B. Ed. program is compulsory. Many of the objectives for this course are achieved during class time. Most classes include activities or discussions that enable students to contribute to the professional development of everyone in the class. As required by the Ontario College of Teachers and indicated in the Teacher Education Calendar, attendance is mandatory in the teacher education program and will be recorded at the beginning of each class.

Of course, circumstances may occasionally arise which make attendance impossible. In the event that you must be absent, students must inform the seminar instructor by telephone or e-mail either prior to the class or as soon after the class as possible. The seminar instructor will provide an assignment designed to ensure that the student meets the objectives of that class and he/she will require a written response from the student. The nature of this assignment and the due date for submission will be determined by the seminar instructor. Students who are absent on the submission date for an assignment are expected to submit the assignment through an alternative means on the due date (i.e. email). Assignments received after the due date will be considered late assignments (see below). Students who exhibit a pattern of irregular attendance will be brought to the attention of the Program Director and will be required to show cause why they should be allowed to undertake practicum and/or continue in the program.

C. Late Assignment Policy

Assignments which are submitted after the due date **without an agreed-upon extension** are considered late assignments. The penalty on late assignments in all courses in the Teacher Education Program amounts to a grade loss of 5% per day up to a maximum of 10 days, after which time assignments will not be accepted.

Failure to submit assignments results in a grade of “EIN” (Failure/Incomplete). Such symbol is equivalent to a grade of “F” (failure with no make-up).

D. Academic Fraud

The University of Ottawa’s regulations concerning academic fraud as stated in the Teacher Education Calendar apply to this course:

http://web5.uottawa.ca/mcs-smc/academicintegrity/regulation_definition.php

Plagiarism is one type of academic fraud. A student found guilty of committing plagiarism will be subject to sanctions, which range from receiving a mark of “F” for the work in question, to being expelled from the University, and even the revocation of a degree, diploma, or certificate already awarded. For more information about University regulations related to plagiarism and other types of academic fraud, please see the section entitled “Academic Fraud” in the *Teacher Education Calendar*, the *Professional Development Programs Calendar*, or the *Faculty of Graduate and Postdoctoral Studies Calendar*."

For useful guidelines to help you avoid plagiarism, please consult the following web page: <http://web5.uottawa.ca/mcs-smc/academicintegrity/regulation.php>

E. Faculty of Education Regulation on Professional Ethics

As future teachers, graduates of the Faculty of Education’s Bachelor of Education and Certificate of Education programs will be responsible for the physical safety, the psychological health and educational well being of students (children, adolescent or adult) in schools. In Ontario, teacher candidates are associate members of the Ontario Teachers Federation and subject to its standards of professional ethics during their practicum. Under the *Ethical Standards for the Teaching Profession* of the Ontario College of Teachers, teachers must also demonstrate care, integrity, respect and trust in all of their interactions with students, parents, other teachers, school personnel and with members of the public.

While the Faculty of Education recognizes that its teacher candidates are learning their professional responsibilities as teachers, it expects all of its teacher candidates to demonstrate that they have the knowledge, attitudes and capacities needed to be responsible for the physical safety, the psychological health and educational well being of students (children, adolescent or adult) before they are placed in a school or other practice teaching situation. It further expects that they will at all times demonstrate care, integrity, respect and trust in their interactions with each other, with the representatives of the Faculty of Education and during their practicum with students (children, adolescent or adult), parents, other teachers, principals, other school personnel and with members of the public.

The following procedures apply to this regulation:

1. Publicity

This regulation will be publicized to all Baccalaureate and Certificate of Education students, to all teaching and administrative personnel of the Faculty of Education and to all school-based personnel involved in a teacher candidate's practicum.

To be admitted to these programs, all candidates must demonstrate that they are aware of its contents and that they have the ability to live up to its requirements.

2. Prior to the Practicum

a) Only those teacher candidates who demonstrate that they can act with care, respect, integrity and trust and that they have the knowledge, attitudes and capacities needed to be responsible for the physical safety, the psychological health and educational well being of students (children, adolescent or adult) will be placed in the practicum.

b) If a teacher candidate has not demonstrated the required qualities (care, integrity, respect or trust), or if the Faculty has well founded reason to believe that the teacher candidate may endanger the physical safety, psychological health or educational well being of students (children, adolescent or adult), the Director of the Teacher Education or *Formation à l'enseignement* program may deny a practicum placement to the teacher candidate. In the absence of the program director, the decision to refuse a practicum must be made by the Vice-Dean Academic Programs or the Dean.

The teacher candidate must be informed in writing of this determination and the reasons for it within five working days.

3. During the Practicum

a) A teacher candidate will be immediately withdrawn from the practicum if he or she puts at risk the physical safety, the psychological health or educational well being of students (children, adolescent or adult), or otherwise demonstrates an absence of care, respect, integrity or trust.

b) Such determination may be made by the school principal, by another school board official such as a director of education, or by the Director of Teacher Education or of *Formation à l'enseignement*, the Vice Dean (Academic Programs) or the Dean of Education. The teacher candidate must be informed in writing of this determination and the reasons for it, normally within five working days of the withdrawal from the practicum.

c) In the event of such a determination, the teacher candidate will only be placed in another practicum by the Director of Teacher Education or of *Formation à l'enseignement*, [or in his or her absence the Vice-Dean (Academic Programs) or the Dean of Education], when the teacher candidate demonstrates that he or she

- i) no longer poses a risk to students (children, adolescent or adult);
- ii) is capable of acting with care, respect, integrity and trust, and;

iii) has the knowledge, attitudes and capacities needed to be responsible for their physical safety, psychological health and educational well being.

4. Denial or Withdrawal from Practicum

In the event that a teacher candidate is denied or withdrawn from the practicum under this regulation, a committee consisting of three regular professors will examine the case.

a) The committee must normally meet within ten working days of the written notification to the teacher candidate of the decision to deny a practicum.

b) The committee may make one of three decisions:

- i) it may uphold the denial of a practicum placement;
- ii) it may identify conditions that the teacher candidate must satisfy before being placed in a practicum; or,
- iii) it may authorize the placement of the teacher candidate in another practicum.

c) The teacher candidate may make a written submission to the committee and may request to appear before it.

d) The committee must provide written reasons for its decision.

e) In the event that the committee upholds the decision to bar the teacher candidate from the practicum, a grade of F will be noted on the teacher candidate's transcript for the practicum and the teacher candidate will be withdrawn from the program.

f) In the event that the committee identifies conditions that the teacher candidate must satisfy before being placed in a practicum, a grade of E will be noted on the teacher candidate's transcript for the practicum.

5. Right of Appeal

The teacher candidate may appeal the decision of the committee through the normal procedures associated with a grade appeal as defined by the Senate of the University of Ottawa.

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