

**Major Modification to an Existing Program:
Proposal Brief for the 2-Year BEd and 5-Year HBEd (Aboriginal)**

(Review and approval under the Lakehead University IQAP:
Major Modification Approvals)

January 27, 2014

Unit: Faculty of Education, Lakehead University

Proposed Modification: To revise the BEd program from a 1-year to a 2-year program and the HBEd (Aboriginal) program from a 4-year to a 5-year program. As mandated by the provincial government, these expanded teacher education programs must begin in September 2015.

This proposal brief was written in time to be submitted for February 2014 Senate referrals. Later this term, the relevant calendar changes will be submitted. Although calendar changes will not take effect until September 2015, we want to be moving through the process this term to ensure Lakehead is ready for the recruitment and admissions cycle. We did not want to rush the calendar changes, however, as we need to work through these thoughtfully and diligently with our many concurrent partners.

1.0 Introduction and Rationale

History of Past Reviews

The BEd and HBEd (Aboriginal) programs have recently been fully accredited by the Ontario College of Teachers (OCT) (2011-2012) and reviewed through the university Institutional Quality Assurance Process (IQAP) (2012-2013). Constructive feedback was provided in both processes, and this has informed and guided the development of the 2-year BEd and the 5-year HBEd (Aboriginal) programs. Given the programs have been extensively reviewed very recently and the impact of the tight timelines on the Faculty of Education and the IQAP committee, we are going to stick to the basics in this document, addressing only the issues most germane to this major modification of an existing program.

Provincial Context

In spring 2013, the provincial government mandated that teacher education programs must expand in length from 2 terms to 4 terms and must increase the practicum from a minimum of 40 days to a minimum of 80 days. The new 2-year program must be offered by fall 2015, which gives the Faculties of Education in Ontario very little time to design the programs and have them work through university approval processes in time for the 2015 recruitment/admissions cycle.

At the same time, the government cut the number of “spaces” for BEd students in the Ontario university system by half. (For universities with no concurrent programs, theoretically, in 2016, once there were both first year and second year students in the system, the university would have the same number of BEd students in their system overall. The impact on enrolment numbers will be more complicated for universities like Lakehead that have concurrent programs.)

Further, the government “grandparented” concurrent students, meaning that any students starting a program in September 2014 or earlier will be allowed to complete their degree under the existing 1-year program. This means that both the 1-year and 2-year programs will be offered at the same time from 2015-2019. This will be a logistical nightmare. It will also be financially challenging as some courses in the final years of the 1-year program might have quite small enrolments, but must be offered as they were calendared when the student first enrolled.

The BEd and HBEEd (Aboriginal) programs must be accredited by the Ontario College of Teachers and adhere to guidelines set out by the Ontario Ministry of Education. Neither the Ontario Ministry of Education nor the Ontario College of Teachers have yet published their complete guidelines, despite many reminders from the Ontario Association of Deans of Education that we cannot delay given university approval processes. That being said, we have been given a very good sense of what both bodies expect and these have informed our program design, including course offerings and sequencing as well as structuring of the practicum.

Consonance with Academic Plan

The revised BEd and HBEEd (Aboriginal) programs remain consistent with Lakehead University’s Academic Plan (2012–2017) with its emphasis on high quality undergraduate programs, and engaged and successful students.

The Academic Plan articulates the commitment of Lakehead University to educate students who will “contribute to issues of social justice and environmental sustainability, locally, nationally, and globally.” The University is also committed to offering “quality programs” for Aboriginal students, to “enhancing our support of First Nations, Métis and Inuit (Aboriginal) students” and to “ensure access, and provide the necessary academic support services to successfully recruit and retain Aboriginal students.” As well, the University has committed to fostering “conditions whereby all people can flourish and continue to actively combat all forms of oppression and discrimination.” Both the BEd and HBEEd (Aboriginal) programs remain fully committed to these priorities from the Academic Plan.

First, both programs meet the priority of strengthening the University’s commitment to social justice, as a clear objective of our programs to develop socially responsible teachers who are aware of the importance of education in achieving social justice, and the need for equity in meeting all student’s educational needs.

Second, both the BEd and HBEEd (Aboriginal) programs have what we have termed a 'bi-epistemic' focus, aimed at fostering in all students an appreciation of both Indigenous and Western worldviews and an awareness of what is required to best meet the diversity of needs of all Ontario's students. To the best of our knowledge, thus far we are the only undergraduate teacher education program in Canada to require all students to take a course on Aboriginal Education. (This may change as other Ontario Faculties of Education redesign their programs.) The HBEEd (Aboriginal) program is specifically designed for Aboriginal students and is intended to ultimately result in better education for Aboriginal youth.

Third, both the BEd and HBEEd (Aboriginal) programs will require all students to take a course in Environmental Education. Based on the Acting Dean's discussions with other Deans at Ontario Faculties of Education, it is possible Lakehead may be the only one doing so. (Other Faculties may choose to infuse some environmental education content into other courses as their way of meeting requirements.)

Our commitment to require all BEd and HBEEd (Aboriginal) students to take courses in Aboriginal Education and Environmental Education is a particularly noteworthy alignment with the Academic Plan. Further, doing so builds upon our strengths and will help differentiate us from other Ontario Faculties of Education and is something we can use when marketing our programs.

Overview of Primary Changes to Programs

For the ease of the IQAP committee, the following bullet items highlight the main changes we are making to our programs. We will elaborate on these later in the document.

- While we have drafted a possible Junior/Intermediate division of the BEd, we do not plan to offer it for at least the first four years of the new program. In terms of enrolment, this is our smallest division, and because our current enrolment numbers will be split in three until 2019 (enrolments in the one-year program will be split over the existing grandfathered one-year stream, as well as each of the two years in the new two-year program), we do not expect enrolment numbers will make it financially sustainable until at least 2019, if ever.
- For the same reason we will not be offering two of the teachable subjects we currently offer in the Intermediate/Senior division of the BEd: Business and Computer Studies. Current enrolment numbers suggest that it will not be possible to offer "Curriculum and Instruction" courses in these subjects. We also will be monitoring other teachable areas to ensure they are financially sustainable.
- Practicum requirements for the 2-year BEd will consist of a total of 100 days, 50 per year. They will be done in four blocks of 4 or 5 weeks each, one at the

end of each of the four terms. Additionally, in the first year, students will complete one practicum day/week for 5 weeks in both terms.

- The faculty spent a significant amount of time developing program learner outcomes followed by course learner outcomes. Among other things, this is intended to reduce overlap of some topics in courses and to ensure all students receive instruction in all necessary topics during their program.
- We have incorporated additional content into the programs to meet new Ministry requirements (e.g., using educational research and data analysis to inform practice; differentiated instruction; teaching English language learners; professional learning communities).
- A new innovation similar to our existing requirement that all BEd and HBEEd (Aboriginal) students take a course in Aboriginal Education is that we will be requiring all students in the two-year BEd and the HBEEd (Aboriginal) to take a course in Environmental Education

Summary of BEd Programs to be Offered

As noted above, the 1-year BEd will continue until 2019 (to allow concurrent students who enter the program in 2014 to complete the degrees they originally enrolled in). It will then be eliminated. (We note that the Office of Enrolment Services is reviewing Academic Regulations to see if it is possible for us to eliminate the 1-year program sooner due to the financial challenges this will cause, but at this juncture, we will work on the assumption that the 1-year BEd will continue until 2019.).

The 2-year BEd degree will continue to be offered in both consecutive and concurrent option. The consecutive BEd program will be a 2-year post-degree program taken after the student has completed an initial undergraduate degree. The concurrent Bachelor and concurrent Honours programs will allow students to obtain the initial degree while obtaining Education credits in addition to those taken as part of their two Professional Years.

In Orillia, either the concurrent or consecutive route leads to recommendation of the student to the Ontario College of Teachers for qualifications in the Primary/Junior division.

In Thunder Bay, both the concurrent and consecutive routes of the 1-year BEd can lead to the student being recommended in any one of the Primary/Junior, Junior/Intermediate or Intermediate/Senior divisions.

Beginning in 2015, the Junior/Intermediate division will become “dormant” because we do not anticipate having sufficient room for enrolment to be able to afford to

offer the program. We will revisit this decision in 2018, which is why we are leaving it dormant for now rather than eliminating it altogether. Similarly, in 2015, we anticipate having to make dormant our lowest enrolment Intermediate/Senior teachable subjects (e.g., Business and Computer Studies).

The HBEd (Aboriginal) program will be lengthened by one year to 5 years in order to meet the Ministry's expectations for enhanced teacher education. The HBEd (Aboriginal) program is offered through the Department of Aboriginal Education to prepare people of Aboriginal ancestry to become teachers with particular expertise in meeting the needs of Aboriginal learners. A program that uses a blended delivery model (on-campus, online, and community-based), it is a concurrent program that includes two years of relevant courses in the Faculties of Social Sciences/Humanities and Sciences/Environmental Sciences, including required Native Language and Culture courses. The *Lakehead University Calendar* states that, "The education component includes a Core Specialization in Literacy and Numeracy, with attention to children with special needs and relevant field experiences. The program culminates in an Honours project where students demonstrate their learning in meaningful ways through teaching and learning portfolios, internships or apprenticeships with elders and/or cultural teachers, research, or design of culturally and linguistically relevant resources." Students can enroll in the program on a full- or part-time basis. Successful students are recommended to OCT for a Certificate of Qualification in the Primary/Junior division.

The different undergraduate degrees and degree combinations that will be possible to earn through the Faculty of Education's modified two-year programs on each campus are shown in Tables 1.1, 1.2 and 1.3 below.

Table 1.1
2-Year BEd degree programs available in Thunder Bay.

Division		Possible Degrees	Possible Teachables
Primary/Junior (P/J)	Two Year	BEd – Bachelor of Education	
	Concurrent Education	BABEd – Bachelor of Arts & Bachelor of Education BScBEd – Bachelor of Science & Bachelor of Education HBABEd – Honours Bachelor of Arts & Bachelor of Education HBKBEd – Honours Bachelor of Kinesiology & Bachelor of Education HBORBEd – Honours Bachelor of Outdoor Rec. & Bachelor of Education HBScBEd – Honours Bachelor of Science & Bachelor of Education	
Junior/Intermediate (J/I) (not to be offered until at least 2019)	Two Year	BEd – Bachelor of Education	<ul style="list-style-type: none"> • English • French as a Second Language • General Science • Geography • Health & Physical Education • History
	Concurrent Education	BABEd – Bachelor of Arts & Bachelor of Education BScBEd – Bachelor of Science & Bachelor of Education HBABEd – Honours Bachelor of Arts & Bachelor of Education HBKBEd – Honours Bachelor of	

		Kinesiology & Bachelor of Education HBORBED – Honours Bachelor of Outdoor Rec. & Bachelor of Education HBScBED – Honours Bachelor of Science & Bachelor of Education	<ul style="list-style-type: none"> • Mathematics • Music (Vocal or Instrumental) • Native Languages (with the language stipulated) • Native Studies • Visual Arts
Intermediate/Senior (I/S)	Two Year	Bachelor of Education	<ul style="list-style-type: none"> • Biology • Chemistry • English • Environmental Science • French as a Second Language • General Science • Geography • Health & Physical Education • History • Mathematics • Music (Vocal or Instrumental) • Native Languages (with the language stipulated) • Native Studies • Physics • Social Sciences-General • Visual Arts
	Concurrent Education	BABEd – Bachelor of Arts & Bachelor of Education BScBED – Bachelor of Science & Bachelor of Education HBABEd – Honours Bachelor of Arts & Bachelor of Education Honours Bachelor of Science & Bachelor of Education HBEScBED – Honours Bachelor of Environmental Science & Bachelor of Education HBFABEd – Honours Bachelor of Fine Arts & Bachelor of Education HBKBEEd – Honours Bachelor of Kinesiology & Bachelor of Education HBORBED – Honours Bachelor of Outdoor Rec. & Bachelor of Education	

Table 1.2
Two-Year BEd degree programs available in Orillia.

Division		Possible Degrees
Primary/Junior (P/J)	Two Year	BEd – Bachelor of Education
	Concurrent Education	BAScBED – Bachelor of Interdisciplinary Studies & Bachelor of Education HBAScBED – Honours Bachelor of Interdisciplinary Studies & Bachelor of Education

Table 1.3
HBEd Program (Aboriginal, P/J)

Year	Code	Course Name	Weight
1	EDUC 1410	Aboriginal Education Foundations	0.5
	EDUC 2110	Foundations in Mathematics	0.5
	ENGL	English 1111 or 1112 and English 1011 or 1031	1.0
	INDI 1100	Indigenous Learning	1.0
	Native Language	Choose from: Cree/IL1010/ 1011 and 1012/13 Ojibwe/IL 1013/14 and 1015/16 Ojibwe/IL 1014/1015 and 1016/1017	1.0
	GSCI 1000	General Science	1.0
2	EDUC 2130	Teachers of Aboriginal Learners	0.5
	EDUC 2150	Literature and the Aboriginal Child Birth to age 8	0.5
	ENGL 2702	Literature of Canada's First Nations	1.0
	1 FCE	Open FCE excluding Education	1.0
	1 FCE	SS&H or Environmental Studies	1.0
	EDUC 2010	Math	0.5
	EDUC 2XXX	Digital Technology	0.5
3	EDUC 3130	Parents, Family and Community	0.5

Year	Code	Course Name	Weight
	EDUC 3150	Literature and Aboriginal Child 9-12	0.5
	EDUC 3110	Mathematics Advanced Lab	0.5
	EDUC 4399	Field Study	0.5
	VISU/IL 2060	Native Arts and Crafts	1.0
	2 FCE	SS&H or Environmental Studies	2.0
4		C&I Language 1	0.5
		C&I Mathematics 1	0.5
		Mathematics Competency Exam PJ	0.0
		C&I Science & Technology	0.5
		C&I The Arts 1 (Dance & Drama; Music)	0.5
		Classroom Management	0.5
		Educational Psychology 1 (Child Development/Learning Theory Focus)	0.5
		Professionalism (Law, Ethics, History, Reflective Practice, Self-Directed Learning.)	0.5
		Diversity & Education (LGBTQ/Culturally Responsive/Class)	0.5
		Student Teaching 1	0.5
5		C&I Language 2	0.5
		C&I Mathematics 2	0.5
		C&I Social Studies	0.5
		C&I Health & Physical Education	0.5
		Educational Psychology 2 (Exceptionalities/Differentiation/Mental Health Focus)	0.5
		Democracy & Education	0.5
		Environmental Education	0.5
		Student Teaching 2	0.5
	EDUC 4001	Honours Project	1.0

Practicum

The practicum will involve pre-service students being in schools for 100 days over the course of the program. The breakdown of these practica is shown in Figure 1.1. Aside from the extension of the practicum to 100 days, two further major changes are envisaged. The first is the development of a mentorship model in which students will spend time in schools working with associate teachers in the weeks leading up to the first practicum. School boards, principals, and associate teachers with whom we've been in discussion have endorsed this model.

YEAR ONE

2015/2016 Professional Year Placement Schedule

September							October							November							December						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5					1	2	3	1	2	3	4	5	6	7			1	2	3	4	5
6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12
13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19
20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26
27	28	29	30				25	26	27	28	29	30	31	29	30						27	LU CLOSED					

■ Marking days for Sept 7 & Oct 12 (Rev 01/15) & remove regular class time.

January							February							March							April							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
					1	2			1	2	3	4	5	6			1	2	3	4	5						1	2
3	4	5	6	7	8	9	7	8	9	10	11	12	13	6	7	8	9	10	11	12	3	4	5	6	7	8	9	
10	11	12	13	14	15	16	14	15	16	17	18	19	20	13	14	15	16	17	18	19	10	11	12	13	14	15	16	
17	18	19	20	21	22	23	21	22	23	24	25	26	27	20	21	22	23	24	25	26	17	18	19	20	21	22	23	
24	25	26	27	28	29	30	28	29						27	28	29	30	31			24	25	26	27	28	29	30	
31																												

FALL Session				WINTER Session			
Classes [9 weeks] Sept 8 - Nov 10, 2015				Classes [9 weeks] Jan 4 - Mar 11, 2016			
Fall Placement Block		Nov 16 - Dec 11, 2015		Winter Placement Block		Mar 21 - Apr 19, 2016	
Total Placement Days Fall		20 day block 25 days		Total Placement Days Winter		20 day block 25 days	
YEAR ONE PLACEMENT DAYS TOTAL: 40 + 10 DAYS				YEAR TWO PLACEMENT DAYS TOTAL: 50 DAYS			

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YEAR TWO

2016/2017 Professional Year Placement Schedule

September							October							November							December						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3						1			1	2	3	4	5					1	2	3	
4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10
11	12	13	14	15	16	17	9	10	11	12	13	14	15	12	13	14	15	16	17	18	11	12	13	14	15	16	17
18	19	20	21	22	23	24	16	17	18	19	20	21	22	19	20	21	22	23	24	25	18	19	20	21	22	23	24
25	26	27	28	29	30	23	24	25	26	27	28	29	26	27	28	29				25	LU CLOSED						

January							February							March							April						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
										1	2	3	4														
1	2	3	4	5	6	7	5	6	7	8	9	10	11	5	6	7	8	9	10	11	2	3	4	5	6	7	8
8	9	10	11	12	13	14	12	13	14	15	16	17	18	12	13	14	15	16	17	18	9	10	11	12	13	14	15
15	16	17	18	19	20	21	19	20	21	22	23	24	25	19	20	21	22	23	24	25	16	17	18	19	20	21	22
22	23	24	25	26	27	28	26	27	28					26	27	28	29	30	31	23	24	25	26	27	28	29	
29	30	31																									

FALL Session				WINTER Session			
Classes [9 weeks] Sept 6 - Nov 8, 2016				Classes [9 weeks] Mon Jan 3 - Mar 13, 2017			
Fall Placement Block		Nov 14 - Dec 16, 2016		Winter Placement Block		Mar 20 - April 25, 2017	
Total Placement Days Fall		25 day block 25 days		Total Placement Days Winter		25 day block 25 days	
YEAR ONE PLACEMENT DAYS TOTAL: 40 + 10 DAYS				YEAR TWO PLACEMENT DAYS TOTAL: 50 DAYS			

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Figure 1.1 Sample Practicum Schedule - Years 1 and 2

The second major change is to adopt the Ministry of Education's *New Teacher Induction Program (2010)* (NTIP) *Competencies* as the basis for the assessment regime for students. Using the NTIP competencies offers the advantage of having an assessment regime that is aligned with the Ontario College of Teachers (2006) *Standards of Practice for the Teaching Profession*. The competencies that will form the basis of student assessment are highlighted below in Table 1.4.

Table 1.4
The 16 Competency Statements

Domain	Competency
Commitment to Pupils* and Pupil Learning	<ul style="list-style-type: none"> Teachers demonstrate commitment to the well-being and development of all pupils. Teachers are dedicated in their efforts to teach and support pupil learning and achievement. Teachers treat all pupils equitably and with respect. Teachers provide an environment for learning that encourages pupils to be problem solvers, decision makers, lifelong learners, and contributing members of a changing society.
Professional Knowledge	<ul style="list-style-type: none"> Teachers know their subject matter, the Ontario curriculum, and education- related legislation Teachers know a variety of effective teaching and assessment practices. Teachers know a variety of effective classroom management strategies. Teachers know how pupils learn and the factors that influence pupil learning and achievement.
Teaching Practice	<ul style="list-style-type: none"> Teachers use their professional knowledge and understanding of pupils, curriculum, legislation, teaching practices, and classroom management strategies to promote the learning and achievement of their pupils. Teachers communicate effectively with pupils, parents, and colleagues. Teachers conduct ongoing assessment of pupils' progress, evaluate their achievement, and report results to pupils and their parents regularly. Teachers adapt and refine their teaching practices through continuous learning and reflection, using a variety of sources and resources. Teachers use appropriate technology in their teaching practices and related professional responsibilities.
Leadership and Community	<ul style="list-style-type: none"> Teachers collaborate with other teachers and school colleagues to create and sustain learning communities in their classrooms and in their schools. Teachers work with professionals, parents, and members of the community to enhance pupil learning, pupil achievement, and school programs.
Ongoing Professional Learning	<ul style="list-style-type: none"> Teachers engage in ongoing professional learning and apply it to improve their teaching practices.

* In the Education Act, school students are referred to as "pupils."

Note: The eight competencies highlighted here in teal are those used for appraising the performance of new teachers. Principals must provide a comment for each of these eight competencies as a minimum requirement in the summative report for a new teacher.

Students must pass their first year practicum (ED4499) in order to progress to the second year practicum (ED4XXX).

2.0 Learner Outcomes and Degree Level Expectations

In this section, all learner outcomes have been listed under each degree level expectation in order to make very clear the alignment between outcomes and expectations. (All learner outcomes have also been mapped onto individual courses to ensure coverage and to determine sequencing of courses; these are not included in this proposal brief as this would make the document unwieldy and are not required. We do want to indicate, however, that this has indeed been done as part of our planning.)

By the end of the 2-year BEd program and the two professional years of the 5-year HBEEd (Aboriginal) program, students will be able to:

A. Depth of Knowledge

- A1. Demonstrate an understanding of theories of teaching and learning, highlighting constructivist teaching and learning principles.
- A2. Demonstrate knowledge of the Ontario curriculum for the appropriate divisions and/or teachable subjects.
- A3. Demonstrate expertise in the appropriate subject area knowledge.
- A4. Demonstrate the appropriate pedagogical content knowledge.
- A5. Demonstrate expertise in evidence-based teaching practices in content areas.
- A6. Demonstrate knowledge of effective assessment practices (assessment *for, as* and *of* learning) appropriate for the divisions in which they will teach and for a variety of pedagogies.
- A7. Demonstrate an understanding of curriculum processes and interconnections: planning, development, implementation, and assessment.
- A8. Demonstrate an understanding of literacy strategies to incorporate into content area curricula to promote school student learning.
- A9. Demonstrate knowledge of critical thinking and how to help school students develop critical thinking skills.
- A10. Demonstrate awareness of key environmental issues and how to teach about these in age-appropriate, contextually appropriate ways.
- A11. Demonstrate an understanding of the relationship between democracy and education, and the demands democracy places on education.
- A12. Demonstrate knowledge of the laws and regulations governing publicly and federally funded education in Ontario.
- A13. Demonstrate knowledge of current Ministry of Education and local school board policies and procedures.
- A14. Demonstrate an understanding of the ways in which the history of education affects current policies and practices.
- A15. Demonstrate knowledge of historic and current events, both national and international, and an awareness of how changing social forces impact school students and classrooms.
- A16. Demonstrate an understanding of the impacts of social, economic, and ecological contexts in school success.
- A17. Demonstrate an awareness of the importance of Treaties to Aboriginal/non-Aboriginal relations.
- A18. Demonstrate knowledge of Aboriginal history, including an understanding of the continuing effect of colonialism and Residential Schools on Aboriginal communities and school students.
- A19. Demonstrate knowledge about cultures of bullying, prejudice, and discrimination that gender and sexuality minority school students, teachers, and families (e.g. lesbian, gay, bisexual, transgender) face in schools.
- A20. Understand the principles of culturally responsive teaching within an anti-racist framework.
- A21. Demonstrate knowledge and understanding of resources that facilitate implementation of culturally responsive and social justice oriented teaching.

- A22. Demonstrate an understanding of child and youth development (physical, emotional, social, moral, cognitive and communicative) and the implications for practice across grade levels and divisions.
- A23. Demonstrate knowledge of the needs of exceptional school students (theoretical & practical), and the ability to use this knowledge in making decisions concerning effective pedagogy.
- A24. Be able to determine differences in learners on multiple axes, including race, class, age, gender identity, sexual orientation, ability, size, religion and mental health.
- A25. Demonstrate an understanding of child, youth and parent mental health and the requisite knowledge to link school students and families to services.
- A26. Demonstrate an understanding of critical media literacy and develop strategies for its successful cross-curricular implementation.
- A27. Demonstrate an understanding of hands-on, production-centered digital literacies relevant for the pedagogies used in the content areas.
- A28. Demonstrate knowledge of multiple modes of communication, including oral, textual, visual, aural and multimodal expression.
- A29. Understand theories of classroom management and demonstrate the ability to respond flexibly and responsibly to varied scenarios.
- A30. Demonstrate knowledge of children's basic human rights.
- A31. Demonstrate knowledge of culturally-responsive teaching practices in content areas.
- A32. Demonstrate knowledge of strategies for teaching English Language Learners [ELLs] in the content areas.
- A33. Demonstrate awareness of classroom management issues that may vary for diverse or at-risk school students (e.g., from high poverty, in foster care, racialized, English Language Learners, LGBTQ, in the justice system, etc.)
- A34. Show an appreciation of experiential education, an understanding of its role in traditional Indigenous education and of its potential in today's education system.
- A35. Demonstrate knowledge of how Professional Learning Communities (PLCs) work in schools, using assessment data and research findings to guide and differentiate instruction.

B. Application of Knowledge

- B1. Demonstrate the ability to apply educational theory to classroom and other relevant practice.
- B2. Demonstrate the ability to plan engaging instruction for school students with varied learning preferences.
- B3. Demonstrate the ability to use reflection to test and evaluate the application of theory into practice.
- B4. Demonstrate the ability to critically evaluate curriculum to make good decisions about what to cover, in what depth, in order to meet core expectations within each curriculum area.
- B5. Demonstrate the ability to foster school student engagement, motivation and a love of learning.
- B6. Demonstrate the ability to critically analyze social systems of which they are part, and take action for improvement.
- B7. Demonstrate the skills to help school students appreciate that their actions have multiple consequences, and to act in personally, socially, and environmentally responsible ways.

- B8. Demonstrate the ability to design effective instruction for both Aboriginal and non-Aboriginal school students and to teach both Aboriginal and non-Aboriginal school students respectfully and effectively.
- B9. Demonstrate the ability to differentiate instruction for school students of varying abilities and diverse backgrounds.
- B10. Demonstrate the ability to guide instruction in large and small groups.
- B11. Demonstrate the ability to plan lessons and units taking into account curriculum, Ministry policy, critical reflection and best practice.
- B12. Demonstrate the ability to design effective instruction for school students from different cultures, for English as a Second Language, and for English Language Learners (ELLs), and the ability to teach them respectfully and effectively.

C. Knowledge of Educational Research Methodologies

- C1. Demonstrate the ability to define and articulate the need for information and select strategies and tools to find that information.
- C2. Demonstrate the ability to identify problems, formulate questions, and employ advanced search strategies using various electronic retrieval systems, to locate information through professional and academic literature for use in teaching.
- C3. Demonstrate the ability to assess the quality and relevance of information found through various means.
- C4. Articulate an understanding of educational research procedures including action research.
- C5. Demonstrate the ability to write brief literature reviews and write up action research conducted by themselves and colleagues.
- C6. Demonstrate understanding of ethical considerations in conducting research with people, and knowledge of Aboriginal research considerations.

D. Awareness of the Limits of Knowledge

- D1. Articulate that knowledge is culturally situated and may be perceived differently by people from different backgrounds.
- D2. Demonstrate the understanding that our knowledge is never complete or absolute.
- D3. Demonstrate an awareness of how one's own socio-cultural-ecological background and context impacts perception, knowledge acquisition and belief formation.
- D4. Demonstrate an awareness of how Eurocentric and other dominant discourses have permeated, and continue to permeate, curriculum.
- D5. Demonstrate knowledge that literacy is culturally situated, political in nature, and constantly changing to meet the needs of societies.

E. Communication Skills

- E1. Demonstrate the ability to articulate ideas clearly, read critically, and communicate precisely in writing for particular audiences (including colleagues, parents, school students – including ELLs – and the public).
- E2. Demonstrate the ability to hear and respond to the needs of school students.
- E3. Articulate an understanding that communication takes multiple forms, including artistic forms, and that the arts are effective in communicating culturally and epistemologically diverse knowledge.
- E4. Demonstrate the ability to communicate effectively using educational technology including multimedia appropriate to the school students and content.

- E5. Demonstrate the understanding that much communication occurs through body language.
- E6. Recognize and value the background and home literacies students bring to the classroom and the role these can and should play in the acquisition of English literacy.
- E7. Understand and be able to communicate scientific literacy.

F. Self-Knowledge

- F1. Articulate one's own social, cultural and ecological positioning.
- F2. Articulate one's beliefs about teaching and learning.
- F3. Demonstrate the ability to assess one's own strengths as a teacher and state areas for growth.
- F4. Demonstrate an understanding of how one's own educational practices and assumptions are informed by one's past educational experiences, and be able to analyze and critique one's own prior education.
- F5. Demonstrate knowledge of how personal learning preferences impact instructional practices.
- F6. Demonstrate an awareness of wellness and wellbeing and an ability to identify and respond to personal wellness needs.
- F7. Demonstrate an understanding of professional development as a career-long process.
- F8. Articulate one's own reasoned beliefs about the use of educational technologies.
- F9. Demonstrate an appreciation for First Nations, Métis and Inuit cultures.

G. Autonomy and Professional Capacity

- G1. Demonstrate knowledge of the Ontario College of Teachers' *Standards of Practice for the Teaching Profession* and the *Ethical Standards for the Teaching Profession*.
- G2. Act ethically and professionally with colleagues, school students, parents/guardians and community members.
- G3. Advocate on behalf of school students.
- G4. Demonstrate the ability to work collaboratively with colleagues.
- G5. Be able to take responsibility for personal health, learning, growth and development.
- G6. Demonstrate an understanding of, and facility with, reflexive practice.
- G7. Demonstrate an understanding of collaborative inquiry and its potential to solve challenges and answer critical questions about teaching and learning.
- G8. Demonstrate a tolerance for, and ability to persevere in the face of, ambiguity, uncertainty, and adversity.
- G9. Demonstrate integrity, compassion, and patience.
- G10. Demonstrate an understanding of the need for healthy relationships with people, places, and the natural world.
- G11. Demonstrate the ability to apply strategies for successful change within schools.
- G12. Demonstrate an awareness of and facility with skills for building positive and cooperative community climates in classrooms and schools.
- G13. Understand the need for physical, mental, spiritual, and emotional health in ourselves, school students and communities.
- G14. Demonstrate the ability to practice critical reflection.
- G15. Demonstrate an ability to empathize with school students who come from a different socio-cultural-ecological background than you.

3.0 Admission Requirements

Admission requirements for the BEd will remain the same. Given that “spaces” for BEd students will be halved, however, we anticipate that the grades required for admission to the consecutive program will rise.

Admission to the BEd and HBEd (Aboriginal) is based on a combination of academic standing and meeting the prerequisites for teachable areas. In addition, HBEd (Aboriginal) applicants must be of Aboriginal ancestry. Applicants to the Faculty’s concurrent programs must have 70% in their best six grade 12 (university and mixed) courses, and the course requirements for the partner degree program. Applicants to the HBEd (Aboriginal) program also require an average of 70% in their best six grade 12 courses. Applicants to the Faculty’s consecutive program must have an undergraduate degree, with an average of 70% in their most recent 10 FCEs, and course work that meets the requirements for teachable areas. Mature students can apply to the consecutive program with less than 70% average; these students also submit a profile that is assessed by a team comprised of both full-time faculty members from the Faculty, and staff from the University’s admissions office, and judged in terms of likelihood of ability to successfully complete the program.

4.0 Structure and Program Content

Below are tables that detail the course requirements in the 2-year BEd for: the common Concurrent Pre-Professional Year program (Table 4.1); Primary/Junior division (Table 4.2); Junior/Intermediate division (Table 4.3); and Intermediate/Senior division (Table 4.4); and the list of electives (Table 4.5).

The structure and content of the HBEd (Aboriginal) program has already been detailed in Table 1.3.

Note that the vast majority of courses in the 2-year BEd are now worth .5 or 1.0 FCE. For educational and regulatory reasons, that is, when required to offer certain content for accreditation but where the content does not justify 0.5 FCE and cannot be combined with other course content material, we have created a small number of courses worth .25 FCE. In the 1-year program, all of our electives and many of our other courses were worth .25 FCE, which was required to ensure we covered all the content needed for OCT accreditation, but made the program rather unwieldy. Removing as many .25 FCE courses as possible results in a much simpler configuration and aligns more fully with how other university programs at Lakehead are set up.

Table 4.1

Concurrent Pre-Professional Courses

Year 1	.5 FCE	Introduction to Education
Year 2	.5 FCE	Introduction to Teaching (8-day observational placement)
Year 3 or 4	.5 FCE	Elective

Table 4.2
Primary/Junior Division Courses

Year 1	.5 FCE	C&I Language (PJ) Part 1
	.5 FCE	C&I Mathematics (PJ) Part 1
	.25 FCE	C&I Visual Arts (PJ)
	.5 FCE	C&I Science & Technology (PJ)
	.5 FCE	C&I Social Studies (PJ)
	0 FCE	Mathematics Competency Exam (PJ)
	.25 FCE	Teaching Kindergarten
	.5 FCE	Planning & Evaluation, & Classroom Management Part 1
	.5 FCE	Educational Psychology, & Inclusive Education Part 1
	.5 FCE	Aboriginal Education
	.5 FCE	Social Difference in Education
	.5 FCE	Student Teaching 1
Year 2	.5 FCE	C&I Language (PJ) Part 2
	.5 FCE	C&I Mathematics (PJ) Part 2
	.5 FCE	C&I Music, Dance and Drama (PJ)
	.5 FCE	C&I Health & Physical Education (PJ)
	.25 FCE	Classroom Management Part 2
	.25 FCE	Inclusive Education Part 2
	.5 FCE	Professional Practice
	.5 FCE	Environmental Education
	.5 FCE	Democracy & Education
	.5 FCE	Elective
	.5 FCE	Student Teaching Part 2

Table 4.3
Junior/Intermediate Division Courses (dormant until at least 2019)

Year 1	.5 FCE	C&I Language (JI) Part 1
	.5 FCE	C&I Mathematics (JI) Part 1
	.25 FCE	C&I Visual Arts (JI)
	.5 FCE	C&I Health & Physical Education (JI)
	.5 FCE	C&I Science & Technology (JI)
	.5 FCE	C&I Social Studies (JI)
	0 FCE	Mathematics Competency Exam (JI)
	.5 FCE	Planning & Evaluation, & Classroom Management Part 1
	.5 FCE	Educational Psychology, & Inclusive Education Part 1
	.5 FCE	Aboriginal Education
	.5 FCE	Social Difference in Education
	.5 FCE	Student Teaching 1
Year 2	.5 FCE	C&I Language (JI) Part 2
	.5 FCE	C&I Mathematics (JI) Part 2
	.5 FCE	C&I Music, Dance & Drama (JI)
	.5 FCE	C&I JI Teachable
	.25 FCE	Classroom Management Part 2
	.25 FCE	Inclusive Education Part 2
	.5 FCE	Professional Practice
	.5 FCE	Environmental Education
	.5 FCE	Democracy & Education
	.5 FCE	Elective
	.5 FCE	Student Teaching Part 2

Note 1: As noted above, we have created a 2-year J/I program but will leave it dormant while the combined two-year program remains very small due to grandparented one-year flow-through concurrent education students. It will then be easy to activate if enrolment numbers look favourable as the grandparenting ends. If numbers dictate that we are only able to maintain the P/J and I/S programs, we will remove the J/I program.

Note 2: Since the J/I program does not include Teaching Kindergarten, a .25 course in the P/J program, but does require a .5 FCE teachable subject, the program has 5.25 FCEs in year one.

Table 4.4
Intermediate/Senior Division Courses

Year 1	1 FCE	C&I 1 st Teachable Part 1
	1 FCE	C&I 2 nd Teachable Part 1
	.5 FCE	Planning & Evaluation, & Classroom Management Part 1
	.5 FCE	Educational Psychology, & Inclusive Education Part 1
	.5 FCE	Literacy & Learning in the IS Curriculum
	.5 FCE	Effective Intermediate Teaching
	.5 FCE	Aboriginal Education
	.5 FCE	Student Teaching 1
Year 2	.5 FCE	C&I 1 st Teachable Part 2
	.5 FCE	C&I 2 nd Teachable Part 2
	.25 FCE	Classroom Management Part 2
	.25 FCE	Inclusive Education Part 2
	.5 FCE	Social Difference in Education
	.5 FCE	Environmental Education
	.5 FCE	Professional Practice
	.5 FCE	Democracy & Education
	.5 FCE	Elective 1
	.5 FCE	Elective 2
	.5 FCE	Student Teaching 2

Table 4.5
List of Education Electives

.5 FCE	Religious Education
.5 FCE	Teaching French as a Second Language
.5 FCE	Literacy Specialization
.5 FCE	Teaching Internationally
.5 FCE	Teaching English as a Second Language & English Language Learners
.5 FCE	Teaching in First Nations, Métis and Inuit Communities
.5 FCE	Critical Digital Literacy
.5 FCE	Mathematics Curriculum for PJ Teachers
.5 FCE	Teaching Intermediate Math
.5 FCE	Teaching Intermediate Language
.5 FCE	Using the Arts to Enhance IS Teaching
.5 FCE	OE3 Collaborative Projects (restricted to IS OE3 students only)
1 FCE	Special Topics in Education (restricted to IS students only)
.5 FCE	Special Topics in Education

Note: Especially in the first years when we have a very small 2-year program due to the grandparented Professional Year flow-through, we will be very limited in how many electives we can offer. We hope to be able to rotate the offerings over two years to give students more choice, rather than repeating the offerings every year. There were a number of good elective suggestions that at this point we will not calendar; instead, if needed, we will offer them as special topics rather than have them calendared and not offered. The structure of the I/S program makes it possible to offer a 1 FCE specialization elective, similar to the current ED 4000 courses that students could take instead of two .5 FCE electives. Electives for Pre-Professional Years will be drawn, on a rotating basis, from the same list and offered in Pre-Professional Year format (i.e., as 12-week courses).

Additionally, the Education elective can be taken in first year or second year, which will allow for greater flexibility and student choice. To do so, students will interchange Aboriginal Education in 1st year with an elective in 2nd year.

5.0 Mode of Delivery

As professional programs, the coursework in both the BEd and HBEEd (Aboriginal) will be delivered in a variety of modes such as lecture, seminar, experiential, and practicum. In a survey of faculty as part of last year's IQAP, faculty mentioned or described a wide variety of ways they taught or different activities they used in the classroom, including but certainly not limited to microteaching, jigsaw activities, community service learning, integrated outdoor activities, portfolios, inquiry-based strategies, problem-based learning, and cultural production.

In the BEd program, courses will continue to be offered in the fall and winter terms.

In Thunder Bay, BEd courses will be offered on-campus in the Bora Laskin, ATAC, or PACI as well as in our PPODS (Professional Program On-Site Delivery, in classrooms in neighbouring schools which relieves space pressure on the Bora Laskin and affords an additional opportunity beyond the practicum requirements for our students to gain hands-on experience in schools with teachers and school students).

In Orillia, most courses offered in the 2-year Professional Program will be offered at Heritage Place. Concurrent Pre-Professional courses will be offered at Simcoe Hall. A small number of courses may be offered online. The possibility of offering PPODS in Orillia is also under discussion, so may be in place by 2015.

In the HBEEd (Aboriginal) program, students will continue to be able to enroll in the program on a full or part-time basis utilizing community-based, on-campus, and distance delivery methods. Courses are offered in various formats in the spring, summer, fall and winter.

6.0 Assessment of Teaching and Learning

Assessment of teaching and learning occurs in a myriad of ways within the BEd and HBEEd (Aboriginal) programs, reflecting the pedagogical and content expertise of faculty.

It is important to point out that accreditation of the BEd and HBEEd (Aboriginal) programs by OCT is dependent on the Faculty demonstrating that assessment of teaching and learning meets Regulatory Requirement 7 of the College that "*Students are assessed on an ongoing basis throughout the program.*" Both programs are fully accredited by the College.

Teaching and learning will be assessed via:

- Successful completion of courses. In a number of courses, formative assessment strategies such as face-to-face discussion and written feedback are used to provide students with feedback prior to final submission. Assessment of learning is done through a variety of assignment tasks, such as weekly reading responses,

reflective journals, case study analyses, oral presentations, creative projects, discussion facilitations, literature reviews, and term papers.

- To meet the recognized need for improved instruction in Mathematics in Ontario elementary schools, the Faculty implemented a Mathematics Competency Exam in 2001. All P/J students must attain 75% to pass the Mathematics Competency Exam set at the Grade 6/7 level. Passing this exam is a requirement for passing EDUC 4050 and is a requirement for degree completion. Thus far, Lakehead is the only Faculty of Education to have this requirement; because of that, a number of school boards prefer to hire our graduates.
- Student exit surveys have provided us with helpful feedback on the program and what students report learning; these will be conducted periodically in the future.

7.0 Resources for Undergraduate Programs

7.1 Faculty and Staff

There are 35 full-time (tenured and tenure-track) faculty in the Faculty of Education over the two campuses (31 full-time faculty in Thunder Bay, and 4 full-time and 1 limited term appointment position in Orillia), 72 contract lecturers teaching on the Thunder Bay campus and 36 contract lecturers teaching in Orillia.

Full-time faculty members have active research agendas, with significant levels of external funding, recent publications, conference presentations, and graduate supervisions. The vast majority of contract faculty have MEd degrees, and some have PhDs. Faculty bring this knowledge of current research in teacher education into their course design and teaching. Many faculty members are also very active in subject associations and other professional education bodies regionally, provincially, nationally, and internationally. This involvement helps keep us abreast of current research and how it is being adopted in schools. Faculty members have also worked with the Ministry of Education in curriculum consultation and development, work that requires best practice knowledge.

Once we are past the grandfathering period, no additional faculty or staff resources will be required to run the new program. During the transition period, however, we will need to employ more contract faculty because we must offer required courses in both programs and enrolments will be spread across the 1-year and 2-year BEd. We cannot avoid this scenario because the Ministry has mandated that we grandfather concurrent students. As we note below in 7.3, we will try to manage faculty resources as efficiently as possible during this transition period.

7.2 Physical Space

Our physical space remains a challenge. Both the Bora Laskin building in Thunder Bay and Heritage Place in Orillia are old and we hear many student complaints about the state of the buildings. Still, these are the buildings we have at the moment and we will need to make the most of them. Space will be at a premium when we are required to offer the 1-year BEd and the 2-year BEd simultaneously (2015-2019); we will need support and understanding

from the rest of the University in order to manage this. We have not yet begun to tackle that logistical challenge, but will do so.

7.3 Financial Resources

Budgetary structures for the Education programs in Thunder Bay and Orillia are distinct. The Faculty of Education has its own operating budget. The Education budget at Orillia is part of the Orillia campus operating budget at the moment, although that may change in the future.

Resources are already in place to support the current BEd and HBEEd (Aboriginal) programs and we will continue to manage our budgets as efficiently as possible. In 2015/2016 when we only have concurrent students and first-year students in the 2-year BEd program (i.e., there will be no second year students yet), we could face financial challenges with lower enrolment. We are working with senior administration to negotiate with MTCU about a transitional enrolment plan but have not yet heard a decision on this matter. In the transition period, we also will incur additional costs associated with running both the 1-year and 2-year program at the same time because, as noted above, we will need to offer required courses in both programs with enrolments spread across the two programs. We cannot avoid this scenario because the Ministry has mandated that we grandfather concurrent students. We will minimize these additional expenses as much as we can, for example, by pro-rating low-enrolment courses taught by contract faculty. Lakehead, like all universities in Ontario with Faculties of Education, is applying to MTCU for mitigation funds to cover these additional costs.

Finally, as noted above, we have made difficult decisions about which programs to offer in order to make the best use of our resources (i.e., calendaring the major modifications to the BEd Junior/Intermediate Division but keeping the program dormant for the first four years and keeping some Intermediate/Senior teachables dormant).

7.4 Other Resources

All the resources currently in place for the BEd and HBEEd (Aboriginal) will remain, from the library, to computer labs, the digital media lab, the portable computer labs, and technology support will be in place. Further, the MEd and PhD programs contribute to a culture of scholarship in the Faculty of Education.

Appendix A: Course Descriptions

PreProfessional Concurrent Education Courses (Honours and NonHonours):

Introduction to Education

A critical introduction to the theory and practice of teaching with a focus on the development of teacher identity. Knowledge about the structure and function of education in Ontario's publicly-funded schools and current trends and issues in education will be examined.

Introduction to Teaching

A professional seminar addressing pedagogical issues of common concern to classroom teachers K-12, followed by a 40-hour internship in which students have the opportunity to observe, assist and deliver lessons in a school or non-school pedagogic site.

Education Electives – see p. 33

CORE Courses Common to all Divisions (Bachelor of Education):**Educational Psychology & Inclusive Education Part 1**

An introduction to the study of child growth and development, the learning process, and their implications for the work of the classroom teacher. The topic of exceptionalities from a theoretical perspective, including how these impact the learning process and the work of the classroom teacher will be introduced. Higher and lower incidence exceptionalities and controversies in the special needs field are explored.

Inclusive Education Part 2

A continuation on the topic of exceptionalities from a practical perspective, including the needs of exceptional students, strategies for successful inclusion of exceptional students in the classroom, the rights and responsibilities of students and teachers, differentiated instruction, and classroom management.

Planning & Evaluation and Classroom Management Part 1

Establishing and maintaining a positive and safe learning environment in the classroom is explored and concepts in instructional planning and evaluation introduced. A variety of approaches based on research and theory will be considered and applied to classroom and school situations.

Classroom Management Part 2

A consolidation of the knowledge and skills students will need to establish and maintain a positive and safe learning environment in the classroom. Students will use case studies and scenarios from the student practicum experiences to problem-solve solutions to typical classroom management events.

Aboriginal Education

The theory, policy, and practice of teaching Aboriginal students. Social, cultural, historical and political contexts of life for Aboriginal Peoples across Canada will be discussed. The history of Aboriginal-non-Aboriginal relations will be explored critically.

Social Difference in Education

Considers issues of power, privilege, oppression, and how social differences such as race, ethnicity, class, gender, sexuality, size, and ability make a difference in how, what, and by whom education occurs in schools. Moving beyond a simplistic notion of 'diversity', this course examines how social difference shapes contemporary education.

Environmental Education

In the face of climate change, environmental degradation, and food and water insecurity, one of the key aims of the course is to foster mutually flourishing relationships between humanity and the natural world. Inherently interdisciplinary and with diverse emphases, environmental education occurs in a variety of learning contexts. Current environmental education research, theory, policy, curriculum, and practice will be critically examined, as will constraints and possibilities for implementation in Ontario schools.

Democracy & Education

An introduction to the relationship between democracy and education, and the demands democracy places on education. The aims of education and justification for publicly-funded schooling in a democracy, and the history of current policies and practices. Topics will also include critical thinking, critical media literacy, and advocating for change in schools and society.

Professional Practice

An examination of the legal foundations of publicly-funded education in Ontario and the application of professional ethics to teaching. A presentation of Professional Learning Communities (PLC) and how they work to collaboratively assess data to guide efforts at improving practice and student outcomes.

Student Teaching, Part 1

A supervised practical placement in which students have extended opportunity to observe and practice teach in schools and classrooms appropriate to their levels of study and/or teachable subjects. The placements are made in accordance with the regulations for Teacher Certification in Ontario.

Student Teaching, Part 2

A supervised practical placement in which students have extended opportunity to observe and practice teach in schools and classrooms appropriate to their levels of study and/or teachable subjects. The placements are made in accordance with the regulations for Teacher Certification in Ontario.

DIVISION and Subject (Teachable) Specific Professional Program Courses

Primary/Junior:

C&I Language (P/J), Part 1

This course familiarizes students with the characteristics and development of young children's language and with the documents provided by the Ontario Ministry of Education for developing language arts programs for the primary/junior levels. Topics include: the development of language and thought; the selection, planning, implementation, and evaluation of learning opportunities in viewing, listening, speaking, reading, and writing. The interrelated nature of these abilities will be explored to provide a framework for meeting individual differences in language development.

C&I Language (P/J), Part 2

Building on part one, this course considers diversity in the classroom in relation to the teaching/learning of language arts. Students will become familiar with methods for differentiating instruction to meet the needs of individual language learners, with particular emphasis on teaching across difference. Using literacy across the curriculum is explored.

Mathematics Competency Exam (P/J)

The mathematics competency exam (P/J) is offered in early September and early March and must be passed at the 75% level. This exam ensures that all students understand basic mathematical concepts at the Grade 6/7 level.

C&I Mathematics (P/J), Part 1

The development, effective instruction, and assessment, of children's mathematics K-6. Students will learn about the research, theory and application of early number sense, algebra, patterning and measurement. They will learn to understand, teach to, model and assess children's mathematical thinking in these areas.

C&I Mathematics (P/J), Part 2

The development, effective instruction and assessment of children's mathematics K-6. Students will learn about the research, theory and application of advanced elementary number sense, probability, data management and geometry. Students will learn to understand, teach to, model and assess children's mathematical thinking in these areas.

C&I Science & Technology (P/J)

Theory, planning, implementation, assessment, resources, and a variety of pedagogical strategies for students to gain confidence in their ability to teach science & technology. Students will examine and gain an understanding of the Ontario Ministry of Education Science & Technology Curriculum Document at the P/J level.

C&I Social Studies (P/J)

Theory, planning, implementation, assessment, resources, and a variety of pedagogical strategies for students to gain confidence in their ability to teach social studies. Students will examine and gain an understanding of the Ontario Ministry of Education Social Studies Curriculum Document at the P/J level.

C&I Health & Physical Education (P/J)

Through experiential and interdisciplinary learning students will be introduced to a critical study of health and physical education programming at the primary/junior level. Based upon current research in teaching and learning health and physical education with a focus on physical and health literacy and equity-based practices, students will develop pedagogical knowledge and instructional strategies for teaching health and physical education within the context of the current Ontario Ministry of Education curriculum and policy documents.

C&I Visual Arts (P/J)

An examination of the Ontario Ministry of Education documents along with methods and techniques used in teaching visual arts in the primary and junior grades. Principles of effective planning, assessment and classroom management will be identified.

C&I Music, Dance and Drama (P/J)

An examination of the Ontario Ministry of Education documents along with methods and techniques used in teaching music, dance and drama in the primary and junior grades. Principles of effective planning, assessment and classroom management will be identified.

Teaching Kindergarten

An exploration of knowledge and skills needed to teach kindergarten with a focus on effective play-based learning environments. Relates child maturation and philosophy to the expectations outlined in the Ontario Ministry of Education Kindergarten Program.

Junior/Intermediate:

C&I Language (J/I), Part 1

This course familiarizes students with the characteristics of the middle-school child's language and with the documents provided by the Ontario Ministry of Education for developing language arts programs for the junior/intermediate levels. Course topics include: the development of language and thought; the selection, planning, implementation, and evaluation of learning opportunities in viewing, listening, speaking, reading, and writing. The interrelated nature of these abilities will be explored to provide a framework for meeting individual differences in language development.

C&I Language (J/I), Part 2

Building on C&I Language, Part 1, this course considers diversity in the classroom in relation to the teaching/learning of language arts. Students will become familiar with methods for differentiating instruction to meet the needs of individual language learners, with particular emphasis on teaching across difference. Using literacy across the curriculum is explored.

Mathematics Competency Exam (J/I)

The mathematics competency exam (J/I) is offered in early September and early March and must be passed at the 75% level. This exam ensures that all students understand basic mathematical concepts at the Grade 8/9 level.

C&I Mathematics (J/I), Part 1

Research-based teaching methods at the junior and intermediate levels will be explored and applied. Students will learn about concept development of number and operation, measurement, and patterning and algebra. They will learn to understand, model, support and assess children's mathematical thinking in these areas as part of problem-based lesson planning and error analysis.

C&I Mathematics (J/I), Part 2

Further development of problem-based lesson planning, differentiation, questioning, error-analysis, and assessment will be explored, as well as differentiated instruction, action research methodologies, and professional development.

C&I Visual Arts (J/I)

An examination of the Ontario Ministry of Education documents along with methods and techniques used in teaching visual arts in the junior and intermediate grades. Principles of effective planning, assessment and classroom management will be identified.

C&I Health & Physical Education (J/I)

Through experiential and interdisciplinary learning students will be introduced to a critical study of health and physical education programming at the intermediate level. Based upon current research in teaching and learning health and physical education with a focus on physical and health literacy and equity-based practices, students will develop pedagogical knowledge and instructional strategies for teaching health and physical education within the context of the current Ontario Ministry of Education curriculum and policy documents.

C&I Science & Technology (J/I)

Theory, planning, implementation, assessment, resources, and a variety of pedagogical strategies for students to gain confidence in their ability to teach science & technology. Students will examine and gain an understanding of the Ontario Ministry of Education Science & Technology Curriculum Document at the J/I level.

C&I Social Studies (J/I)

Theory, planning, implementation, assessment, resources, and a variety of pedagogical strategies for students to gain confidence in their ability to teach social studies. Students will examine and gain an understanding of the Ontario Ministry of Education Social Studies Curriculum Document at the J/I level.

C&I Music, Dance & Drama (J/I)

An examination of the Ontario Ministry of Education documents along with methods and techniques used in teaching music, dance and drama in the junior and intermediate grades. Principles of effective planning, assessment and classroom management will be identified.

C&I J/I Teachables (to be determined prior to activation, 2019)

Intermediate/Senior:

Literacy & Learning in the I/S Curriculum

Prepares students in the intermediate/senior division to meet the literacy demands of the various subject disciplines and to integrate a variety of literacy and oracy approaches in support of student learning. Students will examine the concepts of multiliteracies and critical literacy, and will explore a broad range of instructional strategies and resources. Students will also consider the implications of multiliteracies for planning, development, implementation, and evaluation, and understand what role they can play in supporting at-risk readers and writers, Grades 7-12.

Effective Intermediate Teaching

Preparation of the intermediate/senior student for middle school teaching through a holistic look at approaches needed for success such as differentiated instruction, effective planning, and classroom management.

C&I Biology (I/S), Part 1

Based upon current research and best practices in teaching and learning science, this course provides a foundation for the development of knowledge and understanding of the teaching of biology. Focuses upon pedagogical knowledge and instructional strategies for teaching biology within the context of the current Ontario curriculum and policy documents.

C&I Biology (I/S), Part 2

Builds upon the content of Curriculum and Instruction Biology Part 1 to use current research and best practices to support the development of scientific literacy, science-technology-society-environment connections and an awareness of the nature of science in the context of teaching Biology using the current Ontario curriculum and policy documents.

C&I Chemistry (I/S), Part 1

Based upon current research and best practices in teaching and learning science, this course provides a foundation for the development of knowledge and understanding of the teaching of chemistry. The focus is upon pedagogical knowledge and instructional strategies for teaching chemistry within the context of the current Ontario curriculum and policy documents.

C&I Chemistry (I/S), Part 2

Builds upon the content of Curriculum and Instruction Chemistry (I/S) Part 1 to use current research and best practices to support the development of scientific literacy, science-technology-society-environment connections and an awareness of the nature of science in the context of teaching Chemistry using the current Ontario curriculum and policy documents.

C&I English (I/S), Part 1

Theory and practice in English secondary instruction methods and curriculum design, based upon current research and best practices in teaching and learning. Including English literature, composition, oracy, and media literacy in the intermediate and senior divisions across the open, applied, and academic types of English courses as specified in the Ontario Ministry of Education curriculum documents.

C&I English (I/S), Part 2

Builds upon the content of Curriculum and Instruction English (I/S) Part 1 to use current research and best practices in English secondary instruction. Continued study of the integration and interrelationships among four strands of learning: Oral Communication, Reading and Literature Studies, Writing, and Media Studies. Implications of streaming with respect to these strands will be examined.

C&I Environmental Science (I/S), Part 1

Current research and best practices to support the development of deep connections between the environment, the nature of science, society and instruction, and an awareness of the nature of science in the context of teaching about the environment using the current Ontario curriculum and policy documents.

C&I Environmental Science (I/S), Part 2: Outdoor Ecological and Experiential Education

A critical, experiential, and holistic exploration of outdoor education theory, research, and practice as it applies to teaching and learning at the intermediate/senior level. Particular attention will be paid to Ontario Ministry of Education documents related to environmental science as well as interdisciplinary studies that support Integrated Environmental Studies Programs.

C&I French as a Second Language (I/S), Part 1

Prepares students to teach the components of French (speaking, listening, reading and writing) at the intermediate and senior levels in both Core French and French Immersion as specified in the Ontario Ministry of Education documents. The focus is on the planning and organization of instruction as well as strategies and techniques that enable the acquisition of the second language. Students will prepare lesson and unit plans, learn about assessment and evaluation practices and classroom management strategies. Students will also be introduced to differentiated instruction in the Core and Immersion classroom.

C&I French as a Second Language (I/S), Part 2

Building upon the content of Curriculum and Instruction French as a Second Language (I/S) Part 1, learning to teach FSL in both Core and Immersion classrooms is enhanced in accordance with the Ontario Ministry of Education documents. The focus is on unit and long range planning by looking in depth into the Core French and French Immersion curriculum and assessment and evaluation practices. Students will demonstrate reflection and evaluate the application of theory into practice by undertaking an action research project.

NOTE: French proficiency (DELF B2, 80%) is required for graduation. This is still being discussed with the French Department. Education intends to have this in place for 2015.

C&I General Science (I/S), Part 1

Based upon current research and best practices in teaching and learning science, this course provides a foundation for the development of knowledge and understanding of the teaching of general science. Focuses upon pedagogical knowledge and instructional strategies for teaching general science within the context of the current Ontario curriculum and policy documents.

C&I General Science (I/S), Part 2

Builds upon the content of Curriculum and Instruction General Science (I/S) Part 1 to use current research and best practices to support the development of scientific literacy, science-technology-society-environment connections and an awareness of the nature of science in the context of teaching general science using the current Ontario curriculum and policy documents.

C&I Geography (I/S), Part 1

Current trends, effective instruction, and assessment in geography, based upon current research and best practices in teaching and learning geography. Theoretical foundations and concepts of geography related to spatial significance, patterns and trends, interrelationships, and geographic perspectives in areas of geographical thinking. Focuses upon pedagogical knowledge and instructional strategies for teaching geography within the context of the current Ontario curriculum and policy documents.

C&I Geography (I/S), Part 2

Builds upon the content of Curriculum and Instruction Geography (I/S) Part 1 to use current research and best practices to support the development of deep geographical understanding. Students will develop relevant activities related to creative approaches to teaching geography, in the context of the Ontario curriculum and policy documents.

C&I Health and Physical Education (I/S), Part 1

Through experiential and interdisciplinary learning students will be introduced to a critical study of health and physical education programming at the intermediate/senior level. Based upon current research in teaching and learning health and physical education with a focus on physical and health literacy and equity-based practices, students will develop pedagogical knowledge and instructional strategies for teaching health and physical education within the context of the current Ontario Ministry of Education curriculum and policy documents.

C&I Health and Physical Education (I/S), Part 2

Builds upon the content and approach to learning of Curriculum and Instruction Health and Physical Education (I/S) Part 1, students will explore current educational research practices and pedagogies that support the development of student health and physical literacies and school-based health promotion within Ontario, Canada, and around the world.

C&I History (I/S), Part 1

Based upon current research and best practices in teaching and learning history, this course provides a foundation for the development of knowledge and understanding of the teaching of history. Focuses upon pedagogical knowledge and instructional strategies for teaching history within the context of the current Ontario curriculum and policy documents.

C&I History (I/S), Part 2

Builds upon the content of Curriculum and Instruction History (I/S) Part 1 to use current research and best practices to support the development of a deep historical knowledge, and an awareness of the nature of history in the context of teaching history using the current Ontario curriculum and policy documents.

C&I Mathematics (I/S), Part 1

Based upon current research and best practices in teaching and learning mathematics, this course provides a foundation for the development of knowledge and understanding of the teaching of mathematics. The focus is upon pedagogical knowledge and instructional strategies for teaching math within the context of the current Ontario curriculum and policy documents. Research-based teaching at the intermediate and senior levels will be developed and applied. Print and web-based resources will support development of pedagogical content knowledge, planning, teaching, and assessment.

C&I Mathematics (I/S), Part 2

Builds upon the content of Curriculum and Instruction Mathematics (I/S) Part 1 to use current research and best practices to support the development of mathematics instruction using the current Ontario curriculum and policy documents. Further development of problem-based lesson planning, differentiation, questioning, error-analysis, and assessment will be explored, as well as differentiated instruction, action research methodologies, and professional development.

C&I Music (Vocal or Instrumental) (I/S), Part 1

Based upon current research and best practices in teaching and learning music, this course provides a foundation for the development of knowledge and understanding of the teaching of music. Focuses upon pedagogical knowledge and instructional strategies for teaching music (vocal or instrumental) within the context of the current Ontario curriculum and policy documents.

C&I Music (Vocal or Instrumental) (I/S) Part 2

Builds upon the content of Curriculum and Instruction Music (Vocal or Instrumental) (I/S) Part 1 to use current research and best practices to support the development of instruction in music, and an awareness of the nature of teaching music using the current Ontario curriculum and policy documents.

C&I Native Studies (I/S), Part 1

Based upon current research and best practices in teaching and learning Native studies, this course provides a foundation for the development of knowledge and understanding of the teaching of Native studies. Focuses upon pedagogical knowledge and instructional strategies for teaching Native studies within the context of the current Ontario curriculum and policy documents.

C&I Native Studies (I/S), Part 2

Builds upon the content of Curriculum and Instruction Native Studies (I/S) Part 1 to use current research and best practices to support instruction in Native studies, and an awareness of the nature of cultural knowledge and research in the context of the current Ontario curriculum and policy documents.

C&I Physics (I/S), Part 1

Based upon current research and best practices in teaching and learning science, this course provides a foundation for the development of knowledge and understanding of the teaching of physics. Focuses upon pedagogical knowledge and instructional strategies for teaching physics within the context of the current Ontario curriculum and policy documents.

C&I Physics (I/S), Part 2

Builds upon the content of Curriculum and Instruction Physics (I/S) Part 1 to use current research and best practices to support the development of scientific literacy, science-technology-society-environment connections and an awareness of the nature of science in the context of teaching physics using the current Ontario curriculum and policy documents.

C&I Visual Arts (I/S), Part 1

Based upon current research and best practices in teaching and learning visual arts, this course provides a foundation for the development of knowledge and understanding of the teaching of visual arts. Focuses upon pedagogical knowledge and instructional strategies for teaching visual arts within the context of the current Ontario curriculum and policy documents.

C&I Visual Arts (I/S), Part 2

Builds upon the content of Curriculum and Instruction Visual Arts (I/S) Part 1 to use current research and best practices to support the development of teaching the visual arts. An awareness of classroom practices in the context of teaching visual arts using the current Ontario curriculum and policy documents.

Electives (for all Divisions, unless otherwise stated, and where room in schedule permits)

Religious Education

Provides the student with a basis for professional competency in the teaching of religion in the Roman Catholic Separate Schools of Ontario.

Teaching French as a Second Language

Students will develop their knowledge and understanding of French language acquisition and will be introduced to curriculum and pedagogy for teaching French as a second language with a particular focus on language learning. Students taking this course will also be required to take FSL Part 1 in order to be qualified to teach in a FSL classroom situation. Both written and spoken French competency is a pre-requisite; a competency test is also required. A background involving formal education in French programs or schools would be an asset.

Literacy Specialization

An exploration of topics in children's literacy such as reading recovery.

Teaching Internationally

Designed for students who are interested in teaching internationally, students will explore different perspectives of education, politics, society, and culture in various international contexts. Students will examine such topics as intercultural communication, foundations of teaching English as a foreign language, and curriculum and pedagogy in international contexts.

Teaching English Language Learners

Students will gain knowledge and develop their skills in the design, delivery and assessment of English as an additional language to enhance the learning of English language learners in various content and subject areas. Students will have the opportunity to reflect on their own cultural identities as a base for understanding children's' cultural backgrounds and identities.

Teaching in First Nations, Métis and Inuit Communities

Specific areas of focus and strategies are discussed to help prepare for teaching in contexts where the majority of students are Aboriginal. Relationships, community expectations, teacher expectations, and student expectations are explored. Power, privilege, and sovereignty are examined.

Critical Digital Literacy

Current innovations in educational technology and their application to the Ontario curriculum to support 21st century teachers and learners are examined.

Consideration will be given to the cognitive structures, pedagogical strategies, critical thinking, inquiry process, internet safety, and school board policy that support teaching and learning in a digital context. The impact of technology and the Internet, particularly social media and the tools of the “Read-Write” web, form a significant portion of this course. Student will also explore relevant digital hardware and software tools to create, communicate, instruct, and inspire.

Mathematics Curriculum for PJ Teaching

The mathematics concepts and processes needed for effective and conceptually-rich classroom teaching. The course includes a focus on modeling, reasoning, and mental calculations as needed to support problem-based learning of all five strands in the Mathematics curriculum to Grade 7. Standard and non-standard algorithms will be developed via inquiry, modeling, and sense-making.

Teaching Intermediate Mathematics

Provides an in-depth background in research-based development of pedagogical content knowledge for intermediate level mathematics teaching, including knowledge and application of appropriate models, manipulatives, alternate methods, and reasoning.

Teaching Intermediate Language

Provides students with the theory, knowledge, and skills to teach language at the intermediate level.

Using the Arts to Enhance I/S Teaching

A framework, knowledge and strategies for using the arts to support teaching in middle school and high school content classrooms.

Environmental Education Collaborative Projects

Complementing the Environmental Science teachable, students will secure environmental service learning placements in the local community, paralleling the Ontario Ministry of Education's community service requirement, and will develop and implement community service projects that meet environmental and social needs of the community. With a focus on critical self-reflection grounded in firsthand experience, this course is an introduction to the relationships between education and advocacy, social and environmental justice, school and society, and self and community. Students will build skills for working collaboratively, democratically, respectfully, and effectively on controversial issues.

Special Topics in Education (0.5 FCE)

Topics in education that address current issues and practices in the field.

Special Topics in Education (1.0 FCE)

Topics in education that address current issues and practices in the field relevant to students in the Intermediate-Senior division.