

BAA Teaching Careers 12

District Name: Coquitlam
District Number: SD #43
Developed by: Joni Tsui and Michelle Ciolfitto
Date Developed: 1998
School Name: Port Moody Secondary
Principal's Name: Karen Jensen
Board/Authority Approval Date: February 22, 2005

Board/Authority Signature:

Course Name: Teaching Careers

Grade Level of Course: 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Prerequisite(s): None

Special Training, Facilities or Equipment Required: None

Course Synopsis:

This course is an introduction to careers within the field of education. Students examine teaching philosophies, strategies, classroom management techniques and issue surrounding students, schools and the community. It is desirable that students will also complete Work Experience 12, in which they will apply what they have learned by volunteering a minimum of 80 hours in an elementary or middle school.

Rationale:

Many students are interested in becoming teachers, but have not examined the classroom from an educator's perspective. Teaching Careers 12 will open their eyes to the complexities of teaching and the school environment. It provides opportunities for students to explore the field of education before entering a post-secondary program. The course provides instruction on different teaching strategies and gives students the chance to reflect on their own learning styles. They can then apply this knowledge to enhance learning in other coursework.

Organizational Structure:

Unit/Topic	Title	Time
Unit 1	Philosophies of Education	10
Unit 2	The Developmental and Diverse Needs of Students	30
Unit 3	Teaching Strategies & Lesson Planning	60
Unit 4	The Role of the Community in Education	5
Unit 5	Career Planning	10
Unit 6	Teaching Practice	5
Total Hours		120

Unit/Topic/Module Descriptions:

Unit 1: Philosophies of Education.

10 hours

Students are introduced to a variety of views on the role and process of education in our society. The opinions of curriculum theorists such as Franklin Bobbitt, John Dewey, Ralph Tyler, Elliot Eisner, Nel Noddings and Madeleine Grumet are discussed. Various methods of schooling such as home schooling, private schools and alternative programs are analysed.

Curriculum Organizers – Teaching Careers Fundamentals

It is expected that students will:

- Analyze the contributions of various theorists
- Relate diverse theories to their own beliefs
- Compare contemporary pedagogy to historical practices and policies.

Curriculum Organizers – Application of Fundamentals

It is expected that students will:

- Compare the merits and drawbacks of a variety of systems
- Explain how culture influences educational practices
- Relate differences in educational philosophies with challenges faced by New Canadians.

Unit 2: The Developmental and Diverse Needs of Students

30 hours

Classroom teachers need to understand the natural process of human development with respect to physical maturation, intellectual growth, social development and language acquisition in order to effectively interact with their students. Additionally, teachers must be cognisant of the diverse needs of students who develop differently, such as those who are gifted, ESL, low achievers and those with learning disabilities. Strategies for supporting at-risk learners are discussed. The effects on students of low SES, family dynamics, and drug abuse are also examined.

Curriculum Organizers – Teaching Careers Fundamentals

It is expected that students will:

- Relate developmental stages to typical behaviours and needs associated with that level of development.

- Identify and examine factors that may disrupt typical development patterns.

Curriculum Organizers – Application of Fundamentals

It is expected that students will:

- Identify factors that can lead to a student being labelled as “at-risk”
- Examine difficulties and issues that students face within the educational setting
- Summarize common traits within and between groups of diverse needs students such as ESL, gifted, LD, and low SES etc.
- Relate the effect of low SES to learning
- Identify the effect that family issues can have on learning
- Relate diverse needs to specific teaching strategies
- Adapt or modify lesson plans to support students with diverse needs.
- Examine programs designed to address at-risk students
- Demonstrate an understanding between modified and adapted programs
- Develop strategies to support modified and adapted students
- Design lessons for modified or adapted students

Unit 3: Teaching Strategies & Lesson Planning

60 hours

We begin by showing students a variety of teaching strategies and techniques that can be used in elementary, middle and secondary classrooms. Students then design individual lessons using the strategies that they feel would be most appropriate for their class. The lessons are designed in conjunction with the mentor teachers with whom they volunteer (often through the Career Preparation and Work Experience course). Further, students learn a variety of methods to evaluate student performance as well as the effectiveness of their own lesson. Practical suggestions for classroom management and connecting with students are also examined.

Curriculum Organizers – Teaching Careers Fundamentals

It is expected that students will:

- Identify various teaching strategies and tactics
- Examine various theories of classroom management

Curriculum Organizers – Application of Fundamentals

It is expected that students will:

- Reflect on the effectiveness of various lessons.
- develop various strategies into lesson planning
- Modify strategies to meet the needs of specific students.
- Identify situations in classrooms that hinder learning
- Analyze the effectiveness of various classroom management strategies
- Identify factors of an effective lesson
- Compare and contrast the components of implemented lessons

Curriculum Organizers – Application of Context

It is expected that students will:

- Demonstrate an understanding of the variety of teaching strategies
- Demonstrate an understanding of the classroom management strategies

- Modify lessons that did not work as well as expected
- Suggest and implement a variety of strategies to evaluate student performance.

Unit 4: The Role of the Community in Education

5 hours

Students are exposed to a variety of careers in the field of education. Guest speakers from the community lead topical discussions with the students and explain their role within the education system.

Curriculum Organizers – Teaching Careers Fundamentals

It is expected that students will:

- Examine the support structure of their school for at-risk students.
- Compare and contrast the role that teacher-librarians, counsellors, career resource workers, youth workers, special education assistants, custodians, secretaries and administration play in their school.
- Demonstrate an understanding of the role that the police liaison officer, public health nurse, Parent Advisory Council and other community members play in a school.

Unit 5: Career Planning

10 hours

Students will prepare and practice interview skills, resumes, cover letters and fill out application forms. They will also assess their personality traits and personal attributes, relating them to careers in teaching.

Curriculum Organizers – Teaching Careers Fundamentals

It is expected that students will:

- Produce job application forms according to common personnel practice
- Understand the nuances of wording, presentation and reference choices on applications and resumes
- Develop confidence in their interview skills
- Select appropriate clothing for interviews
- Integrate appropriate body language and syntax into interviews

Curriculum Organizers – Application of Fundamentals

It is expected that students will:

- Identify and analyze personality traits and skills
- Apply knowledge of their personal attributes to a career in education
- Integrate personal strengths into lesson planning

Curriculum Organizers – Application of Context

It is expected that students will:

- Describe in a professional manner their personal attributes and experiences
- Develop an attractive format for resumes and cover letters
- Implement writing and format strategies that give them an edge over other applicants
- Demonstrate culturally sensitive behaviour with respect to interviews

Unit 6: Teaching Practice

5 hours

Students prepare a series of lessons on a single topic to present to younger children.

Curriculum Organizers – Application of Fundamentals

It is expected that students will:

- Plan a coordinated set of lessons regarding a single subject
- Demonstrate an understanding of how to work collaboratively with other students
- Integrate knowledge from other units in the course
- Recommend effective strategies to support all learners
- Identify and collect all necessary materials

Curriculum Organizers – Application of Context

It is expected that students will:

- Demonstrate preparedness and confidence during lesson delivery
- Interact positively with younger students and peers
- Demonstrate appropriate behaviour around younger students
- Use appropriate assessment practice to measure the effectiveness of the lesson
- Modify any lesson components that were not effective
- Seek and accept constructive feedback on the lesson

Instructional Component:

- Direct instruction
- Small and full group discussions
- Collaborative team work
- Peer reviews
- Role playing and simulations
- Creative assignments
- Field trip planning and implementation
- Videos
- Guest Speakers
- Reflection papers
- Teaching practice

Assessment Component:

Effective formative assessment via:

- Clearly articulated and understood learning intentions and success criteria
- Questions posed by students, peers and teachers to move learning forward
 - Discussions and dialogue
- Feedback that is timely, clear and involves a plan
- Students are resources for themselves and others – peer and self-assessment
- Student ownership

Formative assessment used to adapt learning experiences and inquiry plans on an on-going basis to meet specific learning goals.

Development, awareness and action, based upon metacognition intended to lead to learner independence and self-coaching.

Summative Assessment:

Summative assessments will be determined as students demonstrate proficiency/mastery toward particular learning outcomes. Summative assessments and final grades will reflect the following:

- Students will work collaboratively with the teacher to determine summative achievement on assignments and letter grades based upon dialogue, and evidence of learning
- Behaviour and work habits will NOT be included when determining letter grades
- Marks will not be deducted for late work
- Extra credit and bonus marks will not be awarded
- Plagiarizing will not result in reduced marks/grades –the student will be required to demonstrate their learning authentically
- Attendance will not be considered toward letter grade
- Only individual learning demonstrated –no group marks – will be used to determine grades
- Letter grades will reflect learning towards the learning outcomes articulated above
- Letter grades will be based upon criteria provided/agreed upon toward the learning outcomes
- Letter grades will be determined in relation to the learning outcomes – not in comparison to the achievement of other students
- Poor work will not be assessed towards grades – students will only be assessed on quality work
- Professional judgment and evidence will be used to determine final letter grade in consultation with the student
- Zeros will not be assigned to missed assignments – all required assignments must be completed
- Formative or practice towards learning outcomes will not be included in final grade assessment
- Most recent evidence toward learning outcomes will be used to assign letter grades – learning is not averaged over time

Learning Resources:

Beyond Monet , Barry Bennett

Classroom Management: A thinking & Caring Approach, Barrie Bennett & Peter Smilanich

Expanding your Horizons Career Development Guide 2nd edition, Misener and Butler

Positive Discipline in the Classroom, Jane Nelson, Lynn Lott & Stephen Glenn

Strategies for Effective teaching, Allan Ornstein

Models of Teaching , Bruce Joyce & Marsha Weil with Emily Calhoun

Additional Information:

- At Port Moody Secondary we strongly recommend that students who take Teaching Careers 12 also take Work Experience 12. During their work experience placement they should volunteer with a mentor teacher in an elementary or middle school classroom. Students can apply the theoretical knowledge from Teaching Careers to their work experience practicum.
- Several organizations offer programs and materials closely related to the Teaching Careers curriculum; for example:
 1. West Coast Legal Education Action Fund (LEAF) has developed a two part program to enhance student awareness of social issues and develop communication and presentation skills of youth. The first ten hours are facilitated by a LEAF volunteer to inform students about the rights and responsibilities associated with dating and relationships, social roles and stereotyping. This component also helps students develop presentation skills and specific lesson plans they will use to teach younger peers about the information they have just learned. The second component requires the students to present a three lesson unit on these social issues to their peers.
 2. Simon Fraser Society for Community Living will send a consultant to your classroom to discuss the historical and contemporary models of meeting the needs of diverse learners