



UNIVERSITY OF TORONTO - VICTORIA COLLEGE  
2015 FALL

VIC362H1F – Introduction to Teaching  
VC211; Mondays, 12:00 – 3:00 pm

<b>INSTRUCTOR:</b>	Dr. Christina Parker, OCT, B.A. (Hons.), M.T., Ph.D.
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<b>OFFICE HOURS:</b>	Northrop Frye, office 226, Mondays after class; also by appointment
<b>COURSE WEBSITE:</b>	<a href="https://portal.utoronto.ca">https://portal.utoronto.ca</a>

**Accessibility Needs** ([www.accessibility.utoronto.ca](http://www.accessibility.utoronto.ca))

If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible.

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COURSE OVERVIEW AND OBJECTIVES

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This course will explore the foundations of teaching and learning and teaching as a professional practice. The course primarily focuses on the research base underlying policies and documents such as the Foundations of Professional Practice. Through field experience and critical engagement with curriculum theory students will engage in reflexive inquiry about educational practice and policies. Through field experience, class discussions, small group work, case studies and independent study, the course will critically examine the relationship between the principles of teaching through legal, ethical and professional practices. *Prerequisite: Enrolment in Education and Society Minor; Distribution Requirement Status: This is a Social Science course; Breadth Requirement: Society and its Institutions (3)*

Upon completion of this course, students will demonstrate the key elements of the Standards of Practice for the Teaching Profession. Class work will refer to and align with Ontario College of Teachers Foundations of Professional Standards:

- Commitment to students and student learning
- Professional knowledge
- Professional practice
- Leadership in learning communities
- Ongoing professional practice

The Standards of Practice for the Teaching Profession provide a framework of principles that describes the knowledge, skills, and values inherent in Ontario's teaching profession. These standards articulate the goals and aspirations of the profession. These standards convey a collective vision of professionalism that guides the daily practices of members of the Ontario College of Teachers. The Purposes of the Standards of Practice for the Teaching Profession are:

- to inspire a shared vision for the teaching profession
- to identify the values, knowledge and skills that are distinctive to the teaching profession
- to guide the professional judgment and actions of the teaching profession
- to promote a common language that fosters an understanding of what it means to be a member of the teaching profession.

This course will offer practical suggestions for preparing to teach by critically examining the assumptions and norms that frame formal education by exploring course topics of: *knowing, learning, and teaching*. We will explore these areas through these themes: What Is Teaching? How Do Teachers Learn to Teach? Principles and Practices of High-Quality Teaching and School Contexts, Professional Relationships, and Teaching Careers. In this course we will explore certain guiding questions: How might we create safe & engaging learning environments? How might we design and deliver teaching/learning experiences? How might we address diverse needs and contexts? How might we prepare/plan for teaching/learning? How might we integrate teaching, learning & assessment? How might we envision the role of the

teacher? These are by no means exhaustive; you will discover and explore others as well. Students will also work collaboratively to explore an issue that is important in the constantly evolving field of education.

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## REQUIRED READINGS

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**Two Books** have been pre-ordered for you; PURCHASE at Bob Miller Book Room, 180 Bloor Street West, Lower Concourse, Toronto; 416-922-3557, [info@bobmillerbookroom.com](mailto:info@bobmillerbookroom.com).

- *Engaging Minds: Cultures of Education and Practices of Teaching*. (2015, 3<sup>rd</sup> Edition) by Brent Davis, Dennis Sumara and Rebecca Luce-Kapler (Note: e-version may be available in only first version, check before purchasing)
- *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. (2007, 10<sup>th</sup> Anniversary Edition) by Parker Palmer

*Recommended:*

- *To Teach: The Journey of a Teacher* by William Ayers

Additional **required and recommended individual readings** are available online; download via course Blackboard website

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## COURSE WORK AND GRADING

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Assessment Tool	Grading Weight	Due Date(s)
<i>1.) Participation and Constructive Engagement</i>	15%	Every class session
<i>2.) Personal Philosophy of Teaching</i>	15%	September 28 (12:00 pm)
<i>3.) Field Experience: Journal and Study of Practice Analysis</i>	40% (20% Journal; 20% Final analysis)	Journal, due after each field experience; Analysis due: November 30 (12:00 pm)
<i>4.) Collaborative group presentation</i>	30% (includes 15% Post-presentation reflection; 15% Peer-Evaluation)	In-class dates to be assigned: Sep. 28, Oct. 5, Oct. 19, Oct. 26, Nov. 2, Nov. 16
<i>4a.) Post-Presentation Reflection</i>	15%	Due one week from date of your presentation
<i>4b.) Presentation Peer Evaluation</i>	15%	Due on day of presentation

### Assignment Details

It is your responsibility to check Blackboard (Portal site) and your University of Toronto email account on a regular basis, as all the important announcements and information about the course and the program will be communicated through these media. If you have any difficulties or questions regarding Blackboard, please visit the following help site: <http://www.portalinfo.utoronto.ca/>

**1.) Participation and Constructive Engagement:** 15% of each student's course grade is based on demonstration of professionalism and evidence of constructive engagement. This mark is based on adherence to class interaction agreements (help to create a constructive learning environment by listening actively and respecting the views and rights of others), attendance, collaboration with colleagues, and active class participation. Participation is essential to the course; students who attend consistently will be in a better position to learn and do well in the course. You are expected to complete the assigned readings before each class, and to come to class prepared to ask questions and participate in discussions. Your participation grade will be based on your reasoned, thoughtful, informed and mutually respectful contributions to this course. Students who miss any class are responsible to get notes from two other students and from the Blackboard Portal site, and to make up missed work.

**2.) Personal Philosophy of Teaching: My identity, values, & schooling experience** (15% of grade; 1.5-2 pages [double spaced submit via *Blackboard dropbox*], due October 5): All teachers have a personal philosophy of education, although some may be more aware of and better able to express it than others. Our educational philosophies are extensions of our personal beliefs, values, and convictions about ideological, political, spiritual, cultural, ethical, and experiential issues. They may be framed around questions such as: What is the main purpose of school? What should the role of the teacher be? What is the nature of knowledge? How do we know what we know? Is there a right and a wrong? Are all opinions equal?

Write a personal reflection on your teaching philosophy, reflecting on how your own experiences through your personal learning journey have shaped your perceptions and understandings of teaching and learning. Through critical analysis reflect on how your identity and values for teaching and learning are similar and different from some of the practices and understandings expressed in weeks 1-3 of the course. Put another way: write about how ‘who you are’ shapes ‘your approaches to teaching and learning’ (in comparison with the approaches described by assigned authors).

*Objectives and Evaluation criteria:*

- Thoughtful reflection and analysis of your personal values, understandings, and skills regarding teaching and learning in various contexts
- Critical reflection on cultural and social influences (such as social norms, identity, and status locations) shaping your views and understanding of schooling
- Connect your reflections to, and draw insights from, course discussions, exercises and assigned readings – aim for depth
- Integrative, coherent and well-organized writing.

**Personal Philosophy DUE:** September 28, 2015

**3.) Field Experience: Journal, Lesson Plan, and Study of Practice Analysis (40%)**

*Part I.) Field Placement Classroom Response/Reflections (after each visit, minimum 20 hours over the term, 20%)*

For each classroom visit, write a small response (one half to one full page typed) to something you noted in your classroom visit (minimum of 6). One of these responses will include **one lesson plan** that you designed for the class. You are encouraged to include questions that we will explore in class. Be prepared to discuss your experience in class. Prepare to begin your field placement by the last week of September.

Here are some questions to guide your field experience journals:

- a. What classroom practices did you observe which you would incorporate into your own teaching repertoire?
  - Cite three examples
  - Describe the practice
  - Explain why you felt it was effective
  - How might you later or expand on each practice to adjust it more closely to what you believe your teaching style would be?
- b. What procedures and routines did you observe which contribute to the smooth and effective operation of the class?
  - Cite three examples
  - Describe the practice
  - Explain why you felt it was effective
- c. What do you believe to be a significant challenge in the classroom for your host teacher or teachers in general?
  - Describe the challenge
  - What is required to address this challenge?
- d. Your field placement was meant to give you a sense of what it will be like to be a teacher. What preconceived notions did you have about teaching, schools or students prior to this experience?
  - Cite three examples

- For each notion, describe your new view.
- e. Lesson Plan (*at least one field experience journal entry will include a lesson plan that you designed*). You may or may not have had the opportunity to actually facilitate the lesson. Your lesson plan could be for a small group of students in the class, or the full class. Lesson plan templates will be handed out in class.

You are expected to do your field placements outside of class time. Contact the VicReach Program, who could assist you in finding volunteer work in Toronto schools. The VicReach student co-coordinators are: Melissa Cataldo (melissa.cataldo@mail.utoronto.ca) and Rumman Ferdaus (r.ferdaus@mail.utoronto.ca).

*Part II.) Field Experience Study of Practice Analysis (5-6 pages, 20%)*

This paper builds on your personal teaching philosophy and extends to your developing sense of inquiry and reflective practice. Use your experience and classroom observations to guide your inquiry.

- **(a.)** Apply your own conceptual/philosophical perspective, as well as other theoretical orientations discussed in class, to an examination of your teaching practice. Consider the materials you designed or uses, the lessons and pedagogical styles you observed or taught, the homework assigned, the evaluation you engaged in, the classroom management strategies you employed, the types of conflicts you observed, the interpersonal exchanges with students and your associate teacher, the cultural diversity and its influence on the curriculum, and other elements of your practice and experience. Refer to your journal as a source of evidence in addition to scholarly sources. Connect these experiences (good, bad, uncomfortable, confusing, ‘aha’ moments, enlightening, etc.) with various philosophical distinctions to further analyse your personal philosophy and perceptions of teaching.
- **(b.)** In light of these experiences, generate a series of “practice-oriented reflective questions” that you might like to explore further as a source of your own practitioner research.
- Include at least four significant scholarly sources in addition to course material (2 from course material; 2 external sources)
- **Final Paper DUE:** November 30, 2015

**4.) Collaborative group presentation** (dates to be selected/assigned by week 2: due Oct. 5, Oct. 19, Oct. 26, Nov. 2, Nov. 9, Nov. 16, Nov. 23 (30% of grade, including 15% peer evaluation):

**Part I.)** Prepare and lead an activity/discussion on a relevant educational issue

In collaboration with your team members prepare to lead a group activity/discussion to investigate and analyze a controversial educational issue, such as a ‘hot topic’ in education. Demonstrate your understanding of the issue and how various responses to it have led to constructive and/or destructive outcomes for teaching and learning in diverse contexts.

*Guidelines:*

- Choose a historical, contemporary, or social issue in a given educational context (from the news, from reading, or from your experience). Provide an overview of the issue and propose and justify a type of approach to handling or responding to this educational issue. Examples include [not limited to]: restorative justice practices in schools, controversial issues curriculum, anti-bias education, bullying in schools, gender-based violence, art-based learning, practices to reshape relationships or images of the Other, peer (school) mediation, listening/dialogue activities such as inter-group contact programs, heteronormativity in schools, religious schooling, mindfulness and teaching...).
- **Proposal:** Sign up for the issue you propose to present by September 21<sup>st</sup> listing a first, second, and third choice.

**Part II.)** Design Your Own School to address your educational issue

Based on your research of your educational issue, are you happy with schools now, as they are, or do you think they need to be changed? What kinds of initiative and practices will address this issue?

How we answer that question is critical. If we’re basically happy with the way schools operate now, then we really don’t want them to change—or we want them only to change in small, insignificant ways. But if we’re not happy with the way schools are, then we should want to change them. But change them how? If they are to be different than they are now,

then what should they be like? This question, of course, raises a question about teaching: If schools are to be different, then in what ways would teachers and teaching in those schools be different? People who want to be teachers need to be asking an important set of questions.

With your team member(s) you will propose how to address your educational issue by *Designing Your Own School*: What kinds of issues/policies/procedures could be put into practice to respond to the issues you've raised? Share with the class, a proposal for what your school would look like. Consider: General description of your school, characteristics/purpose, describe the teachers, organizational features of your school, what are the instructional features of your school, how is the curriculum, extra-curriculum, and assessment organized? How does your school design will focus on addressing your educational issue?

**Part III.)** By the next class after your presentation, you will submit a short reflection (1-2 pages) about your experience working within your group. For instance: What was your key learning about your subject matter? How did you work together as a group? What worked well? What would you do differently next time? What does the issue mean for your future professional life?

**Part IV.)** On the day of your presentation **POST** your preparation notes [e-version, with subject line naming your theme, in relevant 'thread' on the course Blackboard Portal website Discussion Board]: and outline your proposal and discussion questions/activity (1-1.5 pages double spaced).

**Part V.)** Complete the in-class peer evaluation to give your peers feedback. This is an evaluation of the content of the presentation based on the above objectives.

Format for All Course Papers:

- Papers for the course should be typed, double spaced, with 1" margins, 12-point common font (Times New Roman; Cambria).
- In-class assignments (Collaborative group presentation notes) must be posted electronically on Blackboard.
- Three Paper assignments (Personal Philosophy, Journal/Study of Practice, and Group Presentation Reflection) to be submitted via *blackboard drop-box* (text-only in word .doc/x attachment).
- Include a title page that includes your first page header, first and last name, course title, instructor's name, assignment title, and date.
- Cite all sources (in text author-date, & full reference list at end of paper), consistently following a complete standard academic citation format (preferably APA).

Recommended Additional Activity:

All CTEP students, especially members of this class, are warmly invited to attend the Educating for Peace and Justice professional development conference at OISE (252 Bloor St. W) in September 2015. Information to be distributed.

**Assignments**

Assignments must be submitted at the beginning of the class (except for the 2 assignments submitted online before class) on the due dates noted above.

Late assignments will be subject to a **4%** late penalty per day (including weekends), starting after 4:00 pm on the due date.

Assignments will not be accepted **beyond 10 days** after the due date.

If there are extenuating circumstances (illness, death in family) that prevent you from completing an assignment on-time you must email the instructor as soon as possible, preferably **BEFORE** the deadline and **NO LATER** than one week after the due date. Requests for extensions will be granted if there are legitimate medical or compassionate grounds only. Documentation (such as the official UofT medical form, which can be found here: [www.illnessverification.utoronto.ca](http://www.illnessverification.utoronto.ca)) must be submitted.

## Academic Misconduct (<http://uoft.me/CodeofBehaviour>)

The University of Toronto's Code of Behaviour on Academic Matters outlines the behaviours that constitute academic misconduct, the processes for addressing academic offences, and the penalties that may be imposed. You are expected to be familiar with the contents of this document. **Teaching Assistants and Instructors are required to report any instance of suspected academic dishonesty to the Program Office.**

Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment (this includes working in groups on assignments that are supposed to be individual work).

On tests and exams:

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else's answers.
- Letting someone else look at your answers.
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

Misrepresentation:

- Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.
- Falsifying institutional documents or grades.

If you have any questions about what is or is not permitted in this course, please do not hesitate to contact me. If you have questions about appropriate research and citation methods, you are expected to seek out additional information from me or other available campus resources like the College Writing Centers [www.writing.utoronto.ca/writing-centres/centres/arts-and-science](http://www.writing.utoronto.ca/writing-centres/centres/arts-and-science), the Academic Success Centre [www.asc.utoronto.ca](http://www.asc.utoronto.ca), or the U of T Writing Website [www.writing.utoronto.ca](http://www.writing.utoronto.ca).

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## WEEKLY SCHEDULE

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Course Themes, Readings, and Related Activities

WEEK	TOPIC
<b>What is Teaching, Really?</b>	
Sep 14	<i>What is Teaching, Really? An exploration of our schooling experiences. There are some key questions that will frame our inquiries during the coming year. They are:</i> <ol style="list-style-type: none"><li>1. What is education for? What are the purposes of schooling?</li><li>2. What does it mean to know? What does it mean to learn? What does it mean to teach?</li><li>3. What difference do our answers to the foregoing questions mean for teachers' thinking, judgment, and action?</li></ol>
<b>Theme 1: Standardized Education: How Do Teachers Learn to Teach?</b>	
Sep 21	<i>Opening the Classroom Door: Who are the teachers? What myths do we hold about teaching? How might we envision the role of the teacher?</i>  <i>Readings:</i> Interview: Rethinking Curriculum & Pedagogy with Ted Aoki <i>Courage to Teach</i> : Introduction <i>Engaging Minds</i> , Moment 1, Chapter 1.1

Sep 28	<p><i>Teaching for Success: Relationships in, between, and among. How might we create safe and engaging learning environments?</i></p> <p><i>Readings:</i>  <i>Ontario College of Teachers: Foundations of Professional Practice: <a href="https://www.oct.ca/-/media/PDF/Foundations%20of%20Professional%20Practice/Foundation_e.pdf">https://www.oct.ca/-/media/PDF/Foundations%20of%20Professional%20Practice/Foundation_e.pdf</a></i>  <i>Courage to Teach: Chapter I</i>  <i>Engaging Minds, Chapters 1.2, 1.3</i></p> <p>*Last day to sign up for in-class presentation</p>
<b>Theme 2: Authentic Education: Principles and Practices of High-Quality Teaching</b>	
Oct 5	<p><i>The Emergence of Authentic Education: How do teachers understand students? What should we know about our students? How to leverage your teacher identity into a successful professional self? How to understand how might we address diverse needs and contexts?</i></p> <p><i>Readings:</i>  Egan, Kieran. (2003). “The Ideas that Run Schools.” <i>Education Canada</i> 43 (2): 16-18.  <i>Courage to Teach: Chapter II</i>  <i>Engaging Minds, Moment 2, Chapter 2.1</i></p> <p>* <i>Paper 1 Due: Personal Philosophy of Teaching</i>  * In-class Presentation</p>
Oct 12	<b>Happy Thanksgiving – No Class</b>
Oct 19	<p><i>Teaching for Success: Watching teachers and learning from them, or What should I be writing in my journal? How might we design and deliver democratic and inclusive teaching/learning experiences.</i></p> <p><i>Readings:</i>  Déirdre, Mary Smith. (2013). A Dialogic Construction of Ethical Standards for the Teaching Profession. <i>Ontario College of Teachers, Issues in Teacher Education.</i>  <i>Courage to Teach: Chapter III</i>  <i>Engaging Minds, Chapters 2.3, 2.3</i></p> <p>* In-class Presentation</p>
<b>Theme 3: Democratic Citizenship Education: Democratic Ideals</b>	
Oct 26	<p><i>Constructing our Classroom Climate: Relationships with Students and Teachers. How might we prepare/plan for teaching and learning?</i></p> <p><i>Readings:</i>  Nieto-What Keeps Teachers Going  Hare, J. (2004). “They Beat the Drum for Me.” <i>Education Canada</i>, 44 (4): 17-20.  <i>Courage to Teach: Chapter III</i>  <i>Engaging Minds, Moment 3, Chapter 3.1</i></p> <p>* In-class Presentation</p>

Nov 2	<p><i>The Democratic Ideal</i>: How do teachers create learning opportunities? What should we teach? Who chooses what we teach? How might we integrate teaching, learning and assessment?</p> <p><i>Readings</i>: Hess, D. (2004). <i>Controversial Issues</i> <i>Courage to Teach</i>: Chapter IV <i>Engaging Minds</i>, Chapter 3.2</p> <p>* In-class Presentation</p>
<b>Note: November 8<sup>th</sup> is the last day to withdraw without academic penalty.</b>	
Nov 9	<b>November Break</b> - No Class on November 9 <sup>th</sup> and November 10 <sup>th</sup>
Nov 16	<p><i>Teaching Toward Democracy</i>: Teachers' Voices and Roles: What choices do teachers have? How do teachers manage controversial curricula?</p> <p><i>Readings</i>: <i>Courage to Teach</i>: Chapter V <i>Engaging Minds</i>, Chapter 3.3</p> <p><i>Recommended</i>: Parker, C. (2013). Peacebuilding education: Using conflict dialogue for democratic and inclusive learning opportunities for diverse students. <i>International Journal of Peace Studies</i>, 18(2), 1-24.</p> <p>* In-class Presentation</p>
<b>Theme 4: Systemic Sustainability Education: Teaching Sustainability</b>	
Nov 23	<p>The significance of sustainability teaching: How do we teach? Will I ever make a difference?</p> <p><i>Readings</i>: <i>Courage to Teach</i>: Chapter VI Dewey, J. "My Pedagogic Creed" <i>Engaging Minds</i>, Moment 4, Chapter 4.1</p> <p>* In-class Presentation</p>
Nov 30	<p><i>Making a Difference</i>: How does diversity affect teachers?</p> <p><i>Readings</i>: <i>Courage to Teach</i>: Chapter VII <i>Engaging Minds</i>, Chapters 4.2, 4.3 Hatt, Blaine E. (2005). "Pedagogical love in the transactional curriculum." <i>Journal of Curriculum Studies</i>, 37(6): 671-688.</p>
Dec 7	<p><i>Course Wrap &amp; Celebration</i> <i>Courage to Teach</i>: Afterword</p>

**NOTE: December 8<sup>th</sup> 2015 is the last day to request LWD from F section code courses. See your Registrar's Office for details.**

### References and Additional Resources List (Also See Blackboard):

- OCT Professional Standards Resources: <https://www.oct.ca/resources/categories/professional-standards-and-designation>
- Osborne, Ken. (1999). *A Guide to the Canadian School Debate - Or Who Wants What and Why?* Penguin Canada.
- Parkway, Standford, Vaillain Court, Stephen, Harris (2003). *Becoming a Teacher*. Pearson, Canada.
- Susan Schwartz & Mindy Pollishuke. (2003). *Creating a Dynamic Classroom: A Handbook for Teachers*. Pearson Publishers.
- Thompson , Julia G. (2007). *The First Year Teacher's Survival Guide-Grades K-12 Ready to use Strategies, Tools and Activities for meeting the challenges of each school day*. Jossy-Bass.

#### *Selected Internet Resources*

- Educators for Social Responsibility (e.g. guidelines for challenging racism): [www.esrnational.org/challenge.html](http://www.esrnational.org/challenge.html)
- Facing History and Ourselves: [www.facinghistory.org](http://www.facinghistory.org)
- National Film Board of Canada (e.g. "Showpeace" video series): [www.nfb.ca](http://www.nfb.ca)
- School Mediation Associates (including free e-newsletter, *The School Mediator*): [www.schoolmediation.com](http://www.schoolmediation.com)
- Schwartz, Wendy (2002), Anti-Bias Education Resource Directory: <http://eric-web.tc.columbia.edu/directories/anti-bias/index.html>
- Simon Wiesenthal Centre (human rights and Holocaust education): [www.motlc.wiesenthal.com](http://www.motlc.wiesenthal.com)
- Teacher Vision lesson plans: [www.teachervision.com/lesson-plans/lesson-2240.html](http://www.teachervision.com/lesson-plans/lesson-2240.html)
- ThinkQuest educational resources: <http://tjunior.thinquest.org/5886>
- UNICEF resources, including research reports such as *State of the World's Children*: [www.unicef.org/swc06](http://www.unicef.org/swc06)

