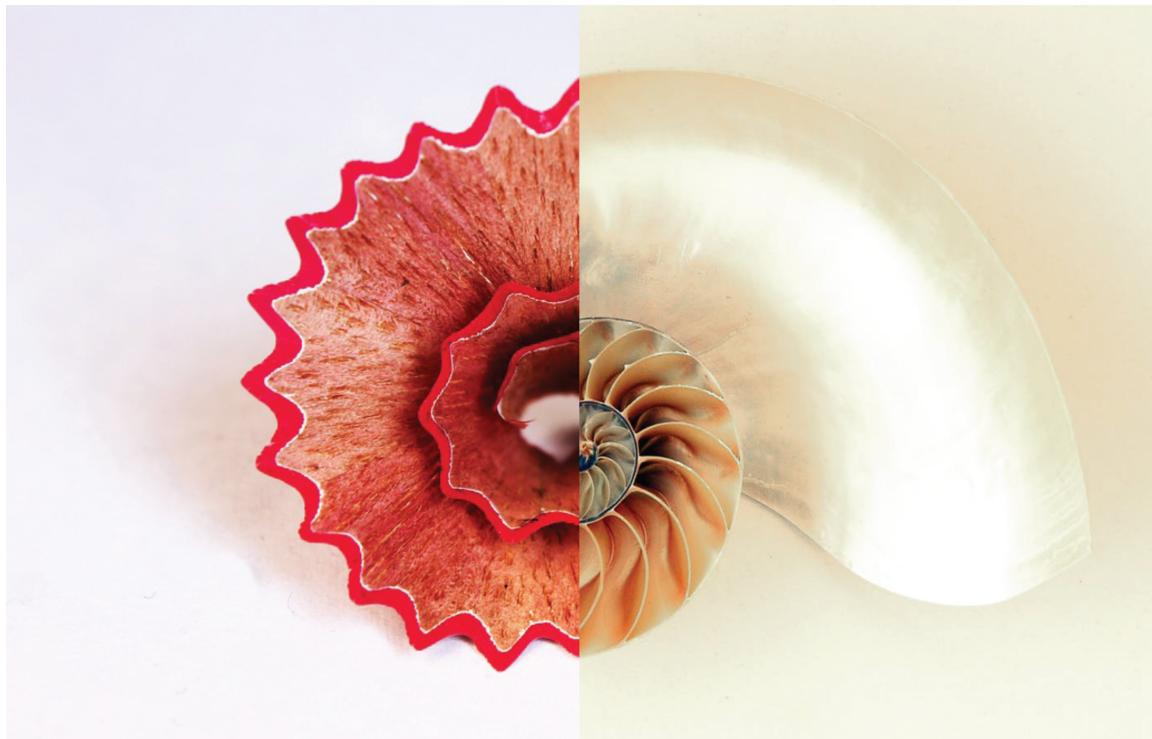




Faculty of Education

**Bachelor of Education
(Primary/Elementary) as a Second Degree
Conjoint with Certificate in STEM Education**

Year 2 Program Handbook (2021 – 2022)



Put a new spin on education

www.munstemeducation.ca

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WELCOME

Welcome back to the **Bachelor of Education (Primary/Elementary) as a Second Degree Conjoint with Certificate in STEM Education** and welcome back to Campus! This Program Handbook, available on the Program's website (munstemeducation.ca), provides a general overview of the full program, a brief recap of Year 1 and **detailed information with respect to Year 2**.

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LAND ACKNOWLEDGEMENT

We respectfully acknowledge the territory in which we gather as the ancestral homelands of the Beothuk, and the island of Newfoundland as the ancestral homelands of the Mi'kmaq and Beothuk. We would also like to recognize the Inuit of Nunatsiavut and NunatuKavut and the Innu of Nitassinan, and their ancestors, as the original people of Labrador. We strive for respectful relationships with all the peoples of this province as we search for collective healing and true reconciliation and honour this beautiful land together.

A MESSAGE FROM THE DEAN

Welcome back to the Faculty of Education and welcome back our beautiful St. John's campus! The last 18 months have been challenging; thank you for working with us to navigate the changes and uncertainties that were created by Covid 19. Memorial University is continually assessing public health guidance and protocols and aligning decision-making with Newfoundland and Labrador's [reopening plan](#). The Faculty of Education's learning spaces for the fall have been prepared to ensure a safe learning experience for all of our students. We look forward to a return to collaboratively working and learning... in person!



The 2021-22 academic year marks the 100th anniversary of the teacher education in Newfoundland and Labrador. The Faculty of Education has planned a number of events to commemorate this milestone and we hope that you will join us in celebrating your Faculty.

The design of your program, the *Bachelor of Education (Primary/Elementary) as a Second Degree Conjoint with a Certificate in STEM* (Science, Technology, Engineering, and Mathematics) *Education* reflects current research about how to best support beginning teachers in their professional learning. During your final year, you will continue to be immersed in a program that is highly integrated, experientially focused and grounded in STEM.

Faculty, staff, teachers/schools and community partners will continue to work to help you develop the knowledge, skills and abilities to become inclusive, confident, and competent teachers. Year 2 of your program offers a variety of university, school, and community-based experiences, helping you to understand teaching from both local and global perspectives. Your work here will enable you to provide strong leadership in STEM education; you will be uniquely positioned to use STEM as a vehicle in helping students to make connections amongst all school subjects and become excited and curious about learning through and about STEM.

As you move forward in your program, continue to inquire and reflect on the teacher you want to become.

Sincere wishes for a successful second year!

A handwritten signature in black ink that reads "Gerald Galway".

Gerald Galway, PhD
Dean, *pro tempore*

A MESSAGE FROM THE PROGRAM FACULTY LEAD

It gives me great pleasure to welcome you back to our Bachelor of Education (Primary/Elementary) as a Second Degree Conjoint with Certificate in STEM Education. You are the final cohort to be able to avail of this program which, as you know is something unique for Memorial University, as well as for the province of Newfoundland and Labrador, and Canada! Being on the edge of something is exhilarating and can also be intimidating as we forge new ground and create new understandings of what it means to become a teacher in 2021 and on the edge of a global pandemic. We will do our best to have you surrounded by instructors, teachers, principals, and other educators who want you to succeed and will do all they can to support and mentor you. While you will garner a deeper understanding of teaching and learning in the context of STEM education, you will constantly be challenged to look critically at all aspects of teaching and learning.



As you begin Phase III of the program, you will see that you will be asked to inquire into the practice of teaching in many contexts. You will be asked to challenge your assumptions about children, about teaching, and about schools. You will learn about the complexity of teaching, of the significance of relationships, and the need for perseverance and courage. You will be asked to open yourself up to dwelling with uncertainty. None of this is easy. Our expectations are high for you and they should be. Teaching children is an incredible responsibility and it is upon you to become the kind of teacher for a future generation who will face challenges that we cannot yet imagine. In fact, eighteen months ago we would not have anticipated the incredible challenges presented to all of us by a global pandemic. Resiliency, resourcefulness, and flexibility are attributes that I hope you will hone this year as we study and work together.

I invite you to read the following pages and engage with your fellow students, instructors, partner teachers, and school administrators as together we inquire into what it means to teach children well.

Mary M Stordy, PhD

PROGRAM OVERVIEW

WHAT IS STEM EDUCATION?

The **Bachelor of Education (Primary/Elementary) as a Second Degree Conjoint with Certificate in STEM Education** embraces STEM (Science, Technology, Engineering, and Mathematics) education as an interdisciplinary approach to learning where rigorous academic concepts are coupled with real world lessons as students apply science, technology, engineering, and mathematics in contexts that make connections between school, community, work, and the global enterprise enabling the development of STEM literacy and with it the ability to compete in the new economy (Tsupros, Kohler and Hallin, 2009). The ultimate goal of this program is to enhance, deepen, and extend primary/elementary pre-service teachers' knowledge and skills in STEM teaching and learning by immersing them in the very pedagogic essence of what constitutes STEM itself – the capability to engage in critical inquiry approaches. The unique design and highly integrated nature of this program reflects how teachers will engage students in K - 6 school STEM education settings.

PROGRAM OUTCOMES

Over several years, a dedicated working group of educators from the Newfoundland and Labrador English School District, the Newfoundland Department of Education and Early Childhood Development, and the Faculty of Education created the following general program outcomes to guide learning, teaching, and assessment in the program:

Through learning, teaching, curricular and assessment experiences in the field and on campus, pre-service teachers will be immersed in integrated, reflective, research-based praxis. They will:

Outcome 1: Develop an informed, critical, and justified philosophical view of educational and schooling practices with an awareness of mediating social, political, historical, and cultural contexts;

Outcome 2: Develop an inquiry stance regarding education and schooling that values curiosity, reasoning, imagination, and creativity in learning and teaching;

Outcome 3: Develop a demonstrable commitment to keep each and every child at the centre of all pedagogical decisions and actions;

Outcome 4: Develop praxis knowledge about and skills with curricular content and curricular contexts appropriate for primary/elementary learners with a particular focus on competency regarding literacy and numeracy;

Outcome 5: Develop an understanding of assessment and evaluation practices that are thoughtful and ethical, relevant and appropriate, and are clearly communicable to all stakeholders;

Outcome 6: Develop competence and confidence in the teaching of mathematics to primary/elementary learners;

Outcome 7: Develop an understanding of the integrative nature of STEM Education in the Canadian context;

Outcome 8: Develop an understanding of and appreciation for learner diversity and what it means to be an inclusive educator;

Outcome 9: Develop applicable perspectives and sensitive understandings of indigenous ways of knowing, doing, and being;

Outcome 10: Develop a commitment to uphold principles and practices of relational pedagogy;

Outcome 11: Develop deep, critical, and responsible understandings of the significance of the connective and shared relationships between the earth, its elements, its creatures, and ourselves, and

Outcome 12: Develop a passionate sense of life-long professionalism as an educator.

PROGRAM HIGHLIGHTS

GROUNDED IN STEM EDUCATION

Students will have many and varied opportunities to focus specifically on and to engage in STEM learning experiences. These experiences are intended to broaden students' depth of understanding in the STEM areas, and ultimately develop their capacity and confidence as primary/elementary teachers enabling them to foster creativity and curiosity in children.

In the context of primary /elementary education, mathematics and science play a different role from technology and engineering in that math and science are school subjects that must be taught well for both a comprehensive education and as a foundation for any STEM activity. As such, this program provides students with enhanced coursework in mathematics and science content and pedagogy.

INNOVATIVE IN DESIGN

This new primary/elementary teacher education program offers an integrated and responsive approach to teaching and learning. A distinctive feature of each of the four phases is a core multi-credit course organized around key concepts and professional skills. Weekly learning structures include a minimum of two days per week in schools and will promote reflective and collaborative learning throughout the program.

RICH IN EXPERIENTIAL LEARNING

From the onset of the program, students are placed in cohorts at one of the program's partner schools for two days per week over twelve weeks. There will be a gradual increase in the amount of time spent in schools and the responsibilities students will assume in a variety of classrooms. An extensive school field experience component will be completed in Phase III. Students will spend a minimum of 100 days in schools over the duration of the program. The weekly field seminar, led by the Field Instructor, is carefully designed to be an integral part of the field experience.

In addition to students being deeply connected with K-6 schools, the program offers a unique opportunity for them to engage in teaching and learning experiences beyond the classroom. Students have the opportunity to develop their professional knowledge and practice as they engage in two additional forms of experiential learning. The first is a Community Field placement in Phase II and the second is a Service Learning component in Phase IV.

INDIGENIZED CURRICULUM

In keeping with the **Truth and Reconciliation Commission of Canada: Calls to Action**, the curriculum for the program will strive to be indigenized to ensure the voices of indigenous peoples are represented.

ENHANCED WORK IN INCLUSIVE EDUCATION

The program will provide students with a particular concentration in the area of inclusive/affirmative education. In addition to completing coursework in the area of learner diversity, the program will have a significant focus in the area of learner exceptionalities. The coursework is purposefully linked to ongoing field experiences both in the classroom and the community-based field placement. Hence, the highly integrated nature of the program provides students with a framework to take up and

reflect upon their beliefs and assumptions of inclusive education across a multitude of learning experiences.

PROGRAM SEQUENCE AT-A-GLANCE

The program is divided into four phases, each with a different theme. It is to be completed over two years. There is a sequential progression through each of the phases, building upon and connecting with prior phases.

YEAR 1			
Phase I (<i>September – December</i>)	CH	Phase II (<i>January – May</i>)	CH
ED 4100 Learners and Learning – Teachers and Teaching	16	ED 4200 Curriculum Content and Curriculum Contexts I	16
ED 410T School Field Experience I	3	ED 420T School Field Experience II	3
		Ed 4600 Community Field Experience	4
		Institutes in the Bachelor of Education (Primary/Elementary) as a Second Degree Conjoint with Certificate in STEM Education ED 4690 Exceptional Learners I ED 4691 A Closer Look at the Arts	4

YEAR 2			
Phase III (<i>September – December</i>)	CH	Phase IV (<i>January – May</i>)	CH
ED 4400 Curriculum Content and Curriculum Contexts II/ Praxis	8	ED 4500 Integration: Diversity and Identity	17
ED 440T School Field Experience III	10	Institutes in the Bachelor of Education (Primary/Elementary) as a Second Degree Conjoint with Certificate in STEM Education ED 4660 Exceptional Learners II ED 4661 Numeracy ED 4692 Literacy	4

THEMATIC UNITS OF STUDY

Each phase is organized thematically with a specific emphasis on key concepts and professional skills.

<p>Phase I</p> <p><i>Learners and Learning / Teachers and Teaching</i></p>
<p>Students begin to explore the phenomena of learning and teaching and what it means to be a 21st century learner and teacher. The focus is on learning theories, learner-child development, learner diversity, educational perspectives, relational pedagogy, and the development of teacher professional identity.</p>
<p>Phase II</p> <p><i>Curriculum Content and Curriculum Contexts</i></p>
<p>Students develop their knowledge of and skills with curriculum and associated instructional practices. Extending upon and connecting with the previous theme of <i>Learners and Learning – Teachers and Teaching</i>, students pay close attention to the political, social, and cultural curricular contexts as they inquire into curriculum content in subject disciplines with a strong emphasis on literacy and numeracy.</p>
<p>Phase III</p> <p><i>Praxis – Situational, Thoughtful, and Intentional Action</i></p>
<p>Students engage in praxis, which is understood as situationally and ethically appropriate, thoughtful, and intentional action. While continuing to broaden their understanding of <i>learners and learning / teachers and teaching</i>, as well as <i>curriculum content and curriculum contexts</i>, students engage in teaching as reflexive action.</p>
<p>Phase IV</p> <p><i>Integration – Diversity and Identity</i></p>
<p>Students integrate the theoretical and practical understandings from the previous three phases and explore what it means to be ethically and culturally responsive to diverse students and their communities while being an inclusive STEM educator.</p>

ASSESSMENT AND EVALUATION PROCESS

Assessment for this program is designed to be learner-focused and growth oriented. This approach will support students in understanding their learning, growth, and progress. Modeled as an ongoing and continuous feedback loop, assessment occurs primarily while students participate and engage individually and collaboratively across all components of the program's learning structures.

This program utilizes a Pass/Fail model of evaluation. Achieving a Pass is contingent on a student's demonstrable high standard of performance within and across all the components of the program's learning structures. The standard for a Pass within each assignment, course, and phase of the program is equivalent to a high B performance (75%) in Memorial University's grading system. Achieving an equivalency of 75% is expected if one is to move into the profession as well informed, knowledgeable, and capable teachers. See **Appendix A** for the Program's Evaluation Rubric.

All courses must be completed to a Pass level in order to successfully meet the requirements of a phase. Successful completion of all components for a phase is a prerequisite for advancing to the next program phase. Should a performance issue arise during a phase, the instructional team will work with the student to develop a specific learning plan, based on the Program and Phase Learning Outcomes. If, after consultation and intervention the student is deemed to be unsuccessful, the student will be required to withdraw from the program.

If an otherwise successful student encounters a circumstance (medical, bereavement or other acceptable cause), that requires a time or assignment accommodation, the Instructional Team will work with that student to provide such an accommodation. However, if the student issue at hand requires significant accommodation, the Instructional Team, the student, and the Faculty of Education's Undergraduate office will meet to discuss best options for moving forward. All decisions will follow Memorial University General Academic Regulations (Undergraduate).

EVIDENCE OF STUDENT LEARNING

Throughout the program, evidence of student learning will **primarily be documented** through the following:

1. The development and maintenance of a **Professional Learning Portfolio** (ePortfolio)

The portfolio shows and tells student's demonstrable accomplishments in and across the program phases and provides evidence of and support for student's understandings of their responsibilities, capabilities, capacities, and growth in relation to the learning outcomes of the phase and the overall program outcomes. It will include evidence of learning based upon student engagement across all program learning structures.

2. **Narrative Assessment**

Narrative assessments will be completed by the instructional team for the on-campus components and by the field instructor and partner teachers in the field. These formal narrative assessments focus on students' understandings of their learning, growth, and progress based on the learning outcomes of the phase and the overall program outcomes. These narratives will provide descriptions that include:

- a. specific examples of the student's strengths;
- b. specific examples of areas for improvement; and
- c. suggestions for areas in which the student should continue to focus.

Each of the formal narrative assessments will move forward with the student as they move through the program enabling a summative assessment at program conclusion.

School Field assessments will be completed on a Formal Narrative Assessment Form. See **Appendix B**.

ATTENDANCE AND PARTICIPATION

The Program is a professional program. All learning and teaching engagements and experiences are designed with the expectation that participants will engage in each meeting period (class) and complete all individual and collective coursework. As such, there is a significant amount of assessment evidence that can only be collected and documented while students are in class. If a student is absent this evidence of learning is not and cannot be collected/document. A lack of assessment evidence can deem a student unsuccessful in completing the phase.

As a member of a programmatic professional learning community, individual contributions to collective learning are vital and valued. The expectation is that program participants will not be absent from class except for documented instances such as personal or family illness, religious requirements, or other excusable instances.

With respect to School Field Experiences, **attendance** is required in order to ensure that pre-service teachers meet the Newfoundland and Labrador Teacher Certification requirements. Students will be expected to make-up any missed time. Accordingly, any required make up time will be decided in consultation with the field instructor and school administrator.

WRITING EXPECTATIONS

All writing within the program is to be done in accordance with APA writing standards(<https://www.library.mun.ca/researchtools/guides/citations/apa/apaquickguide/>).

As aspiring professionals, students must demonstrate their ability to communicate effectively through writing. Below please see Memorial University's Regulation on Good Writing as described in the University Calendar:

University Regulation on Good Writing (6.9.3)

1. Students at all university levels should have reasonably sophisticated and effective communication skills and are expected to demonstrate proficiency in logical organization, clarity of expression and grammatical correctness. Good writing is expected of students in all courses. Upon graduation students should be capable of expressing complicated ideas clearly and concisely and should be able to develop arguments in a logical manner. When, in the judgement of the instructor, a student persistently fails to display a reasonable standard of writing, the instructor may consider this when assigning a final grade.

2. Good writing is characterized by the following qualities:

Content	<ul style="list-style-type: none"> • critical insight and freshness of thought, • clear and penetrating ideas, • perceptive, pure grasp of subject, • intelligent use of primary and secondary sources, and • a sense of completeness about the handling of the topic.
Organization	<ul style="list-style-type: none"> • effective introduction and conclusion, • main idea is clear and logical development follows, • smooth transitions, and

	<ul style="list-style-type: none"> • good use of details.
Style	<ul style="list-style-type: none"> • appropriate, accurate, precise and idiomatic diction, and • sentences varied in kind, length and effect.
Mechanics	<ul style="list-style-type: none"> • consistently correct spelling, • accurate use of punctuation, • grammatically correct sentences, and • well organized paragraphing.

ACADEMIC ACCOMMODATION

Students who require academic accommodation are encouraged to register with the Glen Roy Blundon Centre. Contact 864-2156 or blundon@mun.ca.

THE UNIVERSITY-SCHOOL PARTNERSHIP

A strong partnership between the Faculty of Education and current practicing teachers is essential to ensure the success of the school field experience. A key goal of this program is to provide students with the opportunity to continually experience the relationship and connection between theory and practice; this is critical in teacher preparation. Therefore, field experiences will be varied, extensive, and ongoing from the very onset of the program and will be supported through a partnership that emphasizes increased collaboration between the university and schools.

In an attempt to support increased university and school collaboration, students will complete their school experiences in what the program refers to as *Partner Schools*. Partner teachers and the field instructor, together, will collectively mentor cohorts of students as they take up and inquire into the process of becoming a teacher. The program's instructional team is excited about working closely with these particular schools to support teacher education as a partner with the Faculty of Education. Furthermore, it is our hope that this partnership will benefit educators who may want to embrace their own professional renewal and learning.

A variety of educators are involved in this partnership and include university faculty, partner teachers, pre-service teachers, and school administrators. In these respective roles, the various participants have specific responsibilities that are intended to serve as guidelines for those involved.

DESCRIPTION OF ROLES AND RESPONSIBILITIES

SCHOOL LIAISON

A school administrator serves as the liaison between the university Field Instructor and the school staff. This program is dependent upon the commitment of all field partners in providing Pre-service Teachers with guided and supportive learning experiences within the context of schools and classrooms. Such learning experiences significantly contribute to the growth and development of pre-service teachers.

During Year 2, the **School Liaison** is responsible for:

- becoming familiar with the *Bachelor of Education (Primary/Elementary) as a Second Degree Conjoint with Certificate in STEM Education Year 2 Program Handbook (2021 – 2022)*;
- communicating to Partner Teachers the expectations and requirements of the *Extended School Field Experience III*;
- welcoming and introducing Pre-service Teachers to all staff, other school personnel, and familiarizing them with school facilities and the school community;
- providing orientation for Pre-service Teachers about the school's philosophy, accomplishments, policies, and initiatives;
- familiarizing Pre-service Teachers with the breadth and scope of the school program, school/community relationships, and characteristics of the student body;
- arranging a time for Pre-service Teachers to meet and become familiar with the work of specialist teachers and non-teaching staff members;
- ensuring that Pre-service Teachers are involved in a variety of school experiences including staff meetings, professional learning committee meetings, and professional development activities;
- supporting Pre-service teachers (who are approved) as they engage in field-based inquiry as part of their *Teacher Research Inquiry Project* during Phase IV;
- maintaining communication links with the Field Instructor;
- providing leadership in the school setting for the field experience program through professional support for Partner Teachers and Pre-service Teachers;
- providing feedback about the overall teacher education program; and
- informing the Field Instructor if any issues arise.

PARTNER TEACHER

Partner Teachers act as mentors for Pre-service Teachers by opening up their professional life to the Pre-service Teacher and, very gradually, increasing their involvement in classroom activities. The quality of the field experience is directly linked to this relationship between Partner Teachers and Pre-service Teachers.

During Year 2, **Partner Teachers** are responsible for:

- welcoming and orienting Pre-service Teachers to the school, the classroom setting, the students, school policies, and the culture of the school;
- becoming familiar with the Year 2 Program Handbook (2021 – 2022) and course outcomes for **ED 440T Extended Field Experience III**;
- gradually transferring responsibility for teaching assignments to the Pre-Service teacher (at least 80% by the beginning of November);
- modelling various instructional strategies, and sharing alternative possibilities for teaching and learning;
- facilitating the development of independence of the Pre-service teacher;
- conferring daily with the Pre-service Teacher which may include reading and responding to field notes;
- communicating regularly with the Field Instructor regarding the Pre-service Teachers' progress;
- preparing a final narrative assessment for ED 440T
- submitting the final narrative assessment to the Field Instructor;
- supporting the Pre-service teacher (who is approved) in engaging in field-based inquiry as part of their *Teacher Research Inquiry Project* during Phase IV;
- communicating with the School Liaison and Field Instructor immediately when issues/specific concerns arise, and
- ensuring that Pre-service teacher has substitute supervision in the event of your absence.

PRE-SERVICE TEACHER

The Pre-service Teacher (student) is a guest in the school and accepts the professional responsibilities associated with the role of a teacher.

Pre-service Teachers are responsible for:

- engaging in professional conduct according to the Newfoundland and Labrador Code of Ethics for teaching;
- displaying professional appearance in dress and etiquette;
- maintaining school day hours comparable to that of partner teacher(s), (i.e. 15 minutes before the start of a school day and after dismissal);
- becoming familiar with the culture of the school;
- accepting and fulfilling all professional duties assigned by the Partner Teacher and school administration;
- gradually assuming classroom teaching responsibilities (80% by the mid-November);
- assisting teachers with learning activities;
- engaging, individually and with peers, in focused inquiry about learning, teaching, and schools;
- assisting teachers in out-of-classroom duties and supervision;
- engaging in collaborative work with other teachers;
- participating in a variety of school experiences including staff meetings, grade level meetings, and other professional learning committee meetings;
- responding to constructive criticism in a reflective and positive manner;
- maintaining weekly ethnographic notes (field journal) and ensuring access to the journal for field instructors and partner teachers;
- participating in online forums with other Pre-service Teachers and the Field Instructor, and completing the requirements associated with this component of the field experience within the stated timelines, and
- maintaining confidentiality with respect to student information given by or about students. This includes information derived from student performance, student records, meetings, or other sources.

FIELD INSTRUCTOR

The Field Instructor is responsible for helping Pre-service Teachers to make sense of what they are experiencing during their time in schools and in the context of their coursework. The Field Instructor will facilitate the weekly field seminar on Friday mornings and will be regularly present in schools.

The **Field Instructor** is responsible for:

- facilitating school placements through the School Liaisons (administrators);
- meeting with School Liaisons and Partner Teachers to discuss the intended learning outcomes and expectations for the extended field experience;
- clarifying expectations held for students;
- establishing and supporting a collaborative mentoring relationship between Pre-service Teachers and Partner Teachers;
- reading and responding to Pre-service Teachers' field notes on a regular basis;
- providing feedback to Pre-service Teacher(s) regularly;
- engaging in ongoing discussions about Pre-service Teachers' growth;
- collaborating with Partner Teachers to provide support and to assist with the preparation of narrative assessments for 440T, and
- maintaining field attendance throughout each placement.

YEAR 1 LOOKING BACK

Year 1 was devoted to an exploration of learning, teaching, and curriculum. There were two thematic units. In Phase I - *Learners and Learning and Teachers and Teaching* and in Phase II - *Curriculum Content and Curriculum Contexts*.

The content and learning processes introduced in Phase I were conceptualized as part of the programs' spiral curriculum – that is, a curriculum that introduces and then revisits and reinforces key pedagogic ideas and praxis themes within each phase and throughout and across the program. Curricula content that was introduced in Phase I was amplified, so to speak in Phase I, and was echoed in Phase II. This echoing of content will continue throughout Year 2. The amplification and or echoing of key pedagogical topics grounds and advances a curriculum perspective that is integrated, interconnected, and applied to students' future professional careers.

As a fully integrated program, both **Phase I** and **Phase II** were each comprised primarily of one core multi-credit course and a school field experience (Please see page 8 for *Program Sequence at a Glance*). Student learning was supported through a weekly schedule comprised of unique and interconnected program learning structures.

PROGRAM LEARNING STRUCTURES

LECTURE SERIES

The lecture series frames a specific weekly focus around the theme of the phase. The lecture provides an opportunity for students to enhance their understanding of the thematic unit by bringing forward provocative ideas, current research, and controversial positions related to the topic under study. Student knowledge of lecture content should be evident in their oral and written work across the program's learning structures.

CASE TUTORIAL

Case Tutorial is designed as the space in the program where students collaboratively practice inquiry and begin to take on the lifelong task of understanding teaching and learning. Each case tutorial was organized around topics within the thematic unit of

study. Cases present issues to be researched, analysed, and debated along with other real-life teaching and learning scenarios.

The purpose of casework was to help students understand the diverse, often contradictory realities, personal meanings, and multiple identities at play in schools and classrooms in relation to their own emerging positions as teachers and learners.

As a participant in casework, students were required to explore perspectives, to become critically informed from diverse points of view, and to see multiple possibilities for practical action in learning/teaching environments. Students were expected to:

- go beyond their initial reactions and responses by demonstrating their ability to probe the deeper issues embedded in a case; and
- be prepared to work with and learn from others by engaging in extensive critical dialogue.

Casework expectations required that students were prepared to engage and contribute to the work before, during, and after each weekly case. In fact, case preparation represents the majority of weekly out of class work for students. As part of the case tutorial process students were expected to create and maintain a case inquiry book.

Case is not about finding a single right answer, but rather about using each case as a springboard for learning. It cannot be stressed enough that cases will not 'finish or complete' case topics.

Casework expectations require that students are prepared to engage and contribute to the work before, during, and after each weekly case. As part of the case tutorial process students are expected to create and maintain a digital case inquiry book.

CASE TUTORIAL PROCESS

Part I

Part I of each case allows you to respond from your personal starting point before you get into any of the readings or begin to attend to other points of view. It is comprised of a Preamble, and a Narrative. The preamble introduces and frames the narrative and

the task for the case. The Narrative brings into focus the topics and issues of the case. It may be a single text or multiple ‘slices’ of texts.

You will write an Initial Response to the Preamble and Narrative before proceeding to Part II. Your written response (Thoughts/feelings) is about the topic(s), issue(s) or problem(s) you believe most important and significant after reading the Preamble and Narrative. This is the place in which you articulate where you stand at the moment. This reflection on your beliefs and knowledge, before you look at outside resources, is the beginning of your inquiry process.

Part II

Part II of each case invites you to expand and deepen your thinking and skills through a Positioning Statement/Question/Task which elaborates the task(s) for the case inquiry as individuals or as a group. This key element is a pivotal point around which all your hunting, gathering, and presenting for any given case evolves.

Part II also contains Key Concepts which are some of the core terms associated with the case topic and help establish additional directions for the case inquiry. In some cases, the key concepts are embedded in the questions to guide you in the (re)searching process.

Initial Readings are also provided and are case-supplied, selected readings offered to help you do the following:

- Re-read and re-respond to the case narrative
- Reconsider your initial response
- Identify directions for possible searches
- Develop and clarify alternative responses to the positioning statement.

The initial readings prime the inquiry pump. They do not contain definitive responses to the case issue. (Please note: some cases do not have initial readings).

WORKSHOPS

Workshops required students to be actively involved in a variety of professional skills/activities/experiences related to the weekly topic. Most of the activities were

participatory and enabled students to further develop their professional skills in a particular area of study.

FIELD SEMINAR

The weekly field seminar was an integral part of the field experience and was structured to provide an immediate bridge between the lived experiences in schools and the on-campus coursework. Dialogue in the field seminar allowed students the opportunity to create meaning and deepen understanding by bringing forward observations, questions, and reflections emerging from their field experiences. Through this, students began to understand how theory and practice are linked, and how working together informs learning and teaching. In addition, an important aspect of the seminar was to help prepare students for their upcoming time in schools.

STEMINAR

The purpose of the STEMinar was to enhance, deepen, and extend student's knowledge, understanding, and skills in STEM learning and teaching. In the Monday afternoon session, students participated in a variety of highly experiential STEM learning experiences. During the Friday afternoon session, students examined and framed the weekly learning focus in the broader context of STEM education. Each learning experience was designed to assist students in developing a deeper understanding of STEM education in K - 6 classrooms and the broader school community.

PHASE I LEARNERS AND LEARNING - TEACHERS AND TEACHING

During Phase I students began to explore the phenomena of learning and teaching and what it means to be a 21st century learner and teacher. The focus was on learning theories, learner-child development, learner exceptionalities, educational foundations, relational pedagogy, and the development of teacher professional identity.

EDUCATION 4100 LEARNERS AND LEARNING – TEACHERS AND TEACHING

ED 4100 saw students critically explore and inquire into the phenomena of learning and teaching using multiple inter-disciplinary lenses including psychological,

sociological, philosophical, historical, and pedagogic fields of studies. Students considered their own emerging philosophies of learning and teaching in the contexts of evidence-based historical and contemporary research and theories to understand the praxis practicalities grounded in weekly field experience in schools. This course framed enduring questions that beginning teachers need to examine as their teaching philosophies evolve through inquiries such as:

- Who am I as a learner?
- Who do I want to become and be as a teacher today and tomorrow?
- What do I need to know and understand about learning, teaching, curriculum, assessment, STEM education, and school contexts and, above all, diverse school learners to remain a professional teacher?
- What assumptions about the changing contexts of schooling, teaching, and children do I hold?

EDUCATION 410T SCHOOL FIELD EXPERIENCE I

The first School Field Experience was designed to help students - known as Pre-service Teachers rather than Interns - refocus their perceptions and assumptions about learners and learning and teachers and teaching across all aspects of K—6 schooling. During this Phase, students spent the majority of their time engaging and becoming acquainted with the school, its routines, and organization for the purpose of collecting and composing ethnographic notes to create new understandings.

The weekly field seminar, led by the Field Instructor, was carefully designed to be an integral part of the field experience. During these seminars, students prepared for their upcoming time in schools, and brought forward observations, questions, and reflections emerging from their field experiences while engaging in ongoing professional inquiry and reflection.

PHASE II CURRICULUM CONTENT AND CURRICULUM CONTEXTS I

During Phase II students inquired and developed their knowledge of and skills with curriculum and associated instructional practices. Extending upon and connecting with the previous theme of *Learners and Learning – Teachers and Teaching*, students paid close attention to the political, social, and cultural curricular contexts while they

inquired into curriculum content in subject disciplines with a strong emphasis on literacy and numeracy.

Throughout the phase, students worked together as a learning professional community raising questions and discussing issues related to the field of curriculum context/content studies as an ongoing conversation. The key questions that guided this curricular-based phase were as follows:

- How should a curricular learning space be constructed that is connected to the lives and experiences of children to real-world issues, and to the ways that knowledge works in the world, such that, in exploring such a space, children will learn in authentic, enjoyable, rich, and demonstrable ways?
- How should content curriculum be designed and organized with respect to instructional practices?
- How might all children demonstrate and represent their curricular learning and understandings?

In the context of the Phase's field experience, students had the opportunity to take up the early primary/elementary curriculum and design a lesson/a series of lessons. It was in such moments that campus-based imaginative practice rehearsal translated into action, with substantial consequences for the learners in each Pre-service Teacher's care. As a community gathered back on campus, each student was invited to share those moments of practice with fellow students with a view to unraveling the significance of curriculum context/content events and to identify questions and issues for further professional inquiry. In so doing, each student was provided with individual and collective opportunities to demonstrate professional abilities in sustaining conversations about the complexities and dilemmas of practice while considering the ongoing realization of understandings of the complex fields of curriculum context and curriculum studies.

EDUCATION 4200 CURRICULUM CONTENT AND CURRICULUM CONTEXTS 1

ED 4200 saw students engaged in exploring, understanding, and applying theoretical foundations of curriculum and instructional practices specific to primary and elementary education learners. Students utilized a sustained inquiry regarding the curricular core - literacy and numeracy- while including attention to each primary/elementary subject discipline. The work of ED 4200 enabled each student to

attend to, articulate, examine, and apply what constitutes as relevant, authentic, and valid primary/elementary learner curriculum so that they could become more aware of and capable of negotiating the multiple contradictory discourses about what it means to know, be, and do as a learner with a primary/elementary space for learning-teaching. Students explored:

- What is (or counts) as societal knowledge?
- What is worth knowing in primary/elementary grades, and who decides?
- Why might diverse subject content be taught?
- What is the hidden curriculum? And, why is it important in primary/elementary schooling to be very aware of this kind of curriculum?

EDUCATION 420T SCHOOL FIELD EXPERIENCE II

Curriculum, teaching, and learning was the focus of student's second school field experience. Students continued to work as a team with a partner teacher spending two days per week in their assigned partner school, with one full week near the end of the Phase, for a total of 27 days. Students began to engage in classroom teaching (in person and remotely) and gradually took on increased responsibilities for some class instruction across various curriculum areas. The weekly field seminar continued to be an integral component of the field experience.

The following continua¹ was used as a guide for assessing student growth by partner teachers and field instructors, and to help students set individual goals. Students demonstrated movement along each continuum throughout their field experience. While students entered at different points along the continua, the goal was to facilitate growth, with the expectation that students would be working towards the April goals.

JANUARY

JUNE

Establishing Pedagogical Relationships

Understands the importance of developing rapport with students.
Consistently shows willingness and ability to interact with students in helpful, professional ways.

→ Develops rapport with students

- | | |
|--|---|
| Seeks to know students as individuals | → Recognizes learners' personal diversities and cultural backgrounds |
| Interactions with learners and reflections in field journal show insights into each learner's learning needs | → Shows awareness of learners' prior content knowledge |
| Continues to observe and record students' learning needs, accomplished learning, interests, etc. | → Collects information about students' needs and progress |
| Writes about the ways learning and teaching can occur for themselves and others with whom they interact | → Knows a variety of instructional and learning |
| Notices and asks questions about partner teacher's classroom routines and strategies | → Establishes and maintains a learning environment that is organized, orderly and effective |
| Communicates respectfully and professionally with students | → Uses effective interpersonal communicative techniques |

Understanding of Curriculum

- | | |
|---|--|
| Shows accurate and creative understanding of each topic taught in the class | → Knows the structures, relevant concepts, skills, and assumptions of the discipline |
| Begins to observe and listen to the students' reactions to each curricular area and reflects on the ways students' insights can lead to deeper understanding of these | → Understands nature of curriculum, assessment and learning |

Continuing to build a bibliography of curriculum resources used at the field site → Is aware of relevant curriculum documents and resources

Preparing to Teach

Shows emerging understanding of the complexities of planning for teaching → Plans with assistance

Continues to reflect upon own interactions with insight. Questions different possibilities for action in field journal → Reflects on own instructional practices

Continues to contribute to their own system for collecting repertoires of worthwhile learning experiences, assessments, and classroom supports for learning observed at field placement → Accesses materials, people, ideas and other resources

Becoming a Professional

Communicates effectively, professionally, and respectfully with partner teacher(s), fellow pre-service teacher(s), on-campus instructors, etc. → Develops working relationships and positive rapport with staff

Reflects upon and questions the ways in which school culture, policies, and initiatives influence, and are influenced by, life in classrooms → Understands school culture, policies, and initiatives

Continues to build a bibliography of policy resources used at the field placement	→ Is aware of relevant professional, legal, and ethical documents (i.e. NLTA Code of Ethics)
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¹This continua is adapted from Alberta Education's 1996 position paper, *An Integrated Framework to Enhance the Quality of Teaching in Alberta*.

EDUCATION 4600 COMMUNITY FIELD EXPERIENCE

The Community field experience is intended to enrich student understanding of their professional identity and responsibility in a broader educational context. It was designed to complement the ongoing coursework with opportunities for each student to work and or study in an extended community setting. A key purpose of the experience is to consider, challenge, and enrich student's understandings of education, curriculum, and pedagogy. Participation in a community field placement supports students in developing a holistic and inclusive view of diverse settings with educational components.

The experience, designed as a four-week placement originally scheduled April 26 – May 21, 2021 did not proceed as scheduled. The Covid 19 Pandemic and resulting Provincial Public Health Guidelines at the time (and throughout summer 2021) delayed the start for students and in some cases altered the 4 week timeframe for completion. As community partners began to open up and resume operations, student placements commenced in various forms. Most students either met or partially met the requirement by the end of the summer. Some students will need to complete this program requirement over the course of Year 2 (Spring 2022).

PROFESSIONAL INSTITUTES

Towards the end of Phase II (following Provincial Public Health Guidelines), students were welcomed back to campus for in person learning for the first time since commencement of their program! The institutes, intensive and interactive engaged students in a greater depth of learning in the area of music and art education and continued work in the area of the exceptional learner.

YEAR 2

OVERVIEW

The second year of the program is also comprised of two phases. As a fully integrated program both Phase III and Phase IV are each comprised primarily of one core multi-credit course. The theme of Phase III is *Praxis-Situational, Thoughtful, and Intentional Action* and the theme of Phase IV is *Integration-Diversity and Identity*.

The primary focus of **Phase III** is the extended school field experience. For this extended field experience, the majority of student learning experiences occur at a partner school site, beginning with two days per week for four weeks, moving to four days per week for four weeks, and then increasing to five days per week for five weeks. (Please refer to Phase III Key Dates Chart). Throughout this phase, students will experience the challenge of bringing together knowledge of curriculum and pedagogy while taking on greater responsibilities for teaching.

During **Phase IV**, students are offered a space to integrate more fully the work of the previous three phases, and to begin preparing for assuming professional responsibilities.

PROGRAM LEARNING STRUCTURES

Student learning in Year 2 continues to be supported through the program's learning structures (lecture, case, workshop, field seminar, STEMinar). However, these structures will not be organized or follow the same set weekly schedule as was the case in Year 1 (with the exception of the first four instructional blocks in Phase III).

Throughout Year 2, student learning is also supported through continued work in their independent *teacher inquiry project* and through participation in *service learning*.

PHASE III CURRICULUM CONTENT AND CONTEXTS II

The theme of Phase III is *Praxis-Situational, Thoughtful, and Curriculum Contexts*. During this phase, students will engage in praxis, which is understood as situationally

and ethically appropriate, thoughtful, and intentional action. Students will continue to broaden their understanding of learners and learning / teachers and teaching, as well as curriculum content and curriculum contexts, and engage in teaching as reflexive action.

In terms of field experiences, praxis means that the student must integrate knowledge of teaching and learning with actual classroom practice. Over the course of the phase, through carefully planned and graduated teaching experiences, preservice teachers are expected to become more adept at planning for instruction, devising learning experiences, responding to a diversity of learners, creating and practicing various forms of assessment, and in general, beginning to experience more fully the responsibility of being a teacher.

During this third phase, students will more fully inquire into what is required to teach knowledgeably and well, and to relate in practice curriculum knowledge, pedagogic approaches, and understandings of students learning and developmental needs.

Phase III is comprised of **TWO** courses:

1. Education 4400 Curriculum Content and Contexts II (8 credit hours), and
2. Education 440T School Field Experience III – extended field experience (10 credit hours).

ED 4400 and **ED 440T** are both intended to deepen students' understandings of their experiences such that they become more sensitive to the multiple possibilities of their actions. Through the on campus seminars and extended time spent in schools, students should begin to understand the relationship between a teacher's intent/purpose, their practice, the curriculum, the children, and how the pedagogic relationship has both planned and lived dimensions. As such, students will explore deeper the following questions, some that were initially posed in Phase II:

- What is (or counts as) societal knowledge?
- What is worth knowing in primary/elementary grades, and who decides?
- What is the hidden curriculum? And, why it is important in primary/elementary schooling to be very aware of this kind of curriculum?
- How should a curricular learning space be constructed that is connected to the lives and experiences of children, to real-world issues, and to the ways that

knowledge works in the world, such that, in exploring such a space, children will learn in authentic, enjoyable, and rich, and demonstrable ways?

- How should content curriculum be designed and organized with respect to instructional practices?
- How does the complex relationship between curriculum contexts and curriculum content (subject matters) play itself out in the primary/elementary school?
- How should the often conflicting relationships between curriculum design and development and instructional practice play itself out in the primary/elementary school?
- How might, imaginatively, a curriculum be designed and developed as a capacious approach to a topic that will engage students to wonder about, ask good questions, explore-inquire, and pursue learning?
- What is the relative place of student-led explorations and teacher-directed instruction?
- How is curricular content and demonstrable learning processes assessment, designed and accomplished in the primary/elementary classroom?
- How might diverse learners be given fair opportunities for curricular learning and expression?
- Do I ask questions that advance, for all, what it means to be a better teacher and learner?
- Do I take the reward in engaging in open dialogue, and to formulate and advance alternative ideas?

PHASE III LEARNING OUTCOMES

Learning outcomes created for Phase III identify the topics that will be amplified during the phase. Each outcome is connected to one or more of the overall *Program Outcomes*. Over the course of this Phase, students will:

- participate as a full member of the school community with shared responsibilities for all aspects of school life, such as classroom management, supervision duties, and staff meetings. (Outcomes 1, 4 & 11);
- apply theoretical and pragmatic knowledge to the skillful design and development of learning experiences and accompanying assessment plan (Outcomes 2, 4, 5, 6, 7 & 8);
- learn to exercise sound pedagogic judgement (Outcome 4, 5, 6, 7 & 8);
- develop strategies for program planning for students with exceptionalities

- (Outcomes 3, 4, 5, 6 & 8);
- deepen understanding about the nature and characteristics of exceptional learners in the contemporary classrooms (Outcomes 1, 3, 5 & 8);
 - explore current issues relevant to special education (Outcomes 3, 4, 5, 6 & 8);
 - apply classroom assessment principles in creating a variety formative and summative classroom assessments (Outcomes 2, 3, 5, 7 & 10);
 - understand context and issues with respect to grading and reporting (i.e. report cards, teacher conferences) (Outcomes 4, 5 & 6);
 - deepen their understanding of the learning and teaching of language arts and mathematics in the primary elementary grades (Outcome 2, 3, 4 & 6);
 - examine how curriculum content and teacher instructional approach can nurture or diminish the well-being of students (Outcome 2, 4, 9 & 10);
 - understand how STEM informs and shapes teaching and learning across grade levels and subject areas (Outcome 2, 7);
 - critically observe and utilize technology to maximize teaching and learning (Outcome 7);
 - understand how the integration of curriculum can lead to more effective, enduring and transferable learning (Outcomes 2, 3, 4 & 7);
 - reflect on who they are as teachers and how this impacts their understanding of curriculum (Outcome 12); and
 - develop and display artifacts that document learning, professional knowledge and practice and teacher identity (Outcome 12). Should we have a specific outcome about teacher research. See what I have for assessment.

ED 4400 CURRICULUM CONTENT AND CONTEXTS II

ED 4400 is an integrative course and it is designed for students to inquire into what it means to teach knowledgeably and well, to explore the relationships between curriculum knowledge, pedagogic practices, and understandings of student learning.

In the context of a responsive program, specific topics to address the above outcomes will be shared by instructors at the commencement of their instructional time with students.

INDEPENDENT TEACHER INQUIRY PROJECT

As a component of ED 4400, the independent inquiry project engages students in the

generation of fresh understandings of a particular area of STEM/Math education. The intent is to have students set out to understand the dynamic relationship between the current research literature and the lived realities of teachers and students in their various learning contexts in the context of STEM/Math education. The project is designed to integrate theory and practice and in particular allow students to:

- engage in field-based inquiry in a systematic and critical manner;
- reflect on their professional growth and identity as the teacher they want to be and to become;
- contribute to ongoing efforts toward teaching and learning at a partner school; and
- demonstrate the understandings and skills acquired throughout the first three phases of the program.

Preparations for the independent inquiry project were introduced in Year 1. During Phase III, students will be guided through an inquiry process that will support them in defining their research question(s), completing their literature review, deciding on their methodology (including data collection and analysis) and their plan of action (including ethical considerations) for carrying out their research in Phase IV.

ASSESSMENT AND EVALUATION

Assessment for *ED 4400 Curriculum Content and Contexts II* is modelled as an ongoing and continuous feedback loop and is the primary responsibility of the Phase III field instructor in collaboration/consultation with the Phase III instructional team. Throughout the course, evidence of student learning will be documented primarily through the:

1. Professional Learning Portfolio (ePortfolio).

The Portfolio in Phase III will include:

- a. a field journal, a living record of their participation-including field notes;
- b. evidence of learning based upon student engagement in case studies, field seminar, lectures, workshops, and STEMinars;
- c. all casework, in the form of a case folder, including initial and second responses; and
- d. the following with respect to the teacher inquiry project:

- topic/issue/problem;
- research question(s);
- literature review;
- methodology (including data collection and analysis methods);
- plan of action; and
- ethical considerations

2. Formative Narrative Assessment.

The field instructor in collaboration/consultation with the Phase III instructional team will prepare a formal narrative assessment following the week ending December 17, 2021. The narrative assessment focuses on students' understandings of their learning, growth, and progress according to Phase III Outcomes and overall Program Outcomes. Each narrative will provide:

- a. specific examples of the student's strengths;
- b. specific examples of areas for improvement; and
- c. suggestions for areas in which the student should continue to focus.

Final Evaluation for *ED 4400 Curriculum Content and Contexts II* will be Pass/Fail. The course must be completed to a Pass level in order to successfully meet the requirements outlined for Phase III. Students who successfully complete all the requirements for Phase III will advance to Phase IV.

EDUCATION 440T SCHOOL FIELD EXPERIENCE III

ED 440 T Field Experience III is the extended field experience of the program and will draw on learnings from Phase I and Phase II, both the on-campus and field experiences. Students will be mentored by a Partner Teacher and a Faculty of Education Instructor and will take a gradual and graduated approach to assuming nearly full responsibilities of a classroom teacher. The purpose of this extended field experience is thus to bring to life the questions and challenges of learning to teach. In Phase III, particularly, questions and difficulties that arise in the field become possibilities not just for observation, but for learning to exercise sound pedagogic judgement-taking responsibility for thinking about and practicing decisions that make learning and teaching meaningful and possible.

ED 440T and **ED 4400** are both intentionally structured in such a way as to allow students and instructors to have ongoing conversations about theory and practice. Together, instructors and students will make sense of the students' experiences from their school field placements. Alternatively, the field experiences will illuminate the ideas stemming from tasks, activities, and readings from the campus experiences. In this way, student's questions and comments will make their way into the university classroom, and university conversations will continue at the school field placement.

By the end of School Field Experience III, it is expected that Pre-service Teachers will have met the following outcomes:

1. assumed 80% of classroom teaching responsibilities teaching by mid-November
2. engage in teaching as a reflexive action;
3. understand how relationships in the school environment contribute to emerging professional identity and professionalism; and
4. continue to deepen their understanding of curriculum, instruction and assessment.

GUIDELINES FOR FIELD EXPERIENCE III

Throughout this extended field experience, students will be making sense of their on-campus theoretical learning grounded in the real world context of children, teachers, and schools. Students will assume greater responsibilities for activities and experiences that encourage inquiry and that are relevant to their current understandings of learning and teaching. The degree of engagement in teaching should be gradual and graduated. Situations and specifics will vary, so the partner teacher acting as a mentor and guide to the preservice teacher must ensure appropriate amounts of teaching for the particular student. Each preservice teacher will begin with observation and teacher assistance, and gradually assume responsibility for full classroom instruction.

The following continua ² can be used as a guide for assessing student growth by partner teachers and field instructors, and to help students set individual goals. Students should demonstrate movement along each continuum throughout their field experience. While students will enter at different points along the continua, the goal is to facilitate growth, so it is expected that students will be working towards the December goals.

SEPTEMBER**DECEMBER****Establishing Pedagogical Relationships**

- | | |
|--|---|
| Develops rapport with students. | → Creates a climate of mutual respect |
| Recognizes learners' personal diversities cultural backgrounds | → Attends to individual styles and rates of learning |
| Shows awareness of learners' prior content knowledge | → Builds on this knowledge when teaching |
| Collects information about students' needs and progress | → Uses this information to guide learning instruction and assessment |
| Knows a variety of instructional and learning strategies | → Translates curriculum content into meaningful learning activities |
| Is aware of effective classroom routines and strategies | → Establishes and maintains a learning environment that is organized, orderly and effective |
| Uses effective interpersonal communication techniques | → Creates a shared context for understanding |

Understanding of Curriculum

- | | |
|--|--|
| Knows the structure, relevant concepts, skills and assumptions of the discipline | → Engages students in discipline in a generative manner |
| Understands nature of curriculum, assessment and learning | → Negotiates curriculum, assessment and learning in an ongoing fashion |
| Is aware of relevant curriculum documents and resources | → Develops a critical understanding of these texts |

Preparing to Teach

- | | |
|---|---|
| Plans with assistance | → Plans collaboratively and individually |
| Reflects on own instructional practices | → Incorporates results of critical reflection |
| Accesses materials, people, ideas and other resources | → Uses these resources when planning or instructing in instructional planning |

Becoming a Professional

- | | |
|--|---|
| Develops working relationships and positive rapport with staff | → Works collaboratively and collectively to realize school vision and goals |
| Understands school culture, policies, and initiatives | → Makes positive contributions to the school |
| Is aware of relevant professional, legal, and ethical documents (i.e. NLTA Code of Ethics) | → Develops a critical understanding of the impact of these documents |

² This continua is adapted from Alberta Education's 1996 position paper, *An Integrated Framework to Enhance the Quality of Teaching in Alberta*.

ASSESSMENT AND EVALUATION

Assessment of student growth and learning during the extended field experience is a shared responsibility between the field instructor, pre-service teacher and the partner teacher.

Evidence of student learning will be based primarily upon:

- a. documentation of insights and questions recorded in their ongoing Professional Learning Portfolio (E-portfolio);
- b. field journal;
- c. active involvement in all aspects of school life;
- d. attendance throughout the placement; and
- e. a *Themes of Teaching* statement (to be completed during the final week of Phase III).

The Field Instructor and Partner Teacher will each construct a written formal narrative assessment following the last week of the school field experience (December 6 – 10). These narrative assessments will focus on the students' early understandings of their learning growth and progress according to ED 440T Learning Outcomes. Each narrative will provide:

- a. specific examples of the student's strengths;
- b. specific examples of areas for improvement; and
- c. suggestions for areas in which the student should continue to focus.

Final evaluation for Field Experience III will be Pass/Fail. This course must be completed to a Pass level in order to successfully meet the requirements outlined for Phase III. Successful completion of Phase III is a prerequisite for advancing to Phase IV.

CONDUCT AND ATTENDANCE

All students in the Bachelor of Education (Primary/Elementary) as a Second Degree Conjoint with Certificate in STEM Education are accountable to the [Newfoundland and Labrador Teachers' Association Code of Ethics](#) and any relevant policies of the [Newfoundland and Labrador English School District](#).

Full attendance in ED 440T is essential in order to ensure that students meet the Newfoundland and Labrador Teacher Certification requirements. Students will be

expected to make up any missed time. Accordingly, any required make up time will be decided in consultation with the Field Instructor and the school administrator.

If an absence is unavoidable students are expected to notify the school administrator and the Field Instructor **before classes begin for the day**. Failure to notify the school and the Field Instructor may jeopardize successful completion of the field experience.

Memorial University's Faculty of Education requires Pre-service Teachers to follow their partner school schedule and not the university's schedule as it pertains to holidays. Students assume the same responsibility for daily attendance as regular school staff. *With the exception of illness or bereavement and sessions organized by the Faculty of Education or School District, Pre-service teachers are not permitted to leave school early or take days off.* If a student is to be absent for any reason other than those previously described, written request must be made in writing to the Field Instructor

PRE-SERVICE TEACHER PERFORMANCE IN THE SCHOOL FIELD EXPERIENCE

It is critically important that there is ongoing and regular dialogue between Pre-service Teachers and Partner Teachers. Consistent feedback, including constructive criticism, should be provided using the expectations outlined for the particular field experience. It is essential that there is written documentation outlining a Pre-service Teacher's progress. Such documentation can be recorded as comments in the Pre-service Teacher's field journal or in written notes to the Pre-service Teacher.

If there are concerns about a Pre-service Teacher, these should be communicated to them orally and documented by the Partner Teacher and Field Instructor. If necessary, the Field Instructor will work with the Pre-service Teacher and Partner Teachers to develop specific learning targets based on the learning outcomes of the field experience. If, after documented consultation and intervention, there is no resolution, the Pre-service Teacher will be deemed unsuccessful in the course.

CRIMINAL RECORD AND VULNERABLE SECTOR CHECKS

The Faculty of Education does not require a **Criminal Record Check** or a **Vulnerable Sector Check** as a condition of admission to programs. However, both are required by school districts/schools that host Faculty of Education students. Schools will not

accept a student without a clear Criminal Record Check and a Vulnerable Sector Check.

Note: Certificates submitted for Year 1 are not valid for Year 2. Without the documentation, this would prevent the student from commencing/completing a required component of the program. As a result, such a student may not be eligible for promotion or graduation.

It is the responsibility of the student to have both completed as required and at his/her own expense. It is imperative that all students provide a copy of their Criminal Record Check including a Vulnerable Sector Check prior to the first day of classes.

The screening procedures of any given agency may change from time to time and are beyond the control of the University.

NEWFOUNDLAND AND LABRADOR ENGLISH SCHOOL DISTRICT SCHOOL POLICIES

The program's Partner Schools are a part of the Newfoundland and Labrador English School District (NLESD). As such, all Pre-service Teachers will be governed by NLESD policies. In particular, students should be familiar with the **Acceptable Use of Technology** Policy and the **Social Media Use** Policy. Pre-service Teachers are strongly encouraged to view the video regarding [Social Media](#) use, jointly created by the NLESD and the Newfoundland and Labrador Teachers' Association (NLTA).

PHASE III WEEKLY SCHEDULE

Weeks beginning September 13, 20, 27 and October 4.

Monday	Tuesday	Wednesday	Thursday	Friday
9:00 – 11:00 Lecture Series	9:00 - 12:00 Curriculum Inquiry	8:00 – 4:30 Extended School Field Experience	8:00 – 4:30 Extended School Field Experience	10:00 – 12:00 Field Seminar
12:00 – 4:00 STEMinar	1:00 – 4:00 Workshop			1:00 - 3:00 STEMinar

Weeks beginning October 11 thru December 13

Week/Day	Monday	Tuesday	Wednesday	Thursday	Friday
Week beginning: • October 11 • October 18 • October 25 • November 1 •			Extended School Field Experience 8:00 – 4:30		Field Seminar (4 hours)
Week Beginning • November 8 • November 15 • November 22 • November 29 • December 6			Extended School Field Experience 8:00 – 4:30		
December 13 – 17	Field Seminar (4 hours)	Field Seminar (4 hours)	Field Seminar (4 hours)	Field Seminar (4 hours)	Field Seminar (4 hours)

PHASE III KEY DATES (2021)

PRAXIS – Situational, Thoughtful and Intentional Action

Date Beginning	Key Dates
September 10	Phase Orientation
September 13 - 17	Theme: Curriculum Content and Curriculum Contexts II
September 20 - 24	School Field Experiences commence Wednesday, September 15 (2 days per week for 4 weeks)
September 27 - October 1	
October 4 - 8	
October 12 - 15	School Field Experiences extended to 4 days per week (Monday – thru Thursday) for four weeks.
October 18 - 22	
October 25 - 29	Students follow the schedule of the school and not that of the university No school field October 11 (School Holiday)
November 1 - 5	
November 8 - 12	School Field Experiences extended to 5 days per week (Monday – thru Friday) for five weeks.
November 15 - 19	November 11 - No school field (Remembrance Day Observance)
November 22 - 26	December 6 – 10 is the last week of school field
November 29 - December 3	
December 6 - 10	
December 13 -17	Campus coursework (Monday – Thursday) Phase IV Orientation (Friday) (Exam period ends for MUN Friday, December 17)

- See the 2021 – 2022 University Diary for important dates during the Academic year MUN University Diary 2021-2022
- The Bachelor of Education (Primary/Elementary) as a Second Degree Conjoint with Certificate in STEM Education program commences Friday, September 10, 2021 and concludes Friday, December 17, 2021.
- The program has been approved for a Phase end date that falls outside the normal university calendar semester Lectures End dates. This extension falls within the university exam period.
- Student attendance is a requirement for all field experiences in the program (Memorial University Regulation 6.6).

PHASE IV INTEGRATION: DIVERSITY AND IDENTITY

The overall theme of Phase IV is *Integration-Diversity and Identity*. It is during this culminating phase that students will integrate the theoretical and practical understandings from the previous three phases and examine more deeply what it means to be ethically and culturally responsive to diverse students and their communities while being an inclusive STEM educator. A key aspect of this integration is for students to continue enacting their understanding of teaching, and deepening an understanding of self as teacher.

The following questions are designed to enable beginning teachers to inquire further into issues of diversity, identity and practice:

- Who am I becoming as a teacher?
- What does it mean to be a Stem Educator?
- Where have I been over the past three phases?
- What are the long-term consequences of my pedagogical decisions and choices?
- How do I negotiate between my own individual ethics and those of professional organizations and institutions?
- How can I best integrate my theory and practice?
- How am I to position myself relative to what I now understand about learning, teaching, curriculum and the role of schooling in a larger society?
- Given what I now understand about teaching and learning, how do I intend to take responsibility as an educator?
- What is it that I ought to be learning immediately to improve my professional practice?

Phase IV is comprised of one core, multi credit course and a set of Institutes:

1. Education 4500: Integration: Diversity and Identity (17 credit hours)
2. Institutes:
 - a. Education 4692 Literacy (2 credit hours)
 - b. Education 4660 Exceptional Learner II (1 credit hour); and
 - c. Education 4661 Numeracy (1credit hour)

Each institute will invite students to a deeper, more intensive exploration into the areas of literacy, numeracy, and learner exceptionalities.

PHASE IV LEARNING OUTCOMES

Learning outcomes created for Phase IV identify the topics that will be amplified during the phase. Each outcome is connected to one or more of the overall *Program Outcomes*. Over the course of this Phase, students will:

- explore different systemic and organizational influences that have a daily impact on a practicing teacher's professional life (Outcomes 1, 10 & 12);
- examine professional responsibilities in relation to socio-cultural diversity, social justice and learning (Outcomes 1, 2, 3, 5, 8, 10 & 12);
- deepen their understanding comprehensive school health and how as a framework it can support student mental health and well being (Outcomes 1, 3, 8 & 11)
- increase their knowledge of sexual and affectional orientation and gender identity and expression (Outcomes 3, 8 & 11);
- develop skills with navigating LGTBQ bias and assumptions in relation to sexual and affectional orientation and gender identity and expression (Outcomes 3, 8 & 11);
- examine the ways in which race, class, culture, language, gender/sexuality and learning challenges and intersects with the context of schooling (Outcomes 3, 8, 9, 10 & 11);
- enhance knowledge and understanding of how historical periods, policies, and events influenced contemporary Indigenous educational issues; this includes an introduction to the Truth and Reconciliation Commission report (Outcomes 1, 9, 10 & 11);
- articulate reasoned positions on various issues in educational diversity (Outcomes 1, 3, 8 & 9);
- to deepen understanding of key ideas/concepts/issues to better meet the needs of today's diverse learners (Outcomes 3, 4, 5, 6 & 8);
- develop a deeper understanding of STEM education (Outcome 7);
- develop competence and confidence in articulating educational responses to the ethical challenges of digital media and relationships with knowledge (Outcomes 1, 7 & 11);
- develop and articulate defensible points of views about various issues

- involving the teaching and learning of mathematics and science (Outcomes 6, 7, 9 & 12); and
- conceptualize and articulate educational issues and issues specific to STEM education (Outcomes 1, 6 & 7); and
 - develop an understanding of civic responsibility in the broader context of professional responsibility (Outcomes 2, 3, 8, 11 & 12).

EDUCATION 4500 INTEGRATION: DIVERSITY AND IDENTITY

ED 4500 includes content that is organized around the following major areas:

- a. Teacher as Researcher
- b. Teacher as affirmative / inclusive educator,
- c. Teacher as STEM educator, and
- d. Teacher as professional.

Specific content/topics to address the above outcomes will be shared by instructors at the commencement of their instructional time with students.

Throughout Phase IV, student learning is supported through participation in their independent *inquiry project* – Teacher as Researcher and *service learning*.

INDEPENDENT TEACHER INQUIRY PROJECT

Initial preparations for the independent inquiry project began in Year 1. During Phase III students refined their research question(s), completed their literature review, determined their methodology (including data collection and analysis) and plan of action (including ethical considerations). During the final phase of the program, students will carry out their independent research inquiries.

The intent is to have students set out to understand the dynamic relationship between the current research literature and the lived realities of teachers and students in their various learning contexts in the context of STEM/Math education. The project is designed to integrate theory and practice and in particular allow students to:

- engage in field-based inquiry in a systematic and critical manner;
- reflect on their professional growth and identity as the teacher they want to be and to become;

- contribute to ongoing efforts toward teaching and learning at a partner school; and
- demonstrate the understandings and skills acquired throughout the first three phases of the program.

SERVICE-LEARNING

The service-learning component will align relevant community service with the learning outcomes of Phase IV. This experience is an opportunity for students to develop civic responsibility and a service orientation. Service Learning¹is a form of experiential learning that combines relevant community service experiences with reflective exercises for a powerful learning experience. Service learning:

- integrates community service with course curriculum;
- provides opportunities for reflection on service experiences;
- addresses both educational and community needs; and
- furthers civic responsibility.

ASSESSMENT AND EVALUATION

Assessment for *ED 4500 Curriculum Content and Contexts II* is modelled as an ongoing and continuous feedback loop and is the primary responsibility of the Phase IV instructional team. Throughout the course, evidence of student learning will be documented primarily through the:

1. Professional Learning Portfolio (ePortfolio)

The Portfolio in Phase IV will include:

- a. evidence of learning based upon student engagement across all program learning structures;
- b. independent inquiry learning (Inquiry project);
- c. service learning artifact;

³This definition is adapted from the Centre for Teaching Excellence, University of Waterloo.

- d. all casework, in the form of a case folder, including initial and formal responses; and
- e. an exit presentation.

2. Formative Narrative Assessment.

The Phase IV instructional team will prepare a formal narrative assessment following week fourteen. The narrative assessment focuses on students' understandings of their learning, growth, and progress according to Phase IV Outcomes and overall Program Outcomes. Each narrative will provide:

- a. specific examples of the student's strength;
- b. specific examples of areas for improvement; and
- c. suggestions for areas in which the student should continue to focus.

Final Evaluation for *ED 4500 Curriculum Content and Contexts II* will be Pass/Fail. The course must be completed to a Pass level in order to successfully meet the requirements outlined for Phase III. Students who successfully complete all the requirements for Phase III will advance to Phase IV.

PROFESSIONAL INSTITUTES

Note: Course outlines for **ED 4660 Exceptional Learner II**, **ED 4661 Numeracy** and **ED 4693 Literacy** will be provided by the instructor on the first day of class and are not included in this handbook.

PHASE IV WEEKLY SCHEDULE

Please note that Phase IV does not follow the same weekly set schedule as in each of the previous Phases. Students will be provided a schedule at the orientation session for Phase IV.

PHASE IV KEY DATES (2022)

Integration: Diversity and Identity

Date	Key Dates
January 6-7	Theme: Integration: Diversity and Identity Classes commence
January 10-14	
January 17-21	
January 24-28	
January 31-February 4	
February 7-11	
February 14-18	
February 21-25	Reading Week – No classes
February 28 – March 4	Classes continue
March 7 – 11	No classes Friday, April 2 (Good Friday)
March 14- 18	
March 21 – 25	
March 28 - April 1	
April 4 – 8	
April 11 - 15	
April 18-22	Program Conclusion Exit Presentations

- In addition to the above key dates for Phase IV, please see the MUN University Diary 2021 - 2022
- Phase IV commences Thursday, January 6, 2022 and concludes Friday, April 22, 2022.
- The program has been approved for a Phase end date that falls outside the normal university calendar semester *Lectures End dates*. This extension falls within the university exam period.
- Student attendance is a requirement for all field experiences in the program (Memorial University Regulation 6.6).

GENERAL INFORMATION

COMMUNICATION - @MUN.CA ACCOUNT

Your @mun.ca account is the authorized email for all correspondence from the university. If you have not already set up your @mun.ca account, you should do so at my.mun.ca. Important notices from the Office of Undergraduate Programs will be sent via listserv to your @mun.ca account. It is still important, however, that you keep your address and phone numbers updated through Memorial Self-Service.

MUN SAFE APP AND COVID 19

The MUN Safe app is an important safety tool at Memorial University. The app lets MUN University students, staff, faculty and visitors quickly access campus resources 24/7 (i.e. emergency procedures, incident reporting, etc.). **Please refer to the Safe APP for the latest COVID-19 information and to complete the daily COVID-19 Self- assessment.** For more information, please visit <https://www.mun.ca/munsafe>.

CAMPUS CARD (STUDENT ID)

The Campus Card is your student identification; it is required to access libraries, photocopiers, campus buildings, etc. Cards can be requested online at <http://www.mun.ca/ancillary/campuscard/> and picked up at the Bookstore [University Centre (UC) 2006] or mailed to your home address.

TEXTBOOKS

New textbooks are purchased at Memorial University Bookstore (UC 2006). Additionally, at the beginning and end of each term the bookstore sponsors a buyback program in an effort to recycle titles that will be used again in the future. Another

avenue for obtaining used books is through my.mun.ca (portal.mun.ca). Instructions for adding the used books channel are available on the login page.

RESOURCES

EDUCATION LIBRARY

The Education Library is located in ED 2030. Student-use computers, Team boards, and group study spaces are always available. Resources for loan include: course reserves, current K-12 textbooks, research resources, children's literature, and much more.

THE TEACHING AND LEARNING COMMONS

The Teaching and Learning Commons is a leading-edge learning centre created to support teacher candidates in their academic programs. This state-of-the art open-concept space is located on the 5th floor of the Education Building in close proximity to our regular learning spaces. It provides a friendly, comfortable space for collaborative work, technologies for teaching and learning such as Smartboards, digital projection equipment, two video/audio editing stations, multimedia support, and faculty/staff support for different approaches to teaching and learning. This lively, engaging space is designed to accommodate student discussion and group work, innovative projects and seminars.

EDUCATION SOCIETY

The society room is located in ED 3022.

STUDENT LIFE

Student Life can assist you with accessing resources, obtaining your Campus Card, parking permit or locker, locating childcare services, housing services and applying for scholarships. Visit <http://www.mun.ca/student/studentexperience/>, drop by UC 3005, call 864-7461, or e-mail ask@mun.ca.

STUDENT WELLNESS AND COUNSELLING CENTRE

The Student Wellness and Counselling Centre offers a variety of counselling services and academic support programming. The centre is located in UC-5000 and appointments can be made in person or by telephone at 864-8500, walk-in hours are also available. Visit <http://www.mun.ca/counselling/home/> for more information.

THE GLENN ROY BLUNDON CENTRE (STUDENT LIFE)

The Centre (located in Room 4007 of the Smallwood Centre) serves prospective and current students on the University's St. John's campus whose disabilities involve conditions affecting mobility, vision, hearing, learning (disabilities), chronic illnesses, or mental health. Support is also provided to students with documented temporary disabilities (e.g., a broken arm). Examples of services and accommodations include access to assistive technology, academic accommodations for tests and exams, note-taking assistance, and in-servicing of faculty and staff regarding disability issues and accommodations. Please contact: 864-2156 or blundon@mun.ca or visit www.mun.ca/blundon for additional information.

In keeping with Memorial's commitment to ensuring an environment of understanding, respect, and inclusion, the Accommodations for Students with Disabilities Policy establishes principles, guidelines, and responsibilities respecting access to University services, facilities and housing for students with disabilities in accordance with the Newfoundland and Labrador Human Rights Act, 2010. This Policy is available at www.mun.ca/policy/.

STUDENT UNION (MUNSU)

For inquiries, drop by UC 2000, e-mail frontdesk@munsu.ca, call 864-7633, or visit <http://www.munsu.ca/>. **Note:** You may choose to Aopt out@ of Memorial=s health and dental plan if you have existing coverage. You may also choose to Aopt in@ a spouse or dependant(s). To do so, complete the applicable forms on the MUNSU website.

SCHOLARSHIPS

Education students who meet the scholarship criteria are automatically reviewed for Faculty of Education scholarships. However, students are encouraged to check with the Scholarships Office (UC 4018) at 864-3956 or visit <http://www.mun.ca/scholarships/home/> to determine other scholarships that may require an application.

APPENDICES

APPENDIX A

PROGRAM EVALUATION RUBRIC

Operational Definition of Pass / Fail²

Grade	Descriptors
PASS	<p>This is the expected work (assignment) and performance level for success and the required level for continuation in the Program.</p> <p>Demonstrated accomplishment regarding Phase / Program Outcomes.</p> <p>Consistently high levels of skill demonstrated regarding creative applications of understandings of (i) course content, (ii) innovative ideas for teaching and learning with a high degree of personal commitment and involvement with the work at hand, (iii) models of how exemplary work is applicable to early years / elementary learners, (iv) using meaningful teaching and learning strategies, and what all effective educators need to do to implement successful and meaningful early years/elementary programs.</p>
INCOMPLETE	<p>Regarding student coursework (assignments): If the work demonstrates some of the expected levels of a PASS, however, there are elements of the work missing, or it shows insufficient attention to detail, or there is a lack of personal involvement in the work, then the student must re-submit the assignment, addressing the incomplete or under-developed issues named, in order to reach the Pass level of expected performance.</p> <p>Regarding student course performance: The student's course performance – for example: truncated engagement with topics, negative / non-compliant attitude towards respectful engagement with self, peers and instructors, weak / un-inspired presentation skills, and lack of engagement with community of program learners –, is unacceptable for a person seeking to become a professional teacher. There are serious deficits or flaws resulting in a level of performance that would not be accepted by any educator regardless of career stage.</p> <p>Note: Students who receive an “incomplete” on an assignment must meet with the course instructor to establish a timeline for re-submission and to set a detailed list of expectations for completing the assignment. There may be a requirement to formalize the redo requirements with a performance contract.</p>
FAIL	<p>Failure to demonstrate adequate coursework and/or performance / across course assignments including the failure to submit an assignment (without excusable cause or any attempt to complete the assignment), submitting an incomplete assignment and not attempting revision, or the failure to revise and improve returned inadequate assignments for reassessment.</p>

² **Note:** This assessment rubric has been adapted from the Faculty of Education at the University of Prince Edward Island.

APPENDIX B

FORMATIVE NARRATIVE ASSESSMENT FORM



Faculty of Education

Bachelor of Education (Primary/Elementary) as a Second Degree Conjoint with Certificate in STEM

Narrative Assessment of School Field Experience (sample)

Student Name: _____

Partner School: _____

Field Instructor: _____

Phase: 1 2 3

Assessment completed by: Partner Teacher(s) or Field Instructor: _____

Name(s): _____

Specific examples of student's strengths
Specific examples of areas for improvement
Suggestions for areas in which the student should continue to focus
Any additional comments

PT/FI Signature: _____

Date: _____

Student Signature: _____

Date: _____

Evaluation reviewed with the student? Yes/No

Recommendation: NA/Credit/Non-Credit

APPENDIX C

CODE OF ETHICS NEWFOUNDLAND AND LABRADOR TEACHERS' ASSOCIATION



The Newfoundland and Labrador Teachers' Association

The Code of Professional Practice shall apply to all members and the term "teacher" as used in this code includes all members of the Newfoundland and Labrador Teachers' Association. This statement, arrived at by consensus of the Association, does not attempt to define all items of acceptable practice but rather to serve as a guide. (Note: The Code of Professional Practice shall not apply in the case of a teacher who, in good faith, provides statements or evidence to a Court of Law, an Arbitration Board, the NLTA Professional Relations Commission, the NLTA Disciplinary Committee, or anybody or official duly authorized by the NLTA.)

Teacher – Pupils

- (i) A teacher's first professional responsibility is to the enhancement of the quality of education provided to the pupils in their charge.
- (ii) A teacher regards as confidential, and does not divulge, other than to appropriate persons, any information of a personal or domestic nature concerning either pupils or their homes.
- (iii) A teacher keeps teaching as objective as possible in discussing with the class the controversial matters whether political, religious or racial.
- (iv) A teacher does not knowingly misuse their professional position for personal profit in the offering of goods or services to pupils or to their parents.
- (v) A teacher does not accept pay for tutoring their own pupils in the subject in which that teacher gives classroom instruction.
- (vi) A teacher accepts that the intellectual, moral, physical and social welfare of their pupils is the chief aim and end of education.
- (vii) A teacher recognizes that a privileged relationship exists between a teacher and their pupils and shall never exploit this relationship.
- (viii) A teacher who has reason to suspect that a child has suffered, or is suffering, from abuse that may have been caused or permitted by any person shall forthright report the suspected abuse to the appropriate authorities. [This section applies notwithstanding section (ii) under Teacher-Colleagues.]

Teacher – Employer

- (i) A teacher does not disregard a contract, written or verbal, with a school board.
- (ii) A teacher does not apply for a specific teacher's position that is not yet vacant.
- (iii) A teacher does not accept a position with an employer whose relations with the Professional Organization have been declared in dispute.

Teacher – Colleagues

- (i) A teacher reports through proper channels all matters harmful to the welfare of the school. The teacher does not bypass immediate authority to reach higher authority without first exhausting the proper channels of communication.
- (ii) A teacher does not criticize the professional competence or professional reputation of a colleague, except to proper officials and then only in confidence and after the colleague has been informed of the criticism.
- (iii) A teacher notifies any other teacher whose pupils they propose to tutor on a regular basis.
- (iv) Teachers do not take any individual or collective action which is prejudicial to the Association, to other members of the Association, or to the profession generally.
- (v) A teacher does not knowingly undermine the confidence of pupils in other teachers.
- (vi) A teacher submits to the Association disputes arising from professional relationships with colleagues which cannot be resolved by personal discussion.
- (vii) A teacher, before making any report on the professional competence of a colleague, provides that colleague with a copy of the report and forwards with it any written comment that the colleague chooses to make.
- (viii) A teacher who is in an administrative or supervisory position makes an honest and determined effort to help and counsel another teacher before subscribing to the dismissal of that teacher.
- (ix) A teacher does not actively oppose the presentation to higher authority of matters duly agreed upon by fellow teachers, except by formal minority report.

Teacher – Professional Growth

- (i) A teacher acts in a manner which maintains the honor and dignity of the profession.
- (ii) A teacher assists in the professional growth of colleagues through the sharing of ideas and information.
- (iii) A teacher makes a constant and consistent effort to improve professionally.

Teacher – Professional Organization

- (i) A teacher, or group of teachers, does not make unauthorized representation to outside bodies on behalf of the Association or its local branches.

- (ii) A teacher does not refuse to follow Association directions under a legitimate job action.
- (iii) A teacher adheres to collective agreements negotiated by their professional organization.
- (iv) A teacher recognizes, as a professional responsibility, service to the Association at the local and provincial levels.
- (v) A teacher who has requested representation by the Association honors commitments made on their behalf.
- (vi) A teacher recognizes the Newfoundland and Labrador Teachers' Association as the official voice of teachers on all matters of a professional nature.

Teacher – Parents

- (i) A teacher seeks to establish friendly and cooperative relationships with the home and to provide parents with information that will serve the best interests of their children.