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

Year 1 Program Handbook (2018 – 2019)

Put a new spin on education

www.munstemeducation.ca
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WELCOME

Welcome to the Bachelor of Education (Primary/Elementary) as a Second Degree Conjoint with Certificate in STEM Education! This Program Handbook provides a general overview of the program with detailed information with respect to Year 1. The handbook, available on the Program’s website (munstemeducation.ca), will be updated every year, and your suggestions and feedback are always welcome.

Program Contact Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Telephone</th>
<th>Office</th>
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<tbody>
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<td>NA</td>
</tr>
</tbody>
</table>
A MESSAGE FROM THE DEAN

It is with enthusiasm that I welcome you as the initial class to the STEM program in the Faculty of Education at Memorial University. This innovative program will help to position our institution at the leading edge of STEM teacher education in Canada. Your participation as the first students to enroll in the program is groundbreaking and exciting for you as students and for us as faculty.

The program, in response to an increasing national and global focus on the Sciences, digital Technologies, Engineering, and Mathematics (STEM) education, will help students improve competencies in mathematics and science teaching in the primary/elementary grades.

With welcome support from the Hibernia Management and Development Company Ltd., the program provides a unique opportunity for Memorial University’s Faculty of Education to experience and research an innovative model for K - 6 teacher education.

Nation wide, there does not exist a K – 6 teacher education program with an emphasis on STEM teaching and learning. This program leads the way, providing a model for future educators to gain the capacity to make a valuable contribution to the field of education and to the lives of others.

This is a unique opportunity for all of us. The teaching and learning experiences beyond the campus classroom, the community field placement and engagement in service learning offers an entirely new experience for you as students in the program. It’s an exciting time to be in the Faculty of Education, to offer a program rich in experiential learning, innovative in design, and the first to embed restorative justice principles and practices in the program design.

I wish you all success and will be eagerly watching the progress you make in your new journey of learning and teaching. The best of luck to you.

Kirk Anderson, PhD
A MESSAGE FROM THE PROGRAM FACULTY LEAD

It gives me great pleasure to welcome you to the Bachelor of Education (Primary/Elementary) as a Second Degree Conjoint with Certificate in STEM Education. You are about to begin something brand new, not only for yourself, but for Memorial University, for the province of Newfoundland and Labrador, and for 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 2018. Please know that you will be 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 read more about 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.

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 (Tsipros, 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-research 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 an unconditional commitment to uphold the principles and practices of restorative justice education;

**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 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 will provide 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.

**FRAMED IN RESTORATIVE JUSTICE EDUCATION**

Students will engage in Restorative Justice Education (RJE) principles and practices, throughout all components of the program. Students will experience a framework for teaching and learning that opens their eyes to a deeper awareness of the key belief that all people are worthy and interconnected. This framework nurtures an inclusive, caring, and just learning environment where students and educators grow in trust allowing all to immerse themselves in inquiry and wonder, as well as avail of the opportunity to take risks.

**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 a 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 will 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.
For these experiences, students may, for example, choose to learn about climate change alongside a marine biologist, to learn about being an artist alongside a local artisan, or learn about rural life in a Labrador community exploring indigenous ways of knowing and being.

**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 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

<table>
<thead>
<tr>
<th>Phase I (September – December)</th>
<th>CH</th>
<th>Phase II (January – May)</th>
<th>CH</th>
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<td><strong>ED 4100</strong> Learners and Learning – Teachers and Teaching</td>
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<td><strong>ED 4200</strong> Curriculum Content and Curriculum Contexts I</td>
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<tr>
<td><strong>ED 410T</strong> School Field Experience I</td>
<td>3</td>
<td><strong>ED 420T</strong> School Field Experience II</td>
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<tr>
<td><strong>Ed 4600</strong> Community Field Experience</td>
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<tr>
<td>Institutes in the Bachelor of Education (Primary/Elementary) as a Second Degree Conjoint with Certificate in STEM Education</td>
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<tr>
<td><strong>ED 4690</strong> Exceptional Learners I</td>
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<td><strong>ED 4691</strong> A Closer Look at the Arts</td>
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### YEAR 2

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

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

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<thead>
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<th>Phase I</th>
<th>Learners and Learning / Teachers and Teaching</th>
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<tr>
<td>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, restorative justice education, and the development of teacher professional identity.</td>
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<tr>
<th>Phase II</th>
<th>Curriculum Content and Curriculum Contexts</th>
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<td>Students develop 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 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.</td>
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<th>Phase III</th>
<th>Praxis – Situational, Thoughtful, and Intentional Action</th>
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<td>Students engage in praxis, which is understood as situationally and ethically appropriate, thoughtful, and intentional action. While continuing to broaden their understanding of learners and learning / teachers and teaching, as well as curriculum content and curriculum contexts, students engage in teaching as reflexive action.</td>
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<th>Phase IV</th>
<th>Integration – Diversity and Identity</th>
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<td>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.</td>
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**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 a well informed, knowledgeable, and capable teacher. 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 program learning structures.

2. **Narrative Assessment.**
   Narrative assessments will be completed by the instructional team for the on-campus components and by the field advisor 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 be engaged in each meeting period (class) and complete all individual and collective coursework. 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/apquickguide/).

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:

<table>
<thead>
<tr>
<th>Content</th>
<th>Organization</th>
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<tbody>
<tr>
<td>• critical insight and freshness of thought,</td>
<td>• effective introduction and conclusion,</td>
</tr>
<tr>
<td>• clear and penetrating ideas,</td>
<td>• main idea is clear and logical development follows,</td>
</tr>
<tr>
<td>• perceptive, pure grasp of subject,</td>
<td>• smooth transitions, and</td>
</tr>
<tr>
<td>• intelligent use of primary and secondary sources, and</td>
<td>• good use of details.</td>
</tr>
<tr>
<td>• a sense of completeness about the handling of the topic.</td>
<td></td>
</tr>
<tr>
<td><strong>Style</strong></td>
<td>• appropriate, accurate, precise and idiomatic diction, and sentences varied in kind, length and effect.</td>
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<tr>
<td><strong>Mechanics</strong></td>
<td>• consistently correct spelling, accurate use of punctuation, grammatically correct sentences, and well organized paragraphing.</td>
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**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*. Teachers and the faculty field advisor, 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. See Appendix C for a description of roles and responsibilities.

**YEAR 1 OVERVIEW**

Year 1 is devoted to an exploration of learning, teaching, and curriculum. There are two thematic units in Phase I - *Learners and Learning and Teachers and Teaching*. The theme for Phase II is *Curriculum Content and Curriculum Contexts*.

As a fully integrated program, both Phase I and Phase II are each comprised of one core multi-credit course and a school field experience. Student learning is supported through a weekly schedule comprised of unique and interconnected program learning structures.

**NOTE:** Phase II is longer in duration than Phase I as it includes a four-week *Community Field Experience*, and a two-week on campus set of *Professional Institutes*. For details refer to **Phase II Key Dates**.

**PROGRAM LEARNING STRUCTURES**

**LECTURE SERIES**

The lecture series frames a specific weekly focus around the theme of the phase. The lectures provide the 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 is organized around topics within the thematic unit of study. Cases present real-life teaching and learning scenarios and issues to be researched, analysed, and debated.

The purpose of the casework is 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 are 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 will be 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 require that students are 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 are expected to create and maintain a case inquiry book.

WORKSHOPS

Workshops provide the opportunity for students to be actively involved in a variety of professional skills/activities/experiences related to the weekly topic. They are intended to be interactive, providing opportunities for students to further develop their professional skills in the area of study.

FIELD SEMINAR

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

**STEMinar**

The purpose of the STEMinar is to enhance, deepen, and extend student’s knowledge, understanding, and skills in STEM learning and teaching. During the morning session, students will examine and frame the weekly learning focus in the broader context of STEM education. In the afternoon session, students participate in a variety of highly experiential STEM learning experiences. Each learning experience is designed to assist students in developing a deeper understanding of STEM education in K - 6 classrooms and the broader school community.

### Year 1 Weekly Schedule

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:00 – 12:00 Lecture Series</td>
<td>9:00 – 12:00 Workshops</td>
<td>School Field Experience</td>
<td>School Field Experience</td>
<td>9:00 – 11:00 STEMinar</td>
</tr>
<tr>
<td>1:00 – 4:00 Case Tutorial</td>
<td>2:00 – 4:00 Field Seminar</td>
<td></td>
<td></td>
<td>12:00 - 4:00 STEMinar</td>
</tr>
</tbody>
</table>
**Phase I Learners and Learning - Teachers and Teaching**

The theme of Phase I is *Learners and Learning - Teachers and Teaching*. It is during this first phase that 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 exceptionalities, educational foundations, restorative justice education, and the development of teacher professional identity.

Students will complete **TWO** courses:

1. Education 4100 Learners and Learning - Teachers and Teaching (16 credit hours), and
2. Education 410T School Field Experience I (3 credit hours).

The content and learning processes introduced in Phase I are 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 is introduced in Phase I is amplified, so to speak in Phase I, and it will be echoed in the remaining three phases of the program. 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.

**ED Learners and Learning – Teachers and Teaching**

ED 4100 is an integrative course and is designed to provide opportunities for students to 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 will consider 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 frames 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?

**Assessment and Evaluation**

Assessment for *ED 4100 Learners and Learning – Teachers and Teaching* is modelled as an ongoing and continuous feedback loop and is the responsibility of the Phase I instructional team. Throughout the course, evidence of student learning will documented primarily through the:

1. **Professional Learning Portfolio** (ePortfolio).
   The Portfolio in Phase I will include:
   
   a. evidence of learning based upon student engagement in case studies, field seminar, lectures, workshops, and STEMinar;
   b. weekly ethnographic field notes and reflections;
   c. an ongoing professional narrative focused on reflections on emergent or revisited teacher identity;
   d. casework, including initial and formal responses;
   e. beginning research on the four week community-based field experience at the end of Phase II (May);
   f. initial planning for an inquiry project enacted in Phase IV;
   g. a biography of learning (evolving documented and detailed descriptions of understandings of how self and others learn), and
   h. a biography of teaching (evolving documented and detailed descriptions of self and others’ understandings of teaching).

2. **Formative Narrative Assessment**
   Members of the instructional team will prepare formal narrative assessments after weeks six and fifteen. Narrative assessment focuses on students’ early understandings of their learning, growth, and progress according to Phase I 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 4100 Learners and Learning – Teachers and Teaching* will be Pass/Fail. The course must be completed to a Pass level in order to successfully meet the requirements outlined for Phase I. Successful completion of Phase I is a prerequisite for advancing to Phase II.

**EDUCATION 410T SCHOOL FIELD EXPERIENCE I**

The first School Field Experience is 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. Starting in early September, students are placed in cohorts at one of the program's partnering schools for two days a week over twelve weeks. Students will not be assigned to individual Partner Teachers; rather, Pre-service Teachers will experience as many classroom contexts and experiences as possible. During this Phase, students will spend 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, is carefully designed to be an integral part of the field experience. During these seminars, students prepare for their upcoming time in schools, and bring forward observations, questions, and reflections emerging from their field experiences while engaging in ongoing professional inquiry and reflection.

**OUTCOMES**

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

1. inquiring into teaching and learning from multiple perspectives to inform their evolving understanding of learners and learning / teachers and teaching;  
2. developing and demonstrating strong observational skills to support professional inquiries;
3. increasing awareness of broader perspectives on education, the community, and the school in society; and
4. examining and developing their professional identities and gaining insight into the realities of classroom teaching and life in schools.

**Guidelines for Field Experience I**

During School Field Experience I, 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 responsibilities for activities and experiences that encourage inquiry and are relevant to their current understandings of learning and teaching. The degree of engagement in school activities and experiences is intended to be gradual and graduated. **Therefore, Pre-service Teachers will not assume responsibility for full class instruction during this first field experience but will begin to do so during Field Experience II.** The following are examples of learning and teaching activities appropriate for Phase I:

• reading to a group or the whole class;
• assisting individual or small groups of students;
• assisting with out-of-classroom activities including student supervision;
• assisting with lunchtime activities;
• where possible, participating in Parent Teacher conferences.

**Assessment and Evaluation**

Assessment for ED 410T is modelled as an ongoing and continuous feedback loop and is the responsibility of the Field Advisor in collaboration with the Partner Teachers. Evidence of student learning will be based primarily upon:

1. documentation of insights and questions recorded in ethnographic field notes;
2. active involvement in all aspects of school life; and
3. attendance throughout the placement.

The Field Advisor will construct a written formal narrative assessment following weeks six and twelve. As well, Partner Teachers who have been involved in mentoring and working with Pre-service Teachers will collaborate and prepare a single narrative assessment. These narrative assessments will focus on the students’ early
understandings of their learning growth and progress according to ED 410T Learning Outcomes. Each narrative will provide:

1. specific examples of the student’s strengths;
2. specific examples of areas for improvement; and
3. suggestions for areas in which the student should continue to focus.

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

**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](https://www.nlta.ca *)(and any relevant policies of the [Newfoundland and Labrador English School District](https://www.nleasd.nf.ca)).*

Full attendance in ED 410T 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 Advisor and the school administrator.

If a student must be absent from school for any reason, they are expected to notify the school administrator and the Field Advisor **before classes begin for the day**. They must also inform the Field Coordinator at the earliest possible time regarding any absence. Failure to notify the school, the Field Advisor and Field Coordinator 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 Coordinator (c/o Sharon Power through email (sa.power@mun.ca)).
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 Advisor. If necessary, the Field Advisor 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. Without the documentation, this would prevent the student from 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 on the first day of classes (Wednesday, September 5, 2018).

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 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 I KEY DATES (2018)

Learners and Learning – Teachers and Teaching

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Key Dates</th>
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<tbody>
<tr>
<td>1</td>
<td>September 5 – 7</td>
<td>Program and Phase I Orientation</td>
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<tr>
<td></td>
<td></td>
<td>Classes commence</td>
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<tr>
<td>2</td>
<td>September 10 - 14</td>
<td><strong>Theme: Learners and Learning</strong></td>
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<tr>
<td>3</td>
<td>September 17 - 21</td>
<td>School Field Experiences commence September 12 (2 days per week for 12 weeks)</td>
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<tr>
<td>4</td>
<td>September 24 - 28</td>
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<tr>
<td>5</td>
<td>October 1 - 5</td>
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<td>6</td>
<td>October 8- 12</td>
<td>Fall Break - No classes October 8 &amp; 9</td>
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<tr>
<td></td>
<td></td>
<td>School Field Experiences continue (Wednesday and Thursday)</td>
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<td></td>
<td></td>
<td>Friday, October 12 - individual assessment meetings</td>
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<tr>
<td>7</td>
<td>October 15 - 19</td>
<td>Campus and School Field Experiences resume as per regular schedule.</td>
</tr>
<tr>
<td>8</td>
<td>October 22 - 26</td>
<td>Formal Narrative Assessments submitted on or before Friday, October 19.</td>
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<tr>
<td>9</td>
<td>October 29 – November 2</td>
<td></td>
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<tr>
<td>10</td>
<td>November 5 - 9</td>
<td></td>
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<tr>
<td>11</td>
<td>November 12 - 16</td>
<td><strong>Theme Teachers and Teaching</strong></td>
</tr>
<tr>
<td>12</td>
<td>November 19 - 23</td>
<td>November 12 - No classes (Remembrance Day Observance)</td>
</tr>
<tr>
<td>13</td>
<td>November 26 - 30</td>
<td>Final week of School Field Experience I</td>
</tr>
<tr>
<td>15</td>
<td>December 10 - 14</td>
<td>Restorative Justice Education session</td>
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<tr>
<td></td>
<td></td>
<td>Community Field Pre-Seminar</td>
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<tr>
<td></td>
<td></td>
<td>Second Formal Narrative Assessments submitted</td>
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<tr>
<td></td>
<td></td>
<td>(Exam period ends for MUN Friday, December 14)</td>
</tr>
</tbody>
</table>

- See the 2018 – 2019 University Diary for important dates during the Academic year [MUN University Diary 2018 - 2019](#).
- The Bachelor of Education (Primary/Elementary) as a Second Degree Conjoint with Certificate in STEM Education program commences Wednesday, September 5, 2018 and concludes Friday, December 14, 2018.
- 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 II Curriculum Content and Curriculum Contexts

The primary theme of Phase II is *Curriculum Content and Curriculum Contexts*. It is during this phase that students begin to inquire and develop 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 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.

Phase II is comprised of three courses and a set of Institutes purposely linked to one another:

1. Education 4200 Curriculum Content and Curriculum Contexts (16 credit hours);
2. Education 420T Field Experience II (3 credit hours);
3. Education 4600 Community Field Experience (4 credit hours), and
4. Institutes:
   a. Education 4690 Exceptionalities (2 credit hours), and
   b. Education 4691 A Closer Look at the Arts (2 credit hours).

Throughout the phase, the pedagogic intent is to work together as a learning professional community to raise questions and discuss issues related to the field of curriculum context/content studies as an ongoing conversation. The key questions that will guide this curricular-based phase are 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 will have an opportunity to take up the early primary/elementary curriculum and design a lesson, a series of lessons, or even a unit plan. It is in such moments that campus-based imaginative
practice rehearsal translates into action, with substantial consequences for the learners in each Pre-service Teacher's care. Although each Pre-service Teacher is in a field experience (school) setting, as a community gathered back on campus, each student will be 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 will have the individual and collective opportunities to demonstrate professional abilities to sustain a conversation about the complexities and dilemmas of practice considering ongoing realization of understandings of the complex fields of curriculum context and curriculum studies.

**Education 4200 Curriculum Content and Curriculum Contexts**

ED 4200 is designed to engage students in exploring, understanding, and applying theoretical foundations of curriculum and instructional practices specific to primary and elementary education learners, with attention to political, social, and cultural contexts in which said curriculum content is enacted. Students will utilize sustained inquiry regarding the curricular core - literacy and numeracy- while including attention to each primary/elementary subject discipline. The work of ED 4200 should enable each student to attend to, articulate, examine, and apply what constitutes as relevant, authentic, and valid primary/elementary learner curriculum so that students become aware of and are able to negotiate multiple contradictory discourses about what it means to know, be, and do as a learner with a primary/elementary space for learning-teaching. As such students will explore:

- 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?
ASSESSMENT AND EVALUATION

Assessment for ED 4200 Curriculum Content and Curriculum Contexts is modelled as an ongoing and continuous feedback loop and is the responsibility of the Phase II instructional team. Throughout the phase, evidence of student learning will be documented primarily through the:

1. **Professional Learning Portfolio** (ePortfolio).
   The Portfolio in Phase II will include:
   a. Evidence of learning based upon student engagement in case studies, field seminar, lectures, workshops, and STEMinar;
   b. weekly ethnographic field notes and reflections;
   c. an ongoing professional narrative focused on reflections on emergent or revisited teacher identity;
   d. casework, including initial and formal responses;
   e. completion of proposal for the four week community-based field experience at the end of Phase II (May);
   f. continued (draft) planning for an inquiry project enacted in Phase IV;
   g. curriculum mapping or analysis assignments;
   h. unit planning activities; and
   i. independent inquiries related to the field of curriculum studies.

2. **Formative Narrative Assessment**
   Members of the instructional team will prepare formal narrative assessments at the end of week sixteen (16) and week twenty-two (22). Narrative assessment focuses on students’ early understandings of their learning, growth, and progress according to Phase II 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 4200 Curriculum Content and Curriculum Contexts will be Pass/Fail. The course must be completed to a Pass level in order to successfully meet the requirements outlined for Phase II. Successful completion of Phase II is a prerequisite for advancing to Phase III.
EDUCATION 420T SCHOOL FIELD EXPERIENCE II

The focus of the second School Field Experience is inquiring into curriculum, teaching, and learning. Students will continue to spend two days per week in one of the program’s partner schools, with one full week near the end of the Phase, for a total of 27 days. During this experience students will begin to engage in classroom teaching, gradually assuming planning and responsibility for some full class instruction across various curriculum areas. Initially cohorts of students will continue to experience a variety of classrooms - but ideally move towards working in pairs with a partner teacher.

The weekly field seminar will continue to be an integral part of the field experience.

OUTCOMES

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

1. critically explore and inquire into curriculum, content and contexts, observe and note emerging questions about classroom life, curriculum and teaching practices;
2. reflect on their emerging practice and understanding of curriculum; and
3. continue to develop their professional identities and gain insight into the realities of classroom teaching and life in schools.

ASSESSMENT AND EVALUATION

Assessment for ED 420T is modelled as an ongoing and continuous feedback loop and is the responsibility of the Field Advisor in collaboration with the Partner Teachers. Evidence of student learning will be based primarily upon:

1. documentation of insights and questions recorded in their ethnographic field notes;
2. active involvement in all aspects of school life; and
3. attendance throughout the placement.
At the end of week sixteen (16), the Field Advisor will construct a written formal narrative assessment. As well, Partner Teachers who have been involved in mentoring and working with Pre-service Teachers will collaborate and prepare a single narrative assessment. These narrative assessments will focus on the students’ early understandings of their learning growth and progress according to ED 420T Learning Outcomes. Each narrative will provide:

1. specific examples of the student’s strengths;
2. specific examples of areas for improvement; and
3. suggestions for areas in which the student should continue to focus.

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

Note: With respect to Conduct and Attendance, Pre-Service Teacher Performance in the School Field Experience, Criminal Record and Vulnerable Sector Checks, and policies of the Newfoundland and Labrador English School District, refer to ED 410T School Field Experience I as the same information applies.

**Education 4600 Community Field Experience**

Ed 4600 is a four-week community field placement. This field experience is designed to enrich student understanding of their professional identity and responsibility in a broader context. A key purpose of this placement is to consider, challenge, and enrich student’s understandings of education, curriculum, and pedagogy. It is designed to complement the ongoing coursework with opportunities for each student to work and or study in an extended community setting. Participation in a community field placement supports students in developing a holistic and inclusive view of diverse settings with educational components.

Students will choose their placement based on their identified area of interest for further professional growth.
**Assessment and Evaluation**

Community Field Experience is assigned a Pass or Fail. Assessment is the responsibility of the Field Coordinator in collaboration with the student and community partner. Obtaining a Pass requires:

1. documentation of insights and questions as reported in a student’s post community setting reflective text which is located in their ongoing Professional Learning Portfolio (ePortfolio);
2. active involvement, as confirmed by the community place setting, in all aspects of the placement; and
3. attendance, as confirmed by the community place setting, throughout the placement.

Credit must be obtained in the Community Field Experience in order to successfully meet the requirements for Phase II. If performance issues arise during the placement, the field coordinator will work with the student and community partner to develop specific targets based on the learning objectives and outcomes of the program.

**Professional Institutes**

The Professional Institutes provide students with the opportunity to participate in intensive and interactive educational experiences designed to engage students in a greater depth of learning in selected areas (to be determined by the instructional team). Topics will be lead by current researchers in the field (May 20 – 31, 2019).
### Phase II Key Dates (2019)

#### Curriculum Content and Curriculum Contexts

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Key Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>January 3 - 4</td>
<td>Phase II Orientation&lt;br&gt;Classes commence</td>
</tr>
<tr>
<td>2</td>
<td>January 7 - 11</td>
<td><strong>Theme: Curriculum Content and Curriculum Contexts</strong>&lt;br&gt;School Field Experiences commence January 9 (2 days per week for 12 weeks).</td>
</tr>
<tr>
<td>3</td>
<td>January 14 - 18</td>
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<tr>
<td>4</td>
<td>January 21 - 25</td>
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<tr>
<td>5</td>
<td>January 28 - February 1</td>
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<tr>
<td>6</td>
<td>February 4 - 8</td>
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<tr>
<td>7</td>
<td>February 11 - 15</td>
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<tr>
<td>8</td>
<td>February 18 - 22</td>
<td>Reading Week - No classes or School Field Experiences</td>
</tr>
<tr>
<td>9</td>
<td>February 25 - March 1</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>March 4 - 8</td>
<td>Campus and School Field Experiences resume as per regular schedule</td>
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<tr>
<td>11</td>
<td>March 11 - 15</td>
<td>School Field Immersion Full Week</td>
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<tr>
<td>12</td>
<td>March 18 - 22</td>
<td>Campus and School Field Experiences continue as per regular schedule.</td>
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<tr>
<td>13</td>
<td>March 25 - 29</td>
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<tr>
<td>14</td>
<td>April 1 - 5</td>
<td>Last week of School Field Experiences</td>
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<tr>
<td>15</td>
<td>April 8 - 12</td>
<td>Community Field Pre-Placement Seminar (Friday, April 12)</td>
</tr>
<tr>
<td>16</td>
<td>April 15 - 19</td>
<td>No classes&lt;br&gt;Formal Narrative Assessments submitted</td>
</tr>
<tr>
<td>17</td>
<td>April 22 - 26</td>
<td>Community Field Placements commence</td>
</tr>
<tr>
<td>18</td>
<td>April 29 - May 3</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>May 6 - 10</td>
<td>Professional Institutes&lt;br&gt;Phase II Formal Narrative Assessments submitted</td>
</tr>
<tr>
<td>20</td>
<td>May 13 - 17</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>May 20 - 24</td>
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</tr>
<tr>
<td>22</td>
<td>May 27 - 31</td>
<td></td>
</tr>
</tbody>
</table>

- See the 2018 – 2019 University Diary for important dates during the Academic year [MUN University Diary 2018 - 2019](#).
- In addition to the above key dates for Phase, please see the MUN University Diary 2018 - 2019.
- Phase II commences Thursday, January 3, 2019 and concludes Friday, May 31, 2019.
- 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

The MUN Safe app is an important new 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.). 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, Teamboards, 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 opt out of Memorial's health and dental plan if you have existing coverage. You may also choose to opt 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 / Fail

<table>
<thead>
<tr>
<th>Grade</th>
<th>Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td>PASS</td>
<td>This is the expected work (assignment) and performance level for success and the required level for continuation in the Program.</td>
</tr>
<tr>
<td></td>
<td>Demonstrated accomplishment regarding Phase / Program Outcomes.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>INCOMPLETE</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>FAIL</td>
<td>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.</td>
</tr>
</tbody>
</table>

1 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 Advisor: _______________   Phase: 1  2  3  4

Assessment completed by: Partner Teacher(s) or Field Advisor: _______________

Name(s): ____________________________

<table>
<thead>
<tr>
<th>Specific examples of student’s strengths</th>
</tr>
</thead>
</table>

<table>
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<tr>
<th>Specific examples of areas for improvement</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Suggestions for areas in which the student should continue to focus</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Any additional comments</th>
</tr>
</thead>
</table>

PT/FA Signature: _______________   Date: _______________

Student Signature: _______________   Date: _______________

Evaluation reviewed with the student? Yes/No

Recommendation: NA/Credit/Non-Credit
APPENDIX C

DESCRIPTION OF ROLES AND RESPONSIBILITIES

SCHOOL LIAISON

A school administrator serves as the liaison between the university Field Advisor, the Field Coordinator, 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.

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 1 Program Handbook;
• communicating to Partner Teachers the expectations and requirements of the field experience component of the program;
• 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;
• creating a schedule that provide an opportunity for Pre-service Teachers to experience a variety of classrooms;
• making arrangements for Pre-service Teachers to meet with 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;
• maintaining communication links with the Field Advisor and Field Coordinator;
• 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 Advisor/Field Coordinator 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.

**Partner Teachers** are responsible for:

• welcoming and orienting Pre-service Teachers to the school, the classroom, the students, school policies, and the culture of the school;
• becoming familiar with the Program Outcomes;
• providing opportunities in a gradual and graduated approach for the Pre-service Teacher to experience a variety of instructional settings and activities;
• modelling various instructional strategies, and sharing alternative possibilities for teaching and learning;
• communicating daily with the Pre-service Teachers which may include reading and responding to field notes;
• communicating regularly with the Field Advisor regarding the Pre-service Teachers' progress;
• preparing a narrative assessment during weeks 6 and 15 indicating where the Pre-service Teacher's work is strong and identifying areas for growth;
• submitting the narrative assessment to the Field Coordinator;
• communicating with the School Liaison and Field Advisor immediately when issues/specific concerns arise.
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;
- becoming familiar with the culture of the school;
- 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;
- 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 Advisor

The Field Advisor 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 Advisor will facilitate the weekly field seminar on Tuesday afternoons and will be regularly present in schools on Wednesdays and Thursdays.

The Field Advisor is responsible for:

- initiating contact and communication with School Liaisons (administrators);
• meeting with School Liaisons and Partner Teachers to discuss the intended learning outcomes and expectations of the field experience model in Phase I;
• establishing and supporting a collaborative mentoring relationship between Pre-service Teachers and Partner Teachers;
• outlining the purpose and function of the field journal for recording ethnographic notes;
• 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;
• preparing a narrative assessment following Weeks Six (6) and Fifteen (15) indicating where the Pre-service Teachers’ work is strong and identifying areas for growth; and
• maintaining field attendance.
APPENDIX D

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 any body or official duly authorized by the

Teacher – Pupils

(i) A teacher’s first professional responsibility is to the enhancement of the quality of education provided to the pupils in his/her 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 his/her 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 his/her 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 his/her pupils is the chief aim and end of education.

(vii) A teacher recognizes that a privileged relationship exists between the teacher and his/her 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. S/He 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 s/he proposes 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 his/her 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 his/her 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.