



EPSE 311 Course Outline Secondary

CULTIVATING SUPPORTIVE SCHOOL AND CLASSROOM ENVIRONMENTS

Course Coordinator:

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DESCRIPTION:

This course focuses on building teachers' competencies in creating school and classroom environments that are safe, supportive, caring and respectful. Students will reflect on their own school experiences as well as their expectations for student behaviour and be introduced to a range of approaches for promoting respect in the classroom and school context. Recognizing the long-standing, historical debates regarding discipline and classroom management, this course provides teacher candidates with an understanding of how traditional discipline and classroom management practices that have emphasized reactive and punitive approaches have given way to a more recent focus on positive approaches, including self-discipline, internalization and restorative practices that focus on building and preserving relationships in an effort to promote positive classroom contexts for learning. The course content will also provide the beginning teacher with knowledge and skills regarding developing positive relationships and effective communication to enhance classroom climate and facilitate learning.

GOALS/OBJECTIVES:

In this course, students will learn to:

- Establish safe and supportive classroom environments for effective classroom learning
- Create optimal, collaborative relationships to promote both academic and life success
- Build caring student-teacher relationships
- Encourage prosocial interactions; reduce negative interactions
- Use communication and interpersonal skills to facilitate positive and interactive school climates
- Interpret behaviour as a purposeful attempt to meet basic human needs
- Respond to student needs in a supportive and instructive manner
- Avoid negative and punitive responses that focus on compliance (which result in harming rather than building positive relationships), and learn to utilize responses that focus on compassion and respect.

The course will include a combination of didactic components, practical activities, role-plays/scenarios, and facilitated small group discussions. These goals and objectives will be successfully achieved through your attendance and participation in class activities and discussions, in addition to readings and assignments.

Assignments and Expectations:

Professionalism (Attendance, Informed Discussion, and Supportive Participation) (20%)

One measure of acceptable teaching is being professional. This means (among other things) honoring your commitments; being where you are supposed to be when you are supposed to be there; turning in assignments on or before due dates; asking other students and/or the instructor for assistance with assignments where needed; **coming to class on time**; pre-arranging childcare and medical appointments that do not interfere with the program; e-mailing your instructors if you will be absent (prior to your absence); and being neat, accurate and coherent in your written and oral presentation. Emergency situations will be taken into account on a case-by-case basis.

Professionalism also includes **being respectful** to other students and classroom involvement. Involvement means coming to class prepared (i.e. do your readings, bring required items), **getting involved in class discussions** (participate!), sharing ideas, taking initiative in and resolving conflicts when working individually or in group, volunteering for and contributing over and above requirements. This also means remembering to **shut off your cell phones** and not texting, e-mailing or browsing the Internet during class.

This course will be conducted in a seminar fashion and your role as a participant is vital to this process. Therefore, *attendance is mandatory* and will be taken daily. Students are expected to stay for the entire class session. Excessive tardiness, lack of preparation or active attention (e.g. texting or surfing the Internet) will result in a significant reduction in points.

Reading Activities (30%)

You will be assigned to a reading group—either Group A or Group B. This reading group will determine which article/s you are responsible to read for each unit (of course you may read both readings if you like). Read the assigned articles for the class and complete the reading activities listed for each of the units (due in class on the day the unit is covered). Please carefully read the reading response activity requirements (listed under each unit) as each class you can expect to do something different. With these activities you have the opportunity to deeply consider the course readings so that this research can position your growing perspectives on how to create positive classroom environments. Your reading activities may help you with your final assignment, so please keep a copy of these.

Before each class you are expected to read the article assigned to you, and complete the activity listed in the course outline for that class.

Self and Peer Assessment and Evaluation (Non-graded—in class work)

Part of good teaching is continuous evaluation—both of yourself and others. For this assignment you are expected to participate in giving meaningful and formative feedback on your class-mates' draft assignments and reading activities. This also includes being open to hearing constructive feedback on your own work and integrating this feedback into your future work.

Final Assignment: Moving Beyond Classroom Management (50%)

On the basis of research and theory regarding the importance of the classroom as a safe, caring and respectful learning environment, you will create a detailed description of how you will **ideally** structure your own future classroom context to optimize student academic and social and emotional learning.

Based on your reading activities and what you have learned in this class you will create a plan of how you will move beyond classroom management and create a positive classroom environment that fits with your teaching philosophy. You will also include an example of a difficult situation and give two ways that you could respond to that situation. You have the option of working on your own or in pairs on this assignment (but if you choose to work in pairs be sure to find someone who shares a similar teaching philosophy). The specific assignment criteria and grading is as follows:

1. How I plan to move beyond Classroom Management (10%):
 - Describe WHY you would want to create a classroom environment that focuses on more than just classroom management. Include the following:
 - a. Why classroom management is lacking (i.e., insufficient on its own)
 - b. Your basic teaching philosophy (your values, personal experience)
 - c. Integrate the readings from this class into points a and b above (where applicable). Use citations so it is clear which parts are your opinion and which parts are based on research.
 - 2 pages maximum
2. My plan for creating and maintaining a positive classroom environment that fits with my teaching philosophy (20%):
 - Describe HOW you plan to create positive classroom environments. Include details (with examples) on how you ideally plan to:
 - a. Create supportive and safe environments
 - b. Build positive, respectful relationships
 - c. Foster SEL
 - d. Prevent problems
 - Note: Be sure that your plan fits with your teaching philosophy (as stated in part 1) and that you include/integrate the readings from this class (with citations)
 - 4 pages maximum
3. My ideas on how to handle a difficult situation (20%):
 - Write up a short case of a difficult situation you have witnessed in a classroom (or one that you haven't seen but are worried about). Come up with two ways that you would attempt to deal with that difficult situation. Include:
 - a. Clear example case of difficult situation/behaviour
 - b. First example of how you might successfully address the situation/behaviour
 - c. Second example of how you might address the situation/behaviour
 - d. Possible limitations of your solutions (i.e. what might still go wrong)

- Note: Be sure that your solutions fit with how you stated you would set up your environment and with your teaching philosophy (and that they are two different solutions that you might actually use)
- 4 pages maximum

ACADEMIC HONESTY AND LATE SUBMISSIONS

- You are expected to complete your own work and to submit work that has been prepared for this class only. Students need to become familiar with the many different forms that plagiarism can take, including accidental and intentional plagiarism. Plagiarism, submitting or presenting the work of another person as if it were one's own, or submitting work prepared for another class will result in an automatic failure of this course. For more information see: www.library.ubc.ca/home/plagiarism/for-students.doc or www.indiana.edu/~wts/pamphlets/plagiarism.shtml.
- You are expected to submit all course work by the due date specified, unless arranged with the instructor at least one week in advance. Any late assignments that have not been previously discussed with your instructor will result in a failure on that assignment.

AWARDING FINAL GRADES

- The pass/fail system in this faculty requires a 76%, which is a B+, or better for a passing grade. For this course, only "pass" or "fail" will appear on your transcript. All assignments must meet the 76% standard in order to obtain a passing grade in this class. In a professional faculty, passing a course entails both good academic performance as well as active participation in learning activities. *Students are expected to meet all criteria to receive a passing mark.* If an assignment does not meet expected standards you have ONE opportunity to revise and resubmit an assignment.
- Your attendance and active participation in all EPSE 311 classes is essential. Attendance will be recorded in every class. Any significant tardiness or early departure from class will be counted as "absent" and the TEO will be notified. Please keep in mind that this is a professional program, and attendance is important here just as it will be in your future educational workplaces. Please see the Attendance and Participation Policy at: <http://teach.educ.ubc.ca/students/attendance/attendance-and-participation-2015-16/>. If you need to be absent please notify your instructor as soon as you can and complete an absence report form. Forms (and attendance policy) can be found at: <http://teach.educ.ubc.ca/students/attendance/>.

Additional Important Policies:

Please also be aware of the following UBC, ECPS, and Teacher Education Policies:

Academic Integrity

The integrity of academic work depends on the honesty of all those who work in this environment and the observance of accepted conventions concerning such practices as acknowledging the work of others. Plagiarism and other forms of academic misconduct are taken very seriously at UBC, whether committed by faculty, staff or students. You should be aware of the sections of the University Calendar that address academic misconduct: www.students.ubc.ca/calendar. If you have

questions or concerns about any of these policies or conventions in relation to how they apply to the work you do in this course, please discuss them with your instructor or course coordinator.

Gender Inclusive Language

Please incorporate and gender inclusive language in your oral and written language. This language positions women and men equally, it does not exclude one gender or the other, nor does it demean the status of one gender or another. It does not stereotype genders [assuming all childcare workers are female and all police officers are male], nor does it use false generics [using mankind instead of human kind, or using man-made instead of hand crafted]. In addition, this language requires gender balance in personal pronouns, for example, use "he and she" rather than "he" or balance gendered examples in a paper, referring to both male and female examples. You may also cast subjects in the plural form, for example, when a "student raises his hand" change to when "students raise their hands."

Person First Language

Please incorporate and use person first language in your oral and written language. Disabilities and differences are not persons and they do not define persons, so do not replace person-nouns with disability-nouns. Avoid using: the behaviour kids, the schizophrenic, the hearing impaired. Also avoid using: the hearing impaired student, the dyslexic student, the developmentally disabled class. Instead, emphasize the person, not the disability, by putting the person-noun first: the student with dyslexia, the child with hearing impairment, the teacher with a physical impairment.

Professional Conduct

Teacher candidates in the Faculty of Education are expected to adhere to principles of professional conduct while on campus and in schools. They are also expected to adhere to the policy of the university regarding respectful learning environment. Participants in this course are expected to demonstrate all of the qualities of professionalism, arriving at each class fully prepared, engaging actively in the teaching and learning process and interacting ethically with your peers and your instructor. Classes will be conducted within an atmosphere of respect, both for each other and for the ideas expressed by participants in class discussions and debates. My responsibility in this class is to model professional conduct and to guide you to an understanding of professionalism when you are on campus, and when you are on practicum in schools.

Students with Disabilities

If you have a letter from the office of Access and Diversity indicating that you have a disability that requires specific accommodation, please present the letter to your instructor so that we can discuss possible accommodation. To request academic accommodation due to a disability, first meet with an advisor in the Office of Access and Diversity to determine your eligible accommodations/ services. Please keep your instructor and the Teacher Education office informed about requests for accommodation.

TIMETABLE

Unit 1:	<p><u>Topic:</u> Classroom Environment: Where We've Been and Where We're Going</p> <ul style="list-style-type: none"> ✓ Envisioning Classroom Environments ✓ Historical Approaches to Discipline; Recent Approaches to Community Building and Restorative Practices <p><u>In Class Activity:</u> <i>Relates to part 1a & b of final assignment:</i> Creating a positive learning environment—What would you want your class to look like (what can we learn from today's reading?).</p>
Unit 2:	<p><u>Topic:</u> Building Classroom Communities</p> <ul style="list-style-type: none"> ✓ Setting up Classrooms for Success ✓ Establishing Collaborative Communication to Facilitate Student Learning <p><u>Reading Activity:</u> <i>Relates to Part 1a/b and Part 2 a/b of final assignment:</i> Using the readings come up ideas for Part 1 of your final assignment. As you read, you should also note 2-3 ideas, values, or strategies that you would consider important to include as part of your research based findings for use in part 2 of your final assignment.</p>
Unit 3:	<p><u>Topic:</u> Establishing Supportive Environments</p> <ul style="list-style-type: none"> ✓ School-wide Approaches to Creating Safe and Caring Environments ✓ Building Positive Student-Teacher Relationships ✓ Self-care for Teachers <p><u>Reading Activity:</u> <i>Completion of Part 1 and relating reading to part 2c of final assignment:</i> Write up a more formal draft of your part 1 of your final assignment including points from today's readings.</p> <p><u>Assignment:</u> <i>Draft of Part 1 of final assignment Due</i></p>

Unit 4:	<p>Fostering Socio-Emotional Competencies</p> <ul style="list-style-type: none"> ✓ Selecting Social-Emotional Learning Curricula ✓ Teaching Social-Emotional Competencies as a Foundation for Supportive Environments <p><u>Reading Activity:</u> Using today’s reading describe <u>how</u> you will use SEL to create a positive classroom environment—in other words give examples (2-3) of ideas for implementing SEL in your classroom. Add these to your ideas from last class to have a good draft of part 2 of your final assignment. Bring your SEL examples to class in hard copy format.</p>
Unit 5:	<p><u>Topic:</u> Preventing and Understanding Challenging Behaviours</p> <ul style="list-style-type: none"> ✓ Helping Students to Choose Better Responses ✓ Managing problem behaviours <p><u>Reading Activity:</u> <i>Relates to part 3 of your final assignment:</i> Write up a draft version of your case for part 3 of the final assignment. Using your article come up with 1 or 2 ideas of how you might address the situation/behaviour of your case (point form is fine). Check back to be sure your “solution” fits with what you have written for parts 1 and 2 of your assignment. Bring these to class in hard copy please.</p>
Unit 6:	<p><u>Topic:</u> Enhancing student relationships—Reducing bullying</p> <ul style="list-style-type: none"> ✓ Behaviour as Communicating Basic Human Needs ✓ Dealing with Bullying <p><u>Reading Activity:</u> Linking your final activity to the reading—<i>in-class discussion</i></p> <ul style="list-style-type: none"> • Be prepared to discuss how your case from your final activity relates to the readings. This might be how your case relates to bullying, prevents bullying or has an effect on relationships overall (or if it doesn’t apply to your case, 2 ideas from the reading that you can use in your future classroom). • You may use your final assignment write-up to help guide your discussion <p><u>Assignment:</u> <i>Outline/Draft of Final Assignment Due</i></p>

Unit 7:	<p><u>Topic:</u> Putting it all together</p> <ul style="list-style-type: none">✓ Topic to Be Determined✓ Submission/Sharing of Final Assignment <p><u>Reading Activity:</u> No reading activity for this unit</p> <p><u>Assignment:</u> <i>Final Project Due</i></p>
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