

Education Core Studies
(ECS) 100
Field Experience Manual

2010 FALL

PARTNERSHIP IN TEACHER EDUCATION

The Faculty of Education wishes to acknowledge the importance of the contribution of cooperating teachers and principals to the professional growth of involvement students and the University of Regina Teacher Education Program.

General Purposes and Objectives of the First Year Involvement Program

ECS 100 is the first class students take in the Faculty of Education, regardless of their program specialization. It is intended to help them to learn to think about, practice and critique teaching and learning. The large group presentations and seminars are intended to introduce prospective teachers to some basic knowledge about schools in Saskatchewan, to some basic teaching and reflective practices, and to issues related to K-12 schooling and education. This course introduces students to historical and foundational questions related to the construction of teacher identity. It is intended that students begin a process of constructing teaching knowledge and skills which they will continue to build throughout their career. By the conclusion of the course, students will be in a better position to judge whether or not teaching is a suitable career choice.

The First Year School Involvement Field Experience is an important part of Education Core Studies 100 (ECS 100), "*Knowledge, Schooling and Society*". The first year "*involvement*" is usually seven half days in an elementary school classroom. This experience will help students to begin the process of recognizing and acquiring the knowledge, skills and abilities required of a successful teacher. These school visits are not intended to focus on subject area specialization, but rather to introduce students to the nature and practice of schools and learning.

More specifically, the purpose of the involvement experience is to: (1) introduce prospective teachers to the broader aspects of the school and its relationship to the community, (2) introduce prospective teachers to the various aspects of the teacher's role, and (3) provide a basis for career decision-making about becoming a teacher. To accomplish these purposes, students are expected to become actively involved in communicating with, and helping teachers, students and other school-based staff when appropriate. They are expected to use initiative in seeking information from school staff and the principal, and (when appropriate) in assuming some aspects of the teacher's role. This information will form the basis of work conducted in the seminar sessions.

Liaison between the Faculty of Education and school will be maintained through the faculty instructor. This manual outlines expectations of students, school-based teachers and faculty instructors.

Goals of the School Involvement Experience

1. to develop an appreciation of the role and the variety of experiences offered by the school in the community
2. to provide an introduction to various aspects of the role of the classroom teacher
3. to provide students with opportunity for active involvement in various teacher tasks
4. to provide students with experiences which facilitate self-appraisal of personal suitability for becoming a classroom teacher
5. to provide teachers, as members of the teaching profession, with the opportunity to participate in the selection and professional development of prospective teachers
6. to facilitate the integration of theory with practice in the teacher education program.

Expectations of Students

The success of the involvement program depends on the ability of all participants to work together.

Students, as prospective teachers, are expected to demonstrate a proper regard for professional ethics. Each student is given a copy of the Saskatchewan Teachers' Federation Code of Ethics. Strict confidentiality about pupils, pupil records or school problems must be maintained.

Students are expected to:

1. attend all school involvement days.
2. arrive at the school at least 15 minutes prior to commencement of classes, in order to discuss plans with the teacher; and stay after dismissal of classes for discussion with the teacher.
3. notify the principal's office and ECS 100 seminar leader at the earliest opportunity in the case of unavoidable absence or other changes in plans. It is customary for students to make-up missed days but this occurs at the discretion of the principal and teacher. Missing more than 2 school sessions will result in class failure.
4. be flexible enough to go to the school at other times, to experience a variety of school events that may not be available during the student's scheduled involvement hours.
5. when appropriate, assist the teacher with
 - a) daily routines (e.g. opening and closing procedures, attendance, outdoor supervision)
 - b) teaching a portion of a/whole lesson (e.g. explaining an assignment, correcting students' Ywork, giving a demonstration, leading a discussion, directing a game)
 - c) supervising small groups of students (e.g. reading groups, resource centres, computer labs)
 - d) preparing, distributing and collecting instructional materials
 - e) setting up and/or operating audio-visual aids and electronic sites
 - f) preparing displays, bulletin board, chalkboard writing, etc.
6. when appropriate seek, and gain exposure to various classrooms and grade levels.
7. follow the STF Code of Ethics (attached) in all school situations, exercising appropriate confidentiality regarding pupil, staff and school matters.
8. confer with the teacher at the beginning of the placement about adding to, or appropriately modifying, the above expectations.
9. become familiar with the structure and operation of the school and roles of the professional and support staff.

Expectations of School-Based Teachers, Principals & Faculty Instructor

School-Based Teachers

It is expected that the teacher will:

1. help the student fulfil school involvement expectations
2. discuss school involvement expectations with the student at the beginning of the experience, clarifying, modifying or extending expectations as appropriate
3. alert the principal and Faculty of Education instructor early in the involvement if there are concerns
4. discuss implications of a career in education with the student
5. complete a brief feedback form describing the student's level of involvement in the school and the classroom.

Principals & Faculty Instructor

It is hoped that the principal will be available to the group of involvement students in the school for the initial orientation. Later, when possible, the principal may discuss further aspects of the school's functions with the students. Principals will confirm that students have been in attendance and fulfilled professional expectations for the field involvement experience.

The ECS professor is the school-university liaison person.

STUDENT REMINDERS

Telephone Contact. Before your first visit, contact the school to introduce yourself and to arrange for your first meeting.

Entering the Building. When you first enter the building proceed to the administration offices to let them know who you are and why you are there.

Arrival. Always arrive at least half an hour before classes begin.

Dress. Dress in appropriate business attire and note what the school's dress norms are. Follow the norms in subsequent visits.

Staff Room. Be sensitive to the fact that sometimes there are space limitations. Remember to pay for the coffee you use and find out about any procedures or routines.

Parking. Be sure you are not parking in someone else's stall. Park on the street until you discover if there is enough space for your car in the lot.

School Procedures. Be sure that you observe all school protocols. You are a model for pupil behavior in the same way as the regular teachers.

Helping the Teacher. Ask the teacher if there is anything you can do to help.

Ethics. Observe the Teacher's Professional Code of Ethics as you interact with teachers, administrators and pupils. What you observe in the classroom and what you learn about pupils must be treated with professional confidentiality.

School Supplies. Always ask for permission before you use school supplies, audio-visual equipment, or duplication facilities.

Saskatchewan Teachers' Federation Code of Ethics

These are the ethical ideals for Saskatchewan teachers:

1. To act at all times in a manner that brings no dishonour to the individual and the teaching profession.
2. To act in a manner that respects the collective interests of the profession.
3. To make the teaching profession attractive in ideals and practices so that people will desire to enter it.
4. To respond unselfishly to colleagues seeking professional assistance.
5. To respect the various roles and responsibilities of individuals involved in the educational community.
6. To inform an associate before making valid criticism, and inform the associate of the nature of the criticism before referring the criticism of the associate to appropriate officials.
7. To support objectively the work of other teachers and evaluate the work of other teachers only at the request of the other teacher or when required by role as a supervisor.
8. To strive to be competent in the performance of any teaching services that are undertaken on behalf of students, taking into consideration the context and circumstances for teaching.
9. To deal justly, considerately and appropriately with each student.
10. To develop teaching practices that recognize and accommodate diversity within the classroom, the school and the community.
11. To respect the right of students to form their own judgements based upon knowledge.
12. To encourage each student to reach the highest level of individual development.
13. To seek to meet the needs of students by designing the most appropriate learning experiences for them.
14. To implement the provincial curriculum conscientiously and diligently, taking into account the context for teaching and learning provided by students, the school and the community.
15. To be consistent in the implementation and enforcement of school, school system and Department of Learning policies, regulations and rules.
16. To render professional service to the best of the individual's ability.
17. To keep the trust under which confidential information is exchanged.
18. To keep parents and the school community informed of and appropriately involved in decisions about educational programs.
19. To model the fulfillment of social and political responsibilities associated with membership in the community.
20. To protect the educational program from exploitation.
21. To seek to be aware of the need for changes in local association, Federation, school, school division and Department of Learning policies and regulations and actively pursue such changes.

Adopted by the Council of the Saskatchewan Teachers' Federation on March 30, 1973, and amended by the Council on April 16, 1977, October 1, 1977, April 21, 1979, April 12, 1996, and October 14, 2000