

**University of Saskatchewan
College of Education**

**ECur 401.3 (02)
Teaching and Learning in Community Education**

**Winter 2009
Tuesday 1:00 – 3:50 pm
Room ED 2010**

Instructor: Debbie Pushor, PhD
Telephone: 966-7573 (office)
Office Hours: By appointment

Office: ED 3038

This course is designed to enhance teacher candidate knowledge of and experience with community education in the Saskatchewan context. In this course, teacher candidates will:

- gain a depth of experience in community education.
- understand that each community has a unique rhythm and context.
- learn how to identify and respond to the social and learning needs of First Nations and Métis students, as well as students from a variety of other cultures, including immigrant and refugee populations, within a culturally-affirming and community-based approach to education.
- explore the practical implications of racism, privilege, oppression and poverty in educational settings.
- develop a sound philosophy of parent engagement; learn the benefits of parent engagement for students, families, communities, and staff in schools; understand how to translate this philosophy into practice.
- develop an understanding of what parent knowledge is and how to use parent knowledge alongside teacher knowledge in decisions regarding teaching and learning.
- re-conceptualize the schooling of children in the context of family and community; learn ways as an educator to step out of the school into the community.
- re-conceptualize schooling in relation to interdisciplinary and intersectoral collaboration.

Community School Sites 2009

Bedford Road Collegiate

722 Bedford Road S7L 0G2

683-7650

Principal: Tom Sargeant (sargeantt@spsd.sk.ca)

Community School Coordinator: Maureen Strawson (strawsonm@spsd.sk.ca)

Confederation Park School

3555 John A. MacDonald Road S7L 4P9

683-7180

Principal: Jayne Hudson (HUDSONJ@spsd.sk.ca)

Community School Coordinator: Cec Chambul (chambulc@spsd.sk.ca)

Fairhaven School

495 Forrester Road S7M 4P7

683-7210

Principal: Yves Bousquet (bousquety@spsd.sk.ca)

Princess Alexandra Community School

210 Avenue H South S7M 1W2

683-7410

Principal : Shane Skjerven (skjervens@spsd.sk.ca)

Community School Coordinator: Laureen Sawatsky (sawatskyl@spsd.sk.ca)

St. Michael Community School

22 - 33rd Street East S7K 0R7

659-7420

Principal: Connie Tenaski (CTenaski@gscs.sk.ca)

Community School Coordinator: Gail Hendry (GHendry@gscs.sk.ca)

W.P. Bate School

2515 18th Street West S7M 4A9

683-7510

Principal: Trudy Capes (capest@spsd.sk.ca)

Community School Coordinator: Shannon Olfert (olferts@spsd.sk.ca)

Course Assignments

Learning Responses

Due February 10, 2009 First Nations and Métis Education

Due March 10, 2009 Parent and Community Engagement

Due March 24, 2009 Poverty

Due April 7, 2009 Integrated Service Delivery

Weighting: 40%

A critical examination of your knowledge and identity:

- what your beliefs are
- what knowledge and understanding you hold
- how your beliefs shape your practice as a teacher
- how your beliefs shape your identity in relation to community education
- what your goals for continued growth are

For each general topic, you will:

- do a quick write prior to your readings/experiences to detail what you presently know and understand about the topic
- after your readings/experiences, you will write a three to five page reflection that details your growth in understanding about this topic
 - how have your beliefs been shaped/influenced/challenged/affirmed?
 - what greater knowledge/understanding/skill do you now have to translate these beliefs into practice in a community education context?
 - what have your most significant learnings been and why?

This is intended to be an honest and personal account of your growth and shifts in your thinking and identity as a teacher. The focus is on a look inside yourself to address the questions “So what?” and “Now what?”

Community School Engagement

Weighting: 40%

Teacher candidates will spend at least 20 hours in a community school context. Each individual will be a member of a cohort of teacher candidates and will be located for the term within one of the community school sites. Possible engagement opportunities will be shared by principals and/or community school coordinators in class on January 13th. The practical activity/ies undertaken in the community/school will be determined by each teacher candidate in collaboration with me and with individuals from the school and the community.

January 27th, 2009: You will submit a one pager that outlines what work you will be engaged with in your community/school, and what course outcomes this work addresses.

March 31st, 2009: You will submit a log of the time you spent in your community/school: dates, times, activity(ies) and a one to two page reflection detailing your most significant learnings.

Essential Conversation

Dates: April 3rd or April 20th, 2009 – as scheduled

Weighting: 30%

The term “essential conversation” comes from the work of Sarah Lawrence-Lightfoot (2003). While Lawrence-Lightfoot uses the term to describe the kind of conversation which occurs between parents and teachers in conferences about children, I am using the term here to capture a kind of important conversation that occurs between colleagues about our identity as educators, about learners and their families, about what community education is and can be, and about why we do what we do.

At the end of term, in lieu of a final exam, you will be scheduled for a half hour essential conversation with me and possibly with partners from our community schools. In this conversation, you will be asked to talk about any shifts in your identity as a teacher which may have occurred during the term; to make connections between and among topics discussed and researched in the course; to synthesize what you have learned from your experiences, relationships, course readings and discussions; and to consider what significance your experiences and your learning will have for your future practice as an educator.

Grading System

The grading system follows the system described in the 2008 – 2009 University Calendar. Criteria for assessment and evaluation will be discussed in class. In order to pass this course you must complete all course work.

Attendance

Given the nature of this school-based class, your attendance is required in all classes. We are all teachers and learners in this course, personally and professionally responsible for our learning and the learning of others. Much of the knowledge you will gain in this course will be constructed through discussion and sharing with other members of our classroom community and with our community school partners. With that in mind, you have a professional responsibility to the class and yourself. When you have a valid reason for being absent from class (such as an illness), please contact me in advance of class by phone or email.

Course Readings

Required Readings

Lemstra, M. & Neudorf, C. (2007). *Health disparity in Saskatoon: Analysis to intervention*. Saskatoon Health Region, Saskatoon, SK.

Pushor, D., Ruitenberg, C., with co-researchers from Princess Alexandra Community School. (2005, November). *Parent engagement and leadership*. Research report, project #134, Dr. Stirling McDowell Foundation for Research into Teaching, Saskatoon, SK, 79 pp.
(http://www.mcdowellfoundation.ca/main_mcdowell/projects/research_rep/134_parent_engagement.pdf)

Saskatchewan Learning. (2004). *Building communities of hope: Effective practices for meeting the diverse learning needs of children and youth. Community schools policy and conceptual framework. Revised 2004*. Regina, SK: Author.

Sinoski, G. (2008). *Come in you are welcome: Supporting struggling Aboriginal middle years readers through culturally relevant practice*. Unpublished master's project, Department of Curriculum Studies, University of Saskatchewan, Saskatoon, SK.

Selected Readings

As determined by guest presenters and as class conversations unfold.

Chosen by teacher candidates in relation to the sense-making in which you are engaged.

Tentative Class Schedule

Tuesday, January 6th **Introductory Class**

- discussion of course intentions
- review of syllabus

Tuesday, January 13th **Community School Partners**

- introduction of community schools/partners
- discussion and planning of possible community/school engagement activities
- discussion of *Building Communities of Hope* (2004)

Tuesday, January 20th **No Class (in lieu of participation in Telling stories to one another/Ācimostātōtān)**

*Friday, January 23rd **Telling stories to one another/Ācimostātōtān**

- please see attached conference programme
- participation is required

Tuesday, January 27th **First Nations and Métis Education**

- presentation by Ted Amendt, Director First Nations and Métis Education Branch, Saskatchewan Ministry of Education (TAmendt@sasked.gov.sk.ca)
- reading TBA

Tuesday, February 3rd **Culturally Affirming Learning Program**

- debriefing Telling stories to one another/ Ācimostātōtān
- discussion of *Come In You Are Welcome: Supporting Struggling Aboriginal Middle Years Readers Through Culturally Relevant Practice* (Sinoski, 2008)

Tuesday, February 10th **Parent and Community Engagement**

- class at St. Michael Community School
- session with Connie Tenaski and Gail Hendry
- discussion of *Parent Engagement and Leadership* (Pushor & Ruitenberg, 2005)

Tuesday, February 17th Midterm Break

Tuesday, February 24th Parent Engagement in Curricula and Assessments

- class at Fairhaven School
- session with Yves Bousquet
- reading TBA

Tuesday, March 3rd Home Visits

- class at Princess Alexandra Community School
- session with Laureen Sawatsky
- reading TBA

Tuesday, March 10th Engaging Youth as Authentic Partners

- class at Bedford Road Collegiate
- session with Maureen Strawson and Tom Sargeant
- reading TBA

Tuesday, March 17th Poverty

- playing the Poverty Game
- facilitator Vanessa Charles
- readings TBA

Tuesday, March 24th Health Disparities

- session at W.P. Bate School
- session with Trudy Capes, Shannon Olfert and Dr. Maryam Mehtar
- discussion of *Health Disparities Report* (Saskatoon Health Region, 2007)

Tuesday, March 31st Ongoing Renewal and the Community School Plan

- session at Confederation Park School
- session with Jayne Hudson and Cec Chambul
- readings TBA

Tuesday, April 7th Culminating Class

- debriefing
- celebration of learning