The Emerging Professional

**CLASS AND LECTURER INFORMATION**

**Number of Hours**: Forty-five (45)

**Number of Credits**: Three (3)

Academic Year: 2018-2019 (Semester One)

**Lecturers/Facilitators and Contact Information**

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**Course Description**

This course is structured around three units which will allow students to engage in reflection as they explore self and identity. Students will also be exposed to various issues of diversity making connections to the classroom and wider society. Emphasis will also be placed on teacher professionalism as students interact with pertinent documents such as the Teaching Standards, the Code of Ethics and The Code of Regulations.

**Reading Resources**

Ayers, W. (1995). Thinking and Teaching. In Ayers, W. (Ed) To become a teacher: Making a difference in Children’s lives. Teachers’ College Press

Balaban, N. (1995). Seeing the Child, Knowing the person. In Ayers, W. (Ed) To become a teacher: Making a difference in Children’s lives. Teachers’ College Press

Evans, H. (2001). Inside Jamaican Schools

Evans, H. (2000). Learning to Teach, Learning From Teaching. In Brown, M. (Ed) Dimensions of Teaching and Learning: The Caribbean Experience Institute of Education, UWI Mona

Parker, J. (1998). The Heart of a Teacher, The Courage to Teach: Exploring the Inner Landscape of the Teachers life. Jossey Bass. NY

Raywid, M.A. (1995). The Teacher’s Awesome Power. In Ayers, W. (Ed) To become a teacher: Making a difference in Children’s lives. Teachers’ College Press

Whyte, M. (2002). The Teacher as a professional in a Developing Country.

**Summary of Content**

Unit One: Understanding Self

Unit Two: Diversity in the Classroom

Unit Three: Professional Ethics and Teacher Relationships

**Course Assessment**

Coursework 60%

Examination 40%

**Instructional Processes**

Some strategies that will be used to facilitate this course are: Cooperative learning, debates, discussions, games, research, movie/video analysis and simulations.

**Class Goals, Policies and Expectations**

This course is designed to allow students to begin to understand themselves in relation to the profession of teaching. It exposes students to some theories which seek to allow them to explore the development of their personalities. In addition students are helped to understand the characteristics of the teacher as a professional. In order to benefit from the information and interaction, students (as adult learners) have a responsibility to engage in self-directed learning activities which will allow them to attend classes equipped with the necessary information. In addition, it is the responsibility of students to attend all classes noting that failure to attend the required number of classes can lead to them unsuccessfully completing the course. Collaboration is an essential part of this course which will enable both personal and professional development and so students are expected to fulfil their roles in collaborative tasks.

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| **Objectives**  **13 Hours** | | 1. Examine student-teachers’ experiences in order to understand how these   influence one’s development and identity.   1. Evaluate the student-teacher’s sense of identity and of self and its importance   to effective teaching. | | | |
| **Date** | **Topics** | | **Readings/Resources** |  |
| **Wk**  **1** | * Course Introduction   **UNIT 1:**  **1. Defining self and identity** | | <http://www.youtube.com/watch?v=6tup3bWLt9Q>  Course outline  Course assignments  Learning Styles Inventory  <http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>  Multiple Intelligence Test  <http://psychology.about.com/library/quiz/bl-mi-quiz.htm>  <http://www.balancingmindbodysoul.co.uk/spiritual-development/the-four-aspects-of-self> | **Critical Students’ Task 1A:**  Go online and complete a learning styles inventory and a multiple intelligence test. Record the results on a sheet of paper and take to your next class.  **Critical Students’ Task 1B:**  Create a glossary which includes the following terms: self, identity, self-concept, self-esteem, self-efficacy, self-awareness, self-handicapping, self-fulfilling prophecy, ideal self, personality |
| **Wk**  **2** | **Understanding identity**   * + - Importance of teacher knowing his/her identity.  1. **Factors influencing the development of self and identify.**    * + The teacher’s sense of identity and of self and its importance to effective teaching. | | <https://dornsife.usc.edu/assets/sites/782/docs/handbook_of_self_and_identity_-_second_edition_-_ch._4_pp._69-104_38_pages.pdf>  <http://www.couragerenewal.org/PDFs/Parker-Palmer_The-Heart-of-a-Teacher.pdf> | **Critical Students’ Task 2:**  Groups assigned the guided questions for each personality theorist to respond to, following the presentations. |
| **Wk**  **3** | **Understanding identity**   * + - Importance of teacher knowing his/her identity.   **Factors influencing the development of self and identify.**   * + - The teacher’s sense of identity and of self and its importance to effective teaching. | | <https://dornsife.usc.edu/assets/sites/782/docs/handbook_of_self_and_identity_-_second_edition_-_ch._4_pp._69-104_38_pages.pdf>  <http://www.couragerenewal.org/PDFs/Parker-Palmer_The-Heart-of-a-Teacher.pdf> | **Critical Students’ Task 3:**  Groups assigned the guided questions for each personality theorist to respond to, following the presentations. |
| **Wk**  **4** | * Presentation sessions of the personality theorists: (30 minutes each)   **Freud**  **Rogers**  **Erikson**  Group collaboration and response to the guided questions for each.  (This can be done during single sessions) | |  | **Critical Students’ Task 4:**  Formative Task online to be completed |
| **Wk 5** | **Teacher Effectiveness/Suitability**  Characteristics of an Effective Teacher Professional   * The teacher/professional as a role model * The teacher as a reflective practitioner * The teacher/professional as a researcher   **Teacher as a Role Model**   * Moral responsibility which impinges on private and public lives * Personal contract/commitment   **Personal Development of the teacher:**   * Communication * Decorum * Deportment * dining etiquette * values and attitudes | |  | **Critical Students’ Task 5:**  Add the following terms to your glossary: diversity, bias, prejudice, labelling, generalization, stereotype and self-fulfilling prophecy. |
| **Wk**  **6** | **UNIT 3**: (Shifted to facilitate Assignment 1)   1. Professionalism and concepts of professionalism   teaching, indoctrination, professionalism, professional, profession   * Teaching: A Profession (Call in and share your views)   Factors affecting teacher relationships and professionalism   * + School Culture   + Conditions for teaching and their relationships with types of learning   + School/Community relationships   + Societal expectation s of the teachers   + Personal, religious, political views of the teacher. | | <http://stceddepart.weebly.com/uploads/4/0/5/9/4059456/teacher_school__society-_professionalism.pdf>  <http://stceddepart.weebly.com/uploads/4/0/5/9/4059456/the_teacher_as_a_person.pdf>  <http://stceddepart.weebly.com/uploads/4/0/5/9/4059456/reflection_is_at_the_heart_of_practice.pdf>  <http://stceddepart.weebly.com/uploads/4/0/5/9/4059456/teacher_effectiveness.pdf> | **Critical Students’ Task 6A:**  Add the following terms to your glossary: teaching, indoctrination, profession, professional, professionalism |
| **Critical Students’ Task 6B:**  Explore supporting arguments (local and global) for or against the topic ***“Teaching is a Profession”*** |
| **Wk 7** | **MID-TERM BREAK MONDAY** | |  | **Critical Students’ Task 7:**  View the movie “**Freedom Writers**” online using the rubric as a guide. |
| **Wk 8** | * Continue discussions on factors affecting teacher professionalism and relationships, guiding student-teachers to link these factors to the movie watched. * The Code of Ethics versus The Code of Regulations | | <http://stceddepart.weebly.com/uploads/4/0/5/9/4059456/code_of_ethics.pdf>  <http://www.moj.gov.jm/sites/default/files/laws/EA%20Regulations%201980.pdf>  <http://www.jta.org.jm/content/about-us>  <http://www.jisajm.com/PrinConf/Role%20of%20the%20Inspectorate.pdf>  <http://www.stcoll.edu.jm/Education/PDF%5CTTSS%5Cjamaica_teaching_council.pdf>  <http://www.caribbeanteachers.com/> | **Critical Students’ Task 8:**  In groups assigned, examine the role and responsibilities of the following organizations:   * ***The Jamaica Teaching Council*** * ***The National Education Inspectorate (NEI)*** * ***The Ministry of Education*** * ***Jamaica Teachers’ Association (JTA)*** * ***The Caribbean Union of Teachers***   Make note of your findings in your glossary. |
| **Wk 9** | **Professional Organizations and Affiliations: Roles and Resp.**  In-class presentations on:   * The Jamaica Teaching Council * The National Ed. Inspectorate * The Ministry of Education * The Jamaica Teachers Association * The Caribbean Union of Teachers | |  | **Critical Students’ Task 9:**  ***Due date for Assignment 2 is Monday, October 29, 2018.***  Barring extenuating circumstances, **NO** late assignments will be accepted. Assignments must be submitted by 3:30 p.m. on the due date.  Peruse your Assignment 2 and rubric and note questions for clarity. |
| **Wk**  **10** | **UNIT 2:** (Shifted to facilitate assignment 2)  **Diversity overview.**   * Equity, access and equality in relation to diversity * Behaviours and attitudes related to diversity  1. **Effects of unacceptable behaviour on individuals**  * Reflect/Share memories and experiences of diversities      * **Group collaboration for assignment one (1)** | |  | **Critical Students’ Task 10:**  Add the following terms to your glossary:  Pygmalion effect, equity, access and equality, and any other concept discussed that is relevant to the course.  **Facilitators clarify:**  **Assignment two (2) Rubric two (2)** |
| **Wk**  **11** | Presentations begin on diversity  **(4 weekly: 30 minutes each for 3 weeks)**   1. Learning styles 2. Gender roles 3. Race 4. Ethnicity | |  | **Critical Students’ Task 11:**  **Assignment 2:** Presentations on diversity. |
| **Wk**  **12** | Presentations continue on diversity  **(4 weekly: 30 minutes each)**   1. Socio-economic status 2. Religion 3. Family type 4. Language | |  | **Critical Students’ Task 12:**  Review contents of the course and record and questions you may have and seek clarity. |
| **Wk**  **13** | Presentations continue on diversity  **(4 weekly: 30 minutes each)**   1. Culture 2. Interest 3. Sexual orientation 4. Intelligence | |  | **Critical Students’ Task 13:**  Prepare effectively for examination discussing pass paper questions and other activities relevant to examination preparation. |
|  |  | |  | **Self Regulated Activity and Extra Revision Session**  Practice sample questions and understanding key terms used in questions. |