**Class and Lecturer Information**

**Course Code : ED112PCA Number Of Credits : 2**

**Number Of Hours** : **30**

**Days and Times:** Tuesday 4:00 p.m. – 6:00 p.m.

**Lecturer:** Mrs Renee Williams-Brown

**Email:** reneewilliams@stcoll.edu.jm

**Website**: http://stceddepart.weebly.com/

**RECOMMENDED TEXTS AND LEARNING RESOURCES**

The following list of books is neither prescriptive nor exhaustive, but indicates some possible sources that tutors and student-teachers may use as appropriate. Later editions may be available.

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.

Parker, J. (2007). The Heart of a Teacher in The Courage to Teach: Exploring the inner landscape of the Teacher’s Life. Jossey Bass. Sanfrancisco CA, USA

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

McCracken-Brown, J. 1993. \*Valuing Diversity: The Primary Years\*. Washington, DC: National Association for the Education of Young Children.
Whyte, M. (2002) The Teacher as a Professional in a Developing Country.

*Code of Regulations* MOEY

***Code of Ethics*** Jamaica Teacher’s Association

*Professional Standard for Educators in Jamaica* Jamaica Teaching Council

*Licensing of Teachers in Jamaica* Jamaica Teaching Council

**(**JTA’s Handbook for Beginning Teachers)

(Emily Post’s Book of Modern Etiquette)

**COURSE DESCRIPTION:**

The course will create opportunities for student teachers to manifest the descriptors found in the Vision 2030 regarding the educated Jamaican citizen and professional standards. It is aimed at developing reflective practitioners who will ultimately become skilled and confident professionals in diverse classrooms. Knowles (1992) states that teachers’ past and present life experiences have an impact on their attitudes and definitions of teaching and create important influences on their identities as teachers. Reflecting and attempting to understand how their beliefs can influence their teaching is therefore a critical aspect of teachers’ development and change in teaching beliefs and practices.

# Instructional Processes

Discussions Research Observation Demonstrations Debates Oral presentations Journaling Article reviews Dramatization/role play

Case studies Cooperative Learning Strategies

# Class Policy Goals and Expectations

As facilitators it is important that we model the environment we expect our students to create therefore our practice must be informed by our philosophy, our vision and our understanding of the theoretical framework which guides the process of classroom management. It is important that student teachers develop an appreciation for the diversity which exists in their context and that classroom management is not “a one size fits all approach”. Each person therefore has to develop an approach to management which is informed by psychological and management theories and models which empower learners. Each facilitator should ensure that each class experiences a model environment whichisphysically and psychologically safe and guided by acceptable management principles so that theory and practice are integrated and meaningful.

# Summary of Content

UNIT 1: Understanding Self

Unit 2: Understanding Diversities

Unit 3: Professional Ethics and Teacher Relationships

# Topic Schedule and Reading Assignments

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| **Date** | **Areas to be covered** |
| **Weeks****1 - 2** | Overview of course outline and objectives of the courseTeacher student expectations of the courseThe teacher as Reflective Practioner-The process of reflection-Reflection as a tool for development The importance of the teacher knowing his/her identityDefinition of the following terms: self, identity, self-concept, self -esteem, self -efficacy, self- actualization, motivation |
| **Week** **3** | Factors influencing development of self/identity: * Parental expectations
* Socialization
* Socio-economic status
* Culture
* Religion
* School experiences
 |
| **Weeks** **4 - 5** | Personality theories on the development of identity and personality: *Freud’s psycho sexual theory* *Rogers’ Humanistic Theory* *Erikson’s Psychosocial theory* |
| **Week** **6** | Teacher effectiveness/suitability |
| **Week** **7** | Roles of the classroom teacherConcepts of professionalism |
| **Week** **8** | Factors impacting teacher professionalism |
| **Week** **9**  | Understanding DiversityAccess, equity and equalityImpact of : Geographical factors, socio-economic factors, gender, resources and religion on access, equity and equalityOverview of issues of DiversityImpacts of diversity |
| **Week** **10 - 11** | The teacher and the Code of RegulationsProfessional organizations |
| **Week** **12** | Oral presentations |
| **Week****13** | Course summation |
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**ASSESSMENT STRATEGIES:**

This course is examined by course work only:

Coursework should include:

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**Additional Readings**

Aboud, F. (1998) Children and Prejudice. New York:

Aboud, F. 1988. \*Children and Prejudice\*. New York: Basil Blackwill.
Clark, K. 1963. \*Prejudice and Your Child\*. Boston: Beacon.
Derman-Sparks, L., and the ABC Task Force. 1989. \*Anti-Bias Curriculum: Tools for Empowering Young Children\*. Washington, DC: National Association for Education of Young Children.
McCracken-Brown, J. 1990. \*Helping Children Love Themselves and Others: A Professional Handbook for Family Day Care\*. Washington, DC: The Children's Foundation.
Williams, L. R. 1989. "Issues in Education: Diverse Gifts, Multicultural Education in the Kindergarten." \*Childhood Education\*, vol. 66, no. 1, pp. 2-3.
York, S. 1991. \*Roots and Wings: Affirming Culture in Early Childhood Programs\*. Minnesota: Redleaf Press.