



The Emerging Professional

CLASS AND LECTURER INFORMATION

Number of hours: Forty-five (45)

Number of Credits: Three (3)

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 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.

Date	Topics	Readings/Resources	
Wk 1	<ul style="list-style-type: none"> Course Introduction 	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	Critical Students' Task 1: 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.
	<ul style="list-style-type: none"> Defining self and identity 	http://www.balancingmindbody-soul.co.uk/spiritual-development/the-four-aspects-of-self Diagrams created on Wednesday	Critical Students' Task 2: 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	<ul style="list-style-type: none"> Factors influencing the development of self 		Critical Students' Task 3: In three assigned groups, examine the personality theory of Freud, Rogers or Erikson and respond to the guiding questions.
Wk 3	Group collaboration		Critical Students' Task 4: Add the following terms to your glossary: diversity, bias, prejudice, labelling,
	<i>Presentation and discussion on theorist</i>	Assignment 1 and rubric 1	Critical Students' Task 5: Add the following terms to your glossary: generalization, stereotype and self-fulfilling prophecy
Wk 4	<i>Presentation and discussion on theorist</i>		Critical Students' Task 6: Add the following terms to your glossary: Pygmalion effect, equity, access and equality.
	<i>Presentation and discussion on theorist</i>		

<p>Wk 5</p>	<ul style="list-style-type: none"> • Overview of diversity • Equity, access and equality in relation to diversity • Behaviours and attitudes related to diversity (prejudice, bias, stereotyping, self-fulfilling prophecy, Pygmalion effect, labelling, generalizing, crippling of career options) • Taking a look at assignment two (2) 		<p>Due date for Assignment 1: February 21, 2014</p> <p>Submit Assignment one (1) to the Education Department By 3:30 pm.</p>
<p>Wk 6</p>	<ul style="list-style-type: none"> • Group collaboration on Assignment two 		
	<ul style="list-style-type: none"> • Attitudes related to diversity 		
<p>Wk 7</p>	<p>Presentations on diversity assigned</p> <ul style="list-style-type: none"> ✓ Race ✓ Social Class ✓ Gender 		
	<p>Presentation on diversity assigned</p> <ul style="list-style-type: none"> ✓ Exceptionalities 		
<p>Wk 8</p>	<p>Presentations on diversity assigned</p> <ul style="list-style-type: none"> ✓ Sexual Orientation ✓ Culture ✓ Learning Styles 		
<p>Wk 9</p>	<p>Presentation on diversity assigned</p> <ul style="list-style-type: none"> ✓ Intelligences 		
<p>Wk 10</p>	<p>Presentation on diversity assigned</p> <ul style="list-style-type: none"> ✓ Abilities ✓ Feedback on presentations 		<p>Critical Students' Task 14:</p> <p>Add the following terms to your glossary: teaching, indoctrination, profession, professional, professionalism</p>

	Formative Task		
	<ul style="list-style-type: none"> Concepts of professionalism: teaching, indoctrination, profession, professional and professionalism. <ul style="list-style-type: none"> ✓ Characteristics of a professional ✓ Is Teaching is a profession? 	http://stceddepart.weebly.com/uploads/4/0/5/9/4059456/teacher_school_society_professionalism.pdf	Critical Students' Task 19: View the movie Coach Carter online using the rubric to aid your analysis.
Wk 11	Group discussion of Assignment three (3) Viewing of Movie: Coach Carter		
	Factors affecting Teacher professionalism		
Wk 12	Factors affecting Teacher professionalism		
	Teacher effectiveness and suitability	http://stceddepart.weebly.com/uploads/4/0/5/9/4059456/teacher_effectiveness.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	
Wk 13	Teacher effectiveness and suitability		
	Teacher effectiveness and suitability		
Wk 14	Group presentations on: The Jamaica Teaching Council The National Education Inspectorate The Ministry of Education	http://www.ita.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/	Due date for Assignment 3: May 1, 2014 Submit Assignment three (3) to the Education Department By 3:30 pm.

	<p>Group presentations on: The Caribbean Union of Teachers The Jamaica Teachers Association</p>		
Wk 15	<p>The Code of Ethics versus The Code of Regulations</p>	<p>http://stceddepart.weebly.com/uploads/4/0/5/9/4059456/code_of_ethics.pdf</p>	
	<p>Personal Development of the teacher:</p> <ul style="list-style-type: none"> • Communication • Decorum • Deportment • dining etiquette • values and attitudes 		