

A Community of Inquiry in Teacher Education (CITE) at Hamilton Elementary School, Richmond, BC



Year VI

Elementary Social Studies Methods (EDCP331)

An integrated school based teacher education course

This course is hosted by Hamilton Elementary School in Richmond. It is an innovative approach to course instruction in teacher education by the University of British Columbia. The course draws its content from Elementary Social Studies Methods (EDCP 331). The course is a requirement of the teacher education program at UBC. However, rather than the usual institution of providing theoretical instruction on campus, by partnering with a school, we connect those same concepts intimately with practice. Course instruction is provided at the school and immediately implemented in an actual classroom with real kids and guided by practicing teachers.

This approach makes learning to teach deeply relevant to UBC students. The direct connection between theory and practice provides coherent understandings that our students can clearly articulate at the end of the course. It is also an opportunity for practicing teachers to have a direct and personal influence on the education of prospective teachers beyond the practicum.

School based course philosophy - **Complexity Thinking**

Complex living systems, such as social systems (communities, cultures, classrooms) are dynamic, evolving, adapting, and in a state of disequilibrium. They are not merely complicated like sophisticated mechanical systems that can be broken down, analyzed, and eventually understood. They are beyond our full understanding. In order for us to cope with complexity, we conceptually "reduce" our focus to smaller parts of the system so that we can understand these minimized and disconnected aspects of the complex whole.

Significance to current teaching practice - **Reductionism**

Reductionism has served our society well over the last 300 years, particularly in the areas of science, medicine, and technology. As a result, we eagerly apply the same principles to social systems, but the success is significantly limited in certain important areas. Complex systems thrive because of their interconnectedness. Interconnections provide creativity and allow them to adapt through constant change in response to obstacles and encounters that challenge growth and survival.

One example of a complex social system is a school. Through a need to organize, to be efficient, and to be accountable to parents, administrators, and government, we have applied various reductionist techniques:

- Classrooms separated according the age of the students
- Programs and interventions based on ability or disability
- A quantitative grading system to "measure" and report learning, regardless of the unique attributes of the learner, to give an appearance of accountability
- A standard government curriculum regardless of personal relevance to students
- Disparate, arbitrary subject areas
- A set daily timetable and calendar regardless of students' personal optimal learning periods
- A teacher education program that separates educational theory from direct practice

Clearly the latter is one of particular importance to this discussion but one can clearly see both the benefits and the limitations of reducing the complexity of school.

Teaching within a complex system - **Enactivism**

Our goal, therefore, is to maximize the benefits of both reductionism and a regard for complexity. They are not mutually exclusive as the idea of complexity suggests. Our education students will be guided toward a respect for complexity and encouraged to embrace an interconnected social world. In teaching, this is done through taking an enactive approach to teaching and learning.

Enacted learning provides students with experiences in the real world around them which are naturally integrated rather than separated into subject areas (the subjects can and should be "discovered" or made explicit in the process in order to appease the reductionists who create the fractious view of education). This approach provides relevance and deeply engaged students.

Enacted learning is:

- **Relevant**
- **Social**
- **Naturally integrated**
- **Inclusive**

**It is active, interactive, and
intra-active (moving, talking, thinking).**

Learning to teach - The School Based Model

Our education students will learn the enactive approach in their own instruction with their students and, indeed, enact that method of teaching. We also take an enactive approach to teacher education - our education students will learn to teach by teaching. This is already partially done with the practicum, which is arguably the most significant experience in becoming a new teacher. Why not extend this powerful learning approach to coursework as well?

This course takes place in context. This makes the content, methodology, and theoretical understandings deeply relevant as it unfolds in the real world of a complex, dynamic elementary school.

Enacted learning - The Project Plan

The course uses project based learning to create a mini-project plan comprised of 3 learning activities. The project plan topic comes from the students in the class based on their interests. In other words, the topic should be highly motivating from the start. Teachers can facilitate this topic choice (even make suggestions) since they know their students well. These topics will be related to the current curriculum as planning proceeds, children respond, and collegial conversations transpire.

With exceptions, there are 4 education students to a classroom - Two partnerships of 2. The four can share a common classroom project theme but each partnership is responsible for different aspects. This means they can collaborate with their planning and still be accountable to a unique group of students.

As our students teach the children and receive feedback from teachers and instructors, they will edit their lessons and their project plans. The final project plans (including the final edits of the 3 lessons) are accurate, effective, and attentive to individual children as well as the classroom curriculum and the government curriculum.

Our students will be able to articulate their plans at a Project Plan Expo in depth and with confidence. (This has been our experience for the last 13 years.) The project plan, using artifacts from practice teaching and resources, will be the focus of the expo on the last day of the course. Students will share their learning from the course with each other and any visitors who attend the expo.

It is intended that this Project Plan will incorporate methods and strategies (but not necessarily content) that will be used by education students in subsequent teaching (including practicum).

The Project Plan begins with a description of the children that education students will be teaching. That is both symbolic and practical. We want all participants to think in terms of planning around specific children and then finding how other curricula can support that.

Project Plan Criteria Checklist:

- Class description
- Rationale
- Curriculum Competencies, Big Ideas, and/or Learning Standards (overall and for each lesson)
- Assessment methods
- Explicit strategies - connected to enacted teaching (relevance, social, active, reflective, interconnected)
 - Three lesson plans
 - Resource critique

*Waiver for publishing to the project plan to archives.
(If publishing on-line ensure that all identifiers are removed.)

Therefore we ask our beginning teachers and their supporters to Think Big Picture! What is the big project that these particular children are enthusiastic about investigating?

When we start with a high interest, motivating topic, we discover that elements of many subject areas will naturally emerge in meaningfully integrated ways. Education Students and teachers can check with the social studies learning standards: https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/ss_learning_standards.pdf.

Look at the "Big Ideas". How do these intersect with the ideas from the kids and their teachers? Once started, we can consider the "Curricular Competencies" and "Concepts and Content". These all help with thinking in different ways about what is being taught. The specific classroom and individual kids are the main guide. This is real teaching in a real world context. Government documents can help with a general focus but our beginning teachers will learn to create specific, personalized teaching topics and methods.

Writing the project plan:

Our teacher ed students will first consider the particular children that they will be teaching. The project plan begins with a description of these students.

The project plan will also include a rationale and general purpose.

A sequence of 3 activities will be fully planned, including objective, assessment (evidence of learning), and a description of how an enactive approach was implemented. Each activity is intended to develop **one** concept.

Students can collaborate on the classroom theme which will be shared among 4 practice teachers. Each partnership's contribution to teaching the lessons, while contributing to the common theme, is different. Students must be accountable for their own planning and teaching.

Also Included is a short Resource Critique for each resource used in planning and teaching. It includes a description, availability (i.e. where you can get it), and any cautions or strengths (one sentence for each).

Our students also have an opportunity to contribute to the project plan archives that are hosted on-line to serve as a resource for future education students and practicing teachers:
<http://courses.educ.ubc.ca/cite/socials/projects/>

Enacting teacher education - Practice Teaching and Practicalities

A significant advantage for teaching a university education course in a school is the opportunity for education students to enact their planning through teaching elementary school students. We want to *reduce* the scope of teaching to temporarily simplify and provide focus:

- The focus is on methods and the response of children.
- Although teaching requires class management, that is not the focus for practice teaching in this case. Therefore it is helpful if teachers intervene if behaviour or distraction is interfering with instruction.

Observation and provision of feedback is very helpful for our students. A guide is provided in this document to help teachers promote enactive teaching, integrated lessons, inclusiveness, awareness of interconnections, student initiated learning.

The implementation of this practice teaching is group instruction.

A concern for practice teaching when dividing the class into groups for practice teaching is space and noise. This is always an issue with this approach and has always been a problem that we have been able to resolve in various ways. Here are some suggestions and I'm sure teachers and education students will be able to add to this list:

- Find alternate space for part of the teaching, ie. hallway, library, conference rooms, outdoors, the gym (if unused).
- When sharing space, education students must be considerate of their colleagues: coordinate noisy and quiet times, spread out, keep the noise down.
- Move furniture (desks, tables, chairs) to create separate teaching spaces.
- Collaborate on whole class instruction for at least part of the time (however, education students must demonstrate individual accountability by teaching and planning independently for part of the time).
- Minimize teacher talk, maximize student activity (this is good enactive teaching).

Dates, Times, and Events:

There is one hour for observation of elementary students in their classes on January 6.

There are 3 days for practice teaching: January 13, 27, and February 3. (January 20 is cancelled so students can attend the Job Fair at UBC)

On each of these days, education students will teach the same lesson to two different groups of children (In some cases, it may be 1 partnership teaching the whole class and then switching classrooms). These groups will be the same children each week so that relationships can develop.

The first lesson will be before recess. The second will be after recess with a different group. If teachers are available and willing, they can provide feedback to education students at lunchtime. Otherwise this can be done at another time or through email. These three lessons will be continuously reviewed and updated to constitute a cohesive and relevant project plan. The project plans will be presented to each other and guests after school on February 10 at the Project Plan Expo.

Providing feedback - A General Guide

The following is a reference (rather than a prescription) of characteristics that an enactive teacher would demonstrate in their teaching. Teachers who are observing could find it useful in providing feedback to education students before and after their practice teaching.

Education students can also use this as a summative reference to guide their practice teaching:

The CITE Student embraces complexity

- Activity frames are created that allow for choice and creativity within clearly defined boundaries (Collins & Clarke, 2008 - Required reading).
- Inclusion
- Interconnectedness

Learning by children is enacted

- The topic is "real".
- There are opportunities for children to be active physically, socially, and reflectively.
- Content is "naturally integrated".
- Relevant to children.

Responsive to students

- The CITE Students will take the opportunity to incorporate student responses and feedback to enhance the lesson regardless of the lesson plan.
- The CITE Students will make significant changes to their plan between the repeated lessons (at recess, before the second practice teaching session).
- The CITE Students will develop their planning based on practice teaching experiences.

Responsive to environment

- The CITE Students can adapt to unexpected circumstances.

Multiplying learning - The Expo

The Project Plan Expo is an opportunity for education students to share what that have learned with their classmates. It expands the different ways of thinking about how to teach and it provides everyone with a variety of new ideas.

It is also a chance to diversify feedback. Expo displays are peer evaluated and most visitors will have questions, comments, and suggestions. Typically, since our students have been immersed in these projects within an authentic school, working directly with kids and their teachers, they are articulate and demonstrate a much deeper understanding of general and specific topics and content than is typical of a university based course.

EDCP 331: Social Studies Methods

<http://courses.educ.ubc.ca/cite/socials>

Texts, readings, websites

Required:

- Collins & Ting (2013). The rEvolution: A Beginning. BC Teacher Newsmagazine. <http://bctf.ca/publications/NewsmagArticle.aspx?id=29355> (New Link at the end: <http://courses.educ.ubc.ca/cite/socials/Articles/rEvolution.pdf>)
- Collins & Clarke (2008). Activity Frames and Complexity Thinking: Honoring Both Public and Personal Agendas in an Emergent Curriculum. *Teaching and Teacher Education*. <http://courses.educ.ubc.ca/cite/socials/Articles/Activity%20Frames.pdf>

Recommended:

- Case, R., & Clark, P. (1999). *The Canadian anthology of social studies: issues and strategies for teachers*. Vancouver: Pacific Educational Press.
- Wright, I., & Hutchison, D. (2007). *Elementary social studies: a practical approach to teaching and learning* (7th ed.). Toronto: Pearson Canada.

Resources:

- BC Social Studies Curriculum: <https://curriculum.gov.bc.ca/curriculum/social-studies>
- Building Student Success: BC's new curriculum. <https://curriculum.gov.bc.ca/curriculum/social-studies/k>
- BC Performance Standards - Social Responsibility: A Framework http://www.bced.gov.bc.ca/perf_stands/sintro.pdf

Other readings are available on the Social Studies web site: <http://courses.educ.ubc.ca/cite/socials/media.html>.

Further readings will be assigned by instructor.

Teacher / CITE Students Partnerships	Grade	Room
<u>Laura Odette</u> Brandon Wong / Jessica Yanko Sophie Willis / Christie Rossignol	6/7	204
<u>Leanne Booth</u> Harleen Toor / Krystal Soo Ginger Truss / Ellyce Uy	6/7	305
<u>Alfred Chan/Christine Wong</u> Karli Rice / Robyn Paul Eric Park / Miranda Olding	6/7	307
<u>Kam Sahota</u> Emiko Nomura / Liera Mendonca Kiranjeet Mehat / Pamela MacGregor	5/6	301
<u>Lisa Pattysen</u> Jasmine Dhariwal / Raman Sidhu Barbara Goodliffe / Chelsea Finskars	5/6	302
<u>Edina Bajramović</u> Molly Driscoll / Melanie Charlton Janelle Antao / Sherry Sunner	4/5	203
<u>Ron Kenler</u> Harleen Deol / Jeffrey Fenrich	3/4	105
<u>Leonard Pauer</u> Harneet Khangura / Mark Rostrup	2/3	104
<u>Ashley McKittrick and Randi Evoy</u> Cecilia Brar / Jeffrey Dittmer	2/3	202
<u>Kyla Aasen</u> Cindy Mei / Silvia Mora	1/2	303
<u>Lori Davidson</u> Harpreet Kaur / Jaclyn Smith	1/2	306
<u>Paul Self</u> Joy Kim / Victoria Lam	K/1	205



Timetables

January 6

9:00 Orientation to the school
 10:00 Socials/teaching concepts
 11:00 Observation
 12:00 Consult with teachers
 (re: Class and individual project plan topics)
 1:00 Collaborative planning
 2:15 Socials/teaching concepts and activities
 3:30 Dismissal

January 13, 27, and February 3

(The 20th is the Job Fair at UBC)
 9:00 Shape of the Day
 9:20 Practice teaching session 1
 10:10 Recess
 10:25 Practice teaching session 2
 11:15 Cohort debrief
 12:00 Consult with teachers
 1:00 Collaborative planning
 2:15 Socials/teaching concepts and activities
 3:30 Dismissal

February 10

2:00 Set up for Expo
 2:30 Expo
 4:30 Clean up and debrief

Intermediate Classes:

Education Students will have two partnerships in each class. Each partnership will team teach half the class before recess and switch groups of kids and teach the same lesson again after recess

Primary Classes:

Education Students will have one partnership in each class. Each partnership will team teach the whole class before recess and switch to a different class and teach the same lesson again after recess. (Switch according to the arrows above)



Antao
Janelle
Janelle



Brar
Cecilia
CC



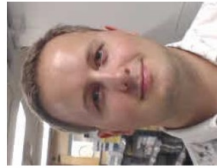
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Melanie
Melanie



Deol
Harleen



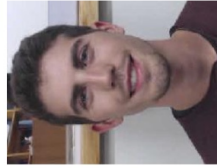
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Jasmine



Dittmer
Jeffrey



Driscoll
Molly



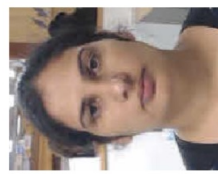
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Jeffrey



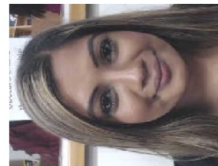
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Chelsea



Goodliffe
Barbara
Barbara



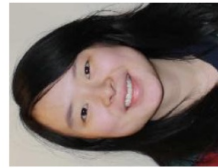
Harpreet
Kaur
Harpreet



Khangura
Harmeet



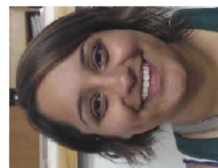
Kim
Yoohee



Lam
Victoria
Victoria



MacGregor
Pamela



Mehat
Kiranjeet
Kiran



Mei
Cindy Yu Chieh
Cindy



Mendonca
Liera
Liera



Mora
Silvia



Nomura
Emiko



Olding
Miranda



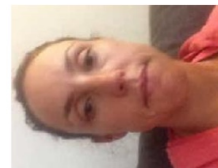
Park
Eric



Paul
Robyn



Rice
Karli
Karli



Rossignol
Christie



Rostrup
Mark



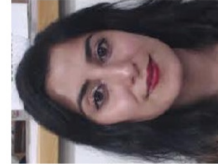
Sidhu
Ramandeep



Smith
Jaclyn



Soo
Krystal



Sunner
Satbir
Sherry



Toor
Harlene
Harlene



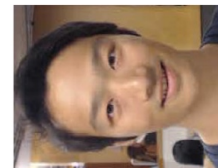
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Ginger



Uy
Elyce Estelle
Elyce



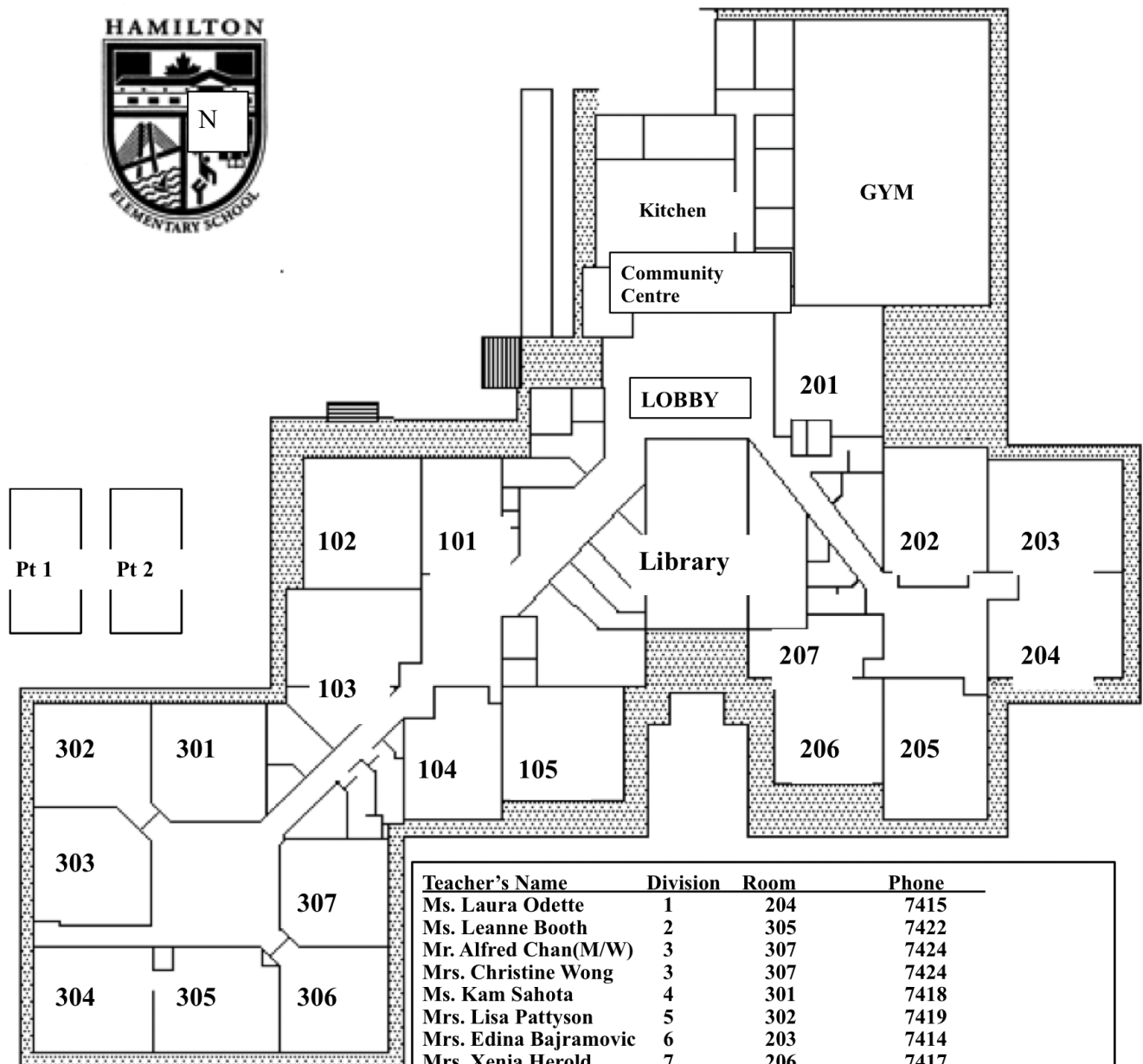
Willis
Sophie
Sophie



Wong
Brandon
Brandon



Yanko
Jessica



Teacher's Name	Division	Room	Phone
Ms. Laura Odette	1	204	7415
Ms. Leanne Booth	2	305	7422
Mr. Alfred Chan(M/W)	3	307	7424
Mrs. Christine Wong	3	307	7424
Ms. Kam Sahota	4	301	7418
Mrs. Lisa Pattyson	5	302	7419
Mrs. Edina Bajramovic	6	203	7414
Mrs. Xenia Herold	7	206	7417
Mr. Ron Kenler	8	105	7412
Mr. Leonard Pawer	9	104	7411
Mrs. Michelle Woyat	10	304	7421
Ms. Ashley Mitchell	10	304	7421
Mrs. Randi Evoy	11	202	7413
Ms. Ashley McKittrick	11	202	7413
Mrs. Fiona Welch	12	101	7408
Ms. Kyla Aasen	13	303	7420
Mrs. Lori Davidson	14	306	7423
Mr. Paul Self	15	205	7416
Ms. Rowena Butler	16	MLC 402	7407
Mrs. Sharon Baatz	17	MLC 403	7406
Mr. Rob Brouwer	Music	103	
Mr. Duncan Gibson	Library		7402
Mrs. Teri Oades	Resource Rm A		7473
Ms. Sara Dineen	Resource Rm C		7474
Ms. Heidi Goto	Room 102		7409
EA's	Resource Rm B		7472
Staffroom		207	7400
Mr. Mark Hoath	Principal		1601
Mr. Alfred Chan	Vice Principal		2144
Mrs. Kathy Mitchell	Sr Admin Assistant		1813
Mrs. Jennifer Ashby	Admin Assistant		6514



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