

	School of Health, Education, and Human Services
	ECS 101 Education for Justice Knowledge, Schooling and Society
	Term: Fall 2026 Number of Credits: 3
Course Outline	

INSTRUCTOR: Faith Whiting, BSc, BEd, MAdEd

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CLASS TIME & DATES: Tuesdays 1-3:50pm, September 1st – December 8th, 2026, Room A2101

COURSE DESCRIPTION

The course provides an introduction to the foundations of teaching, including politics of education, ethical relationality, teacher identity and professionalism, conceptions of learners and learning, and teaching for justice, equality and equity.

***Required classroom-based placement of 4 days.**

COURSE REQUIREMENTS

This course is restricted to students in the YNTEP program.

EQUIVALENCY OR TRANSFERABILITY

Receiving institutions determine course transferability. Find further information at:

<https://www.yukonu.ca/admissions/transfer-credit>

LEARNING OUTCOMES

In this course students will:

- Investigate how teaching is a political act (critical literacy and critical thinking)
- Begin to understand different ways of knowing, being, doing and viewing education
- Learn about professional, ethical relationships with students, schools, and society
- Relate construction of knowledge to construction of identity as teacher
- Gain an understanding of inclusive education, diversity, and difference of learners
- Gain an understanding of the roles that theories of human development play in providing one important way of understanding the child, the adolescent, the student, and the learner
- Gain an understanding of decolonial educational approaches (i.e., anti-racist, anti-oppressive)
- Explore issues around residential schools and Truth and Reconciliation
- Conduct observations of contemporary classrooms and critically reflect on experience
- Begin the development of a personal Teaching Philosophy and build a Professional portfolio

COURSE FORMAT

Weekly breakdown of instructional hours

There will be 3 hours of instructional time each week in this course. A further 3-6 hours will be required each week for students to engage with readings and complete coursework. This time will vary by individual learner and significantly more or less time could be required.

Delivery format

Classes will consist of lectures, hands-on activities, class discussions, cooperative work, and student presentations. Students are expected to attend all class meetings, complete all assignments, come to class ready and prepared to learn, and participate actively and positively in the classroom community.

EVALUATION

Listening to Learn: Residential Schools, Truth and Reconciliation	20%
Exploring Human Development Theories: A Collaborative Project	30%
Teaching Philosophy	20%
Field Journal Summary and Growth Plan	20%
Class Contribution	10%
Total	100%

Note

- See the University of Regina grading description for all assignments.
- Respectful University Guidelines from the University of Regina are to be followed.

COURSE WITHDRAWAL INFORMATION

Refer to the YukonU and UofR websites for important dates. Please note that if you withdraw from the course, you will need to withdraw at both institutions.

TEXTBOOKS & LEARNING MATERIALS

All learning materials will be provided on the course Moodle page. There is no additional textbook required.

ACADEMIC INTEGRITY

Students are expected to contribute toward a positive and supportive environment and are required to conduct themselves in a responsible manner. Academic misconduct includes all forms of academic dishonesty such as cheating, plagiarism, fabrication, fraud, deceit, using the work of others without their permission, aiding other students in committing academic offences, misrepresenting academic assignments prepared by others as one's own, or any other forms of academic dishonesty including falsification of any information on any Yukon University document.

Please refer to Academic Regulations & Procedures for further details about academic standing and student rights and responsibilities.

ACCESSIBILITY AND ACADEMIC ACCOMMODATION

Yukon University is committed to providing a positive, supportive, and barrier-free academic environment for all its students. Students experiencing barriers to full participation due to a visible or hidden disability (including hearing, vision, mobility, learning disability, mental health, chronic or temporary medical condition), should contact [Accessibility Services](#) for resources or to arrange academic accommodations: access@yukonu.ca.

TOPIC OUTLINE

Education in the Yukon: Governance and Ethical Relationality
Education in Canada: A Colonial Project
Truth and Reconciliation in Education
An Introduction to Theories of Human Development
An Introduction to Theories of Learning
Working with the BC Curriculum Model to Design Learning
Equity, Diversity, and Inclusion
Fostering a Class Culture and Community
Building a Teaching Philosophy