



COURSE OUTLINE

EFLD 060

PROFESSIONAL LEARNING AS COMMUNITY EXPERIENCE

39-45 Hours  
0 Credits

PREPARED BY: \_\_\_\_\_  
C. Robinson, Instructor

DATE: July 18, 2016

APPROVED BY: \_\_\_\_\_  
Andrew Richardson, Dean

DATE: July 18, 2016

APPROVED BY ACADEMIC COUNCIL: (Date)

RENEWED BY ACADEMIC CUONCIL: (Date)

**YUKON COLLEGE**  
Copyright June, 2016

All right reserved. No part of this material covered by this copyright may be reproduced or utilized in any form or by any means, electronic or mechanical, traded, or rented or resold, without written permission from Yukon College.

Course Outline prepared by C. Robinson, June 6, 2016.

Yukon College  
P.O. Box 2799  
Whitehorse, YT  
Y1A 5K4

NOTE: Please keep a copy of your course outline for future reference.

APPLIED ARTS DIVISION  
Professional Learning as Community Experience  
0 Credit Course  
Fall, 2016 and Winter, 2017

**Professional Learning as Community Experience**

---

<b>INSTRUCTOR:</b> C. Robinson	<b>OFFICE HOURS:</b> By Appointment. Not Wednesdays.
<b>OFFICE LOCATION:</b> A2007	<b>CLASSROOM:</b> C1440 (Glass Class)
<b>E-MAIL:</b> <a href="mailto:crobinson@yukoncollege.yk.ca">crobinson@yukoncollege.yk.ca</a>	<b>TIME:</b> Mondays, 2:30-4:00
<b>TELEPHONE:</b> 668-8749	<b>DATES:</b> September 12, 2016-December 20, 2016 and January 4-April 21, 2017

---

#### **COURSE DESCRIPTION**

This course has been developed to follow the Professional Learning Community model and as such is about professional learning as a community experience. The Professional Learning Community is defined by relationship building, collaborative enquiry, results focussed, collaborative leadership, with an alignment to Yukon College Strategic Plan. This collaborative and collegial model of learning is important for student individual growth and professional development. This course is locally developed, and supported by the University of Regina as a requirement of the degree program offered in Yukon, (B.Ed. and B.E.A.D.).

#### **PREREQUISITES**

None.

#### **EQUIVALENCY OR TRANSFERABILITY**

N/A This is a locally developed course, supported by the University of Regina.

#### **LEARNING OUTCOMES**

Upon completion of the course teachers-in-training will be able to:

- Apply for teaching positions within the Yukon Department of Education with confidence using the online application. Students will have a better understanding of the hierarchy of the Department, how to find teacher curriculum resources for the classroom and teacher's professional

resources. Students will be oriented to the new curriculum currently being implemented in the Department and throughout Yukon schools.

- Acquire a deeper understanding of the Yukon Teacher's Association, its purpose and how the organization supports teachers and teaching staff in the Yukon. Confidentiality, working with colleagues, students and parents will be discussed.
- Act and react in a professional and respectful manner when encountering colleagues, teachers and other professionals in the school setting through interactions in class and outside of class;
- Work with and support local First Nations in their goals for education and in their communities. Understanding the role of the implications of the TRC Report Final summary, 2008, with regards to students, and community members. Being able to empathize and acknowledge the impact of intergenerational grief on communities, students and parents. Teacher's in Training will attend meetings and events to develop a rounded view of contemporary First Nations identity;
- Speak, with confidence, developing their teacher persona; and
- Develop and follow a personal plan for self-care. Through this course, teachers-in-training will understand the importance of self-care to their personal and professional lives. Teachers-in-training will be exposed to the terms "vicarious trauma" and "intergenerational grief". Students will begin to understand how they can be affected by the trauma of their students, parents, personal upbringing, etc.

#### **DELIVERY METHODS are various**

- Weekly Circle (for approximately 39 weeks)
- Guest Speakers
- Field Trips
- 5 Modules
- Small and large group work, in class

#### **COURSE FORMAT**

##### **Attendance**

Punctual and regular attendance is a requirement for this course.

(P/F)

## Professionalism

Respectful professional demeanour towards peers, classmates and instructor must be maintained. Respectful University Policies and YTA/UofR Code of Ethics are applicable. It is expected that students will regularly participate in class discussions, receive and provide feedback to classmates/students, complete readings and prepare weekly responses to readings. (P/F)

University of Regina Grading Guidelines: applied to all tasks.

## EVALUATION

This is a Pass/Fail Course. You must meet all of the course requirements successfully in order to pass this course. There are no exams.

There are 5 modules, with related tasks to be completed no later than April 21, 2017:

1. Department of Education
2. Yukon Teachers' Association (YTA)
3. Professionalism in the Teaching Profession
4. First Nations Governance
5. Toastmasters and Public Speaking

More information on these 5 modules will be handed out in class.

## University of Regina Grading Descriptions

90-99 An outstanding performance with very strong evidence of:

- an insightful and comprehensive grasp of the subject matter;
- a clear ability to make sound and original critical evaluation of the material given;
- outstanding capacity for original creative and/or logical thought;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.

Note: (For example, 18/20 or higher)

An exceptional grade is given for a response that demonstrates a thorough knowledge of, and engagement with, all relevant concepts and which is presented in a clear, coherent and effective manner in terms of insight, perspective, or knowledge which distinguishes and A+ from an A.

Exceptional responses are outstanding and are rare.

80-89 Very good performance with strong evidence of:

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a good capacity for original, creative, and/or logical thinking;
- a very good ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.

Note: (For example, 16/20, 17/20)

A very good grade is given for a response that demonstrates a thorough knowledge of, and engagement with, several concepts. While the work is largely complete and clear, a minor aspect of the work which may pertain to content and/or communication is lacking.

70-79 Above-average performance with evidence of:

- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative, and/or logical thinking;
- an above-average ability to organize, to analyze and to examine the subject material in a critical and constructive manner, and to express thoughts both in speech and in writing.

Note: (For example, 14/20, 15/20).

An above average grade is given for work that demonstrates knowledge of, and engagement with, relevant concepts. However, one or more important aspects of the course material presented have been overlooked and/or there are difficulties in effective communication, coherence, and/or clarity.

60-69 A generally satisfactory and intellectually adequate performance with evidence of:

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material;
- a moderate ability to examine the material in a critical and analytical manner, and to express thoughts in writing.

Note: (For example, 12/20, 13/20)

A satisfactory grade is given for work that demonstrates adequate knowledge of, or engagement with relevant concepts. However, multiple aspects of course materials presented have been overlooked and there are substantial difficulties in effective communication, coherence, and/or clarity.

50-59 A barely acceptable performance with evidence of:

- a familiarity with the subject material;
- some evidence that analytical skills have been developed;
- some understanding of relevant issues;
- some familiarity with the relevant literature and techniques;
- partially successful attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner;
- basic competence in writing.

Note: (For example, 10/20, 11/20).

A pass demonstrates a minimally acceptable level of knowledge of, and engagement with, relevant concepts to satisfy the requirements of the final exam or the course. Substantive aspects of the course materials presented have been overlooked and the difficulties in communication are such that readers or listeners consistently struggle to comprehend the meaning of what is said or written.

0-49 An unacceptable performance.

Note: (For example, 9/20 or less)

A failure demonstrates an unacceptable level of knowledge of, and engagement with relevant concepts to satisfy the requirements of the final exam or the course.

See also the Undergraduate Calendar, University of Regina.

As directed by the Associate Dean of Faculty Development and Human Resources, instructors are to stay within the grading norms for the Faculty. The mean (or average) grade for each assignment/exam/course should be approximately 75% and most students should receive a mark that falls within the range of 67-82%

## REQUIRED TEXTBOOKS AND MATERIALS

*No textbook required.*

You will need to arrange transportation, as necessary, for classes and time/tasks off site.

Other:

- Saskatchewan Teachers' Federation Code of Ethics
- Yukon Teachers' Association Code of Ethics
- Respectful University Policy
- Access to Moodle (FREE)
- Access to Internet, WiFi (FREE onsite at YC)
- Access to a Mobile Device in class

## ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Student Services/ Admissions & Regulations web page.

## PLAGIARISM

Plagiarism is a serious academic offence. Plagiarism occurs when students present the words of someone else as their own. Plagiarism can be the deliberate use of a whole piece of another person's writing, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material. Whenever the words, research or ideas of others are directly quoted or paraphrased, they must be documented according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Resubmitting a paper which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.

## ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon College Academic Regulations (available on the Yukon College website). It is the student's responsibility to seek these accommodations for all instructors.

If you are aware that you may require an academic accommodation, you should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or [lassist@yukoncollege.yk.ca](mailto:lassist@yukoncollege.yk.ca)