



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Chilliwack School District 33	School District/Independent School Authority Number (e.g. SD43, Authority #432): 33
Developed by: Lynnette Earle	Date Developed: October 22, 2021
School Name: Chilliwack Secondary School	Principal's Name: Brian Fehlauer
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Intro to Careers in Teaching 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

There is a high level of expectation for this program that requires a strong work ethic and good attendance record. Recommended (not all required) prerequisites include:

- Students have completed their Career-Life Education course 10 and/or 11
- Have a strong demonstrated interest in the teaching profession
- Enrolled in grade 12 (grade 11 may be acceptable if other prerequisites are met - must be 16 years of age)

Special Training, Facilities or Equipment Required:

The teacher should hold a university degree in teaching. The teacher should also be versed in the Inquiry Based and Understanding by Design curriculum. A classroom space should be provided with access to a computer with an overhead projector.

Course Synopsis:

Intro to Careers in Teaching 12 is designed to provide to students interested in becoming an educator post-secondary the opportunity to learn about this career path, and its possible trajectories, and understand core educational theories about how we learn. The curricular and content competencies of this course provide students with a foundational understanding of what it means to create lessons, teach, and engage other students in meaningful learning. The course will provide students with opportunities to be meaningfully involved in classrooms as well as other schools or community programs by executing performance-based inquiry tasks.

Goals and Rationale:

Students are often grappling with what to do with their lives post-secondary. This course will provide students interested in becoming an educator to learn about the profession, experiment with teaching in different environments (grade or community) and make an informed decision on whether this is a career path to pursue. This course will also provide other teachers within each school community the opportunity to observe, engage, and pose questions about current teaching pedagogy. Together, both students and teachers, will be able to build a better understanding of where they are and where they want to go.

Aboriginal Worldviews and Perspectives:

Learning is embedded in memory, history and story – there is value in history and learning from the past traditions of the school, students can learn from their/and others' past actions to improve future performance

Learning involves patience and time – students will work through the planning process for an activity, developing yourself as a leader is a growth process, students are change agents in the school but also need to adapt over-time to meet the needs of our dynamic student population(s). Significant meaningful change takes planning and time.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place.)

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning requires exploration of one's identity.

BIG IDEAS

Career-life decisions in teaching influence and are influenced by **internal and external factors**, including **local and global trends**.

Services and products can be designed through consultation and collaboration.

Service design interests require the evaluation and refinement of problem-solving skills

Tools and technologies can influence communications and relationships

Lifelong learning means to impart a passion for learning to all students; to inspire them and challenge them

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Applied Design</p> <p>Understanding context</p> <ul style="list-style-type: none"> Engage in research and empathetic observation to determine service design opportunities and barriers <p>Defining</p> <ul style="list-style-type: none"> Establish a point of view for a chosen service design opportunity Identify context and requirements and wishes of people involved Identify criteria for success, intended valued impact, constraints, and possible unintended negative consequences <p>Ideating</p> <ul style="list-style-type: none"> Take creative risks in generating ideas and add to others' ideas in ways that enhance them Screen ideas against criteria and constraints Analyze potential competing factors to meet individual, family, and community needs for preferred futures Identify, prioritize, and apply sources of inspiration and information, and include people involved when possible <p>Prototyping</p> <ul style="list-style-type: none"> Develop a product and/or service plan that includes key stages and resources Evaluate strategies for effective use and possible individual, familial, and community impacts 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> Service design opportunities that involve teaching Legal rights and responsibilities of educators, including ensuring children's welfare and safety Theories of learning, including cultural influences, and how and why theories change over time BC school system K-12 teaching styles and impacts on student learning Current assessment practices in teaching Education options locally and internationally, influences on these options, and community resources that offer services to children and educators Service strategies for students and educators Student-teacher-parent communication styles and strategies Cultural sensitivity and etiquette, including ethics of cultural appropriation

Testing

- Identify and access **sources of feedback**
- Consult with people involved to gather constructive suggestions for improvement
- Use consultation data and feedback to make appropriate changes
- Identify and use **appropriate strategies**
- Use **project management processes** throughout when working individually or collaboratively

Sharing

- **Share** progress to increase opportunities for feedback and collaboration
- Decide on how and with whom to share or promote **product or service** and strategies
- Critically evaluate the success of their product or service and explain how the ideas contribute to the individual, family, or community
- Critically reflect on their plans, processes, and ability to work effectively, both individually and collaboratively, including their ability to share and maintain an efficient co-operative workspace

Applied Skills

- Apply precautionary, safe, and supportive interpersonal strategies and communications, both face-to-face and digital
- Identify and assess the skills needed, individually or collaboratively, in relation to projects, and develop plans to refine them over time
- Critically reflect on cultural sensitivity and etiquette skills, and develop specific plans to learn or refine them over time
- Apply audience-appropriate **interviewing** and **consultation etiquette**

Applied Technologies

- Explore existing, new, and emerging tools and **technologies** and evaluate suitability for service design interests
- Evaluate impacts, including unintended negative consequences, of choices made about technology use
- Analyze the role technologies play in societal change and interpersonal communications
- Examine how cultural beliefs, values, and ethical positions affect the development and use of technologies

Big Ideas – Elaborations

- **Career-life decisions in teaching:** Sample questions to support inquiry-based learning/teaching:
 - In what ways can we integrate knowledge of self and educational realities to pursue our preferred futures as a teacher?
 - How can our values and passions inform career-life decision making in teaching?
 - How do we respectfully navigate competing social, familial, and cultural expectations as we pursue our preferred career-life pathway?
 - How can educators engage students in thinking critically, through research and observation?
- **internal and external factors:** For example, internal factors may include personal interests, abilities, and competencies, and external factors may include place-based, community, and digital influences and circumstances.
- **local and global trends:** for example: — sustainability and economic trends — shifts in societal norms, such as education roles and structures, expectations for self-regulation of work/life balance — influence of place, such as urban, suburban, small town, rural, remote — work options, such as entrepreneurship, flexible work schedules, working from home
- **Service design:** a student-centred approach that may include creating services to support student development
- **Lifelong learning:** For example, reflection strategies, mentorship opportunities, and goal setting.

Curricular Competencies – Elaborations

- **research:** seeking knowledge from other people as experts, interviewing people involved, finding secondary sources and collective pools of knowledge in communities and collaborative atmospheres, learning the appropriate protocols for approaching local First Peoples communities
- **empathetic observation:** aimed at understanding the values and beliefs of other cultures and the diverse motivations and needs of different people; may be informed by experiences of people involved; traditional cultural knowledge and approaches; First Peoples worldviews, perspectives, knowledge, and practices; places, including the land and its natural resources and analogous settings; experts and thought leaders
- **valued impact:** Service designs should be based on what the people involved are hoping for, so their input is needed.
- **constraints:** limiting factors, such as the nature of family dynamics and interpersonal communications, expense, and environmental impact
- **competing factors:** social, ethical, and sustainable
- **sources of inspiration:** may include personal experiences, exploration of First Peoples perspectives and knowledge, the natural environment, places, cultural influences, social media, professionals
- **information:** for example, professionals; First Nations, Métis, or Inuit community experts; secondary sources; collective pools of knowledge in communities and collaborative atmospheres (such as family structures and cohorts)
- **service plan:** The primary purpose is to determine and provide or produce beneficial services for individuals, families, or groups.
- **impacts:** social, cultural, financial
- **sources of feedback:** may include people involved; First Nations, Métis, or Inuit community members; keepers of other traditional cultural knowledge and approaches; peers and professionals
- **appropriate strategies:** considering others' perspectives, ethical issues, and cultural factors
- **project management processes:** setting goals, planning, organizing, constructing, monitoring, and leading during project execution
- **share:** may include showing to others or use by others
- **product or service:** physical product or supportive process, system, assistance, environment – related to education and teaching
- **interviewing and consultation etiquette:** protocols for requesting and conducting interviews, including consideration of confidentiality, tone, and informed consent; may require knowledge of cultural protocols, such as that of local First Peoples or recent immigrant communities
- **technologies:** tools that extend student capabilities

Content – Elaborations

- **service design opportunities:** for example, understanding policies and creating resources, programs, activities, designed environments, physical products, or services
- **educators:** for example, teachers, educational assistants, guiders, or other people in an educational role
- **cultural influences:** for example, how the view of the education has changed over time; different and potentially competing beliefs about teaching and discipline; First Nations, Métis, and Inuit learning structures/environments; own childhood experiences versus learning in a brick-and-mortar system; expectations for success at school
- **influences:** including regulations, education, and funding
- **service strategies for students:** strategies that facilitate child development and joyful engagement and support family connection and involvement
- **communication styles and strategies:** taking into consideration: — verbal and non-verbal (body language) communication — digital and face-to-face contexts — various audiences being addressed — casual social and peer group interactions versus more formal interactions
- **cultural appropriation:** using or sharing a cultural motif, theme, “voice,” image, knowledge, story, or practice without permission, without appropriate context, or in a way that may misrepresent the real experience of the people from whose culture it is drawn

Recommended Instructional Components:

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

A combination to self, peer and co-designed assessments which are performance based. The various performance tasks that students do will be based on the curricular competencies of the course with the content interwoven, clearly incorporating what students should know, understand and do as outlined in the Ministry’s Principles of Quality Assessment. Specific rubrics that clearly outline each assignment, with regards to the curriculum, will be developed.

Learning Resources: These resources will be referenced and/or used as a guide in the course, but not read in their entirety

- Dive into Inquiry by Trevor Mackenzie
- Inquiry Mindset by Trevor Mackenzie
- Understanding by Design by Wiggins and McTighe
- Grading from the Inside Out by Tom Schimmer
- Softening the Edge by Katie White
- The BC k-12 curriculum

Additional Information: