

TELC Symposium 2019

Lakehead University Essential Skills Presentation

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The Purpose of the Essential Skills

- To provide information to prospective TCs so they can make an informed decision when applying
- To guide TCs towards the essential skills and performance expectations
- To help provide prospective and current TCs with information to decide if they should register with Student Accessibility Services
- To protect the safety of learners and their learning.

Areas of Growth

- On-going professional development with staff
- Constant reflection on Essential Skills
- Looking at examples
- Increased documentation for staff, however exemplars are provided
- Meant as a proactive measure for the students to determine if the profession is right for them.

What supports are established for the TCs?

- When a student is unsuccessful in the area of Essentials Skills, what happens?
- Dean has final say
- Probation-with an outline of what needs to happen in order for student to be successful
- -support with mental health and wellbeing
- -increase attendance (student success)
- -Academic issues (Tutoring)
- -Enhanced practicum supports

What supports are established for the TCs?

- -Academic issues (Tutoring)
- -Enhanced practicum supports
- -Accommodation within the program (Accessibility Dept.)
- -Post placement meetings (provide resources and steps to determine progress)

ESSENTIAL SKILLS IN COURSE WORK AND ON PLACEMENT

Specifically, the teacher candidate demonstrates:

EXAMPLES

The examples do not represent an exhaustive list of expectations, but provide a sample to assist with interpretation.

Requirement 1: COMMUNICATION SKILLS

Teacher candidate communicates clearly, non-verbally and verbally (in the language of instruction, orally and in writing), in various contexts.

Requirement 2: INTRA- AND INTER-PERSONAL SKILLS

Teacher candidate interacts appropriately with others.

Requirement 3: COGNITIVE AND METACOGNITIVE SKILLS

Teacher candidate learns, and recalls in a timely manner, the discipline's content and points of understanding (concepts, postulates and methods), and demonstrates effective executive functioning skills (e.g. planning, problem solving, and self-control).

Requirement 4: SUPERVISION SKILLS

Teacher candidate maintains awareness of others so as to ensure a safe environment.

1. COMMUNICATION SKILLS

- Teacher candidate communicates clearly, non-verbally and verbally (in the language of instruction, orally and in writing), in various contexts.

COMMUNICATION SKILLS

- Speaks with appropriate volume, vocabulary, and expression in the language of instruction.
- Communicates effectively to provide instructions and direction that can be understood by others.
- Gives instructions that are clear, specific, and concise.
- Solicits feedback from the audience to check for understanding.
- Gives examples and/or alternatives when providing instructions.
- Acts on instructor and/or associate teacher feedback in a manner that shows s/he has understood and considered suggestions for improvement.

2. INTRA AND INTER PERSONAL SKILLS

- Teacher candidate interacts appropriately with others.

INTRA AND INTER PERSONAL SKILLS

- Maintains appropriate interpersonal boundaries.
- Refrains from speaking about others negatively (gossip) or sharing others' personal information.
- Maintains professional boundaries across all forms of media.
- Works cooperatively and effectively with others.
- Uses appropriate words, phrases, and terminology, including inclusive and non-discriminatory language.
- Presents and promotes a calm demeanour and models effective behavioural strategies and inclusionary practices.

3. COGNITIVE AND METACOGNITIVE SKILLS

- Teacher candidate learns, and recalls in a timely manner, the discipline's content and points of understanding (concepts, postulates and methods), and demonstrates effective executive functioning skills (e.g. planning, problem solving, and self-control).

COGNITIVE AND METACOGNITIVE SKILLS

- Learns new material on a given topic within a subject to the level (depth and breadth) required for instruction.
- In the primary-junior division, achieves a minimum proficiency of 75% on the Primary-Junior division Math Competency Exam.
- Sets goals, prioritizes, and makes decisions to complete program requirements to meet deadlines (e.g. assignment deadlines, documentation for placement, and lesson plan submission during placement).
- Uses effective time management strategies to meet program requirements (including regular attendance and punctuality).

4. SUPERVISION SKILLS

- Teacher candidate maintains awareness of others so as to ensure a safe environment.

SUPERVISION SKILLS

- Establishes a comfortable and safe learning environment, attends to the learners and their environment, and takes appropriate action in order to maintain a safe environment.
- Establishes and practices clear rules and routines to promote a safe and inclusive learning environment.
- Maintains focus on the students and the environment despite interruptions and distractions.
- Is flexible in the face of interruptions and distractions.
- Moves about the classroom, manages materials and supplies, and supervises learners during classroom activities.

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