

**University of Ottawa, Faculty of Education
Teacher Education
Course Outline
Winter 2014**

PED 3139A: Creating Healthy, Safe and Supportive Learning Environments

Professor: Kristin Reimer

Contact Info: *Email – kreimer@gmail.com
Phone – (cell) 613 262 6739*

Office Hours: LMX 346E, Mondays 12:00-1:00pm and by appointment

Course Description

Time and Location: Mondays 8:30am-12:00pm in LMX 342

Exploration of theories and practices associated with approaches that foster positive behavior and build community; examines values and principles of different approaches and their application to individual students, classrooms, schools and the community in an effort to create healthy, safe and supportive learning environments.

Course Objectives

This course will engage you as a whole learner – intellectually, socially, physically, creatively, and emotionally – as you delve into what it means to create learning communities that are healthy, safe and supportive. It will introduce you to proactive approaches for creating a dynamic classroom environment that promotes learning, growth and positive relationships. We will also discuss how to respond to negative behaviour, conflict, harm and bullying. We will explore the philosophy and practice of restorative justice as one key approach that builds community, encourages authentic relationships, challenges mainstream punitive practices and enhances learning. You will be encouraged to think critically and creatively as you experience and practice the creation of safe, supportive and healthy learning environments.

Through this course, you will:

- Co-create authentic learning communities
- Recognize the connection between healthy communities and effective learning
- Critically examine mainstream practices of punishment and discipline
- Explore the philosophy and practice of restorative justice
- Become confident in the use of classroom circles
- Learn techniques for responding to harm

- Discuss how to uphold the dignity of all members of the classroom community
- Engage with the idea of the democratic classroom
- Explore opportunities that arise through conflict and controversy
- Think through how to connect your classroom with broader communities

Teaching Methods

Each seminar will focus on one component of the creation of safe, healthy and supportive classrooms, exploring it through philosophy and practice. Teacher candidates are encouraged to think critically about each component and make what they are learning relevant to their own practice. Classes will be interactive, including group work, circle discussions, demonstrations, videos, role-playing, community-building activities, lectures, cooperative learning, guest speakers and a field trip. Teacher candidates will be actively involved in learning, teaching and co-creating community.

Or, in other words, we will attempt to practice what we preach.

Required Textbooks and Resource Materials

Amstutz, L.S. & Mullet, J.H. (2005). *The little book of restorative discipline for schools: Teaching responsibility; creating caring climates*. Intercourse, PA: Good Books.

This book is available at the University Bookstore. One copy will also be on reserve in the Educational Centre on the 2nd floor of LMX.

Other articles listed as required reading can either be found online or will be emailed to you directly, as indicated on the course schedule.

Attendance

Due to the concentrated nature of the Teacher Education Program and the considerable public responsibility inherent in the profession of teaching, attendance at all classes in the B. Ed. program is compulsory. Many of the objectives for this course are achieved during class time. Most classes include activities or discussions that enable students to contribute to the professional development of everyone in the class. As required by the Ontario College of Teachers and indicated in the Teacher Education Calendar, attendance is mandatory in the Teacher Education Program and will be recorded during each class.

Of course, circumstances may occasionally arise which make attendance impossible. In the event that you must be absent, students must inform the professor by telephone or e-mail either prior to the class or as soon after the class as possible. The professor will provide an assignment/task designed to ensure that the student meets the objectives of that class and he/she will require a written response from the student. The nature of this assignment and the due date for submission will be determined by the professor. Students who are absent on the submission date for an assignment are expected to submit the assignment through an alternative means on the due date (i.e. email). Assignments received after the due date will be considered late assignments (see below). Students who exhibit a pattern of irregular attendance will be brought to the attention of the Program Director and will be required to show cause why they should be allowed to undertake the practicum and/or continue in the program.

Course Topics and Schedule

Date	Class Description and Required Reading(s)	Assignments
Class 1 Mon Jan 6	Topic: Introduction to Safe, Supportive and Healthy Learning Environments <ul style="list-style-type: none"> • Course Introduction • Declare Yourself • What does it mean for education to be safe, supportive and healthy? 	
Class 2 Mon Jan 13	Topic: Awakening Community <ul style="list-style-type: none"> • Values and Principles • Classroom Circles • How can we be authentic teachers and learners in the classroom? <p>Required Reading:</p> <ul style="list-style-type: none"> • Palmer, P. (Nov/Dec 1997). <i>The Heart of a Teacher: Identity and Integrity in Teaching</i>. <i>Change Magazine</i>, Vol. 29, 6, pp. 14-21. http://www.couragerenewal.org/parker/writings/heart-of-a-teacher 	Community Co-Creators Group A present
Class 3 Mon Jan 20	Topic: Intentional Learning Communities <ul style="list-style-type: none"> • Skill Building • Proactive Approaches • Curriculum Connections • How can we grow into the classroom communities we wish to be? <p>Required Reading:</p> <ul style="list-style-type: none"> • Hopkins, B. (2011). <i>The Restorative Classroom: Using Restorative Approaches to Foster Effective Learning</i>. Chapter 3: Pages 31-46. <p><i>Note: This will be emailed to you</i></p>	Community Co-Creators Group B present Group A response due Inquiry into the Familiar (IITF) Presenter 1
Class 4 Mon Jan 27	Topic: Discipline that Restores <ul style="list-style-type: none"> • Examination of Punishment and Discipline • Restorative Practice • What message are you sending? <p>Required Reading:</p> <ul style="list-style-type: none"> • Amstutz & Mullet, Chapters 1-3 	Community Co-Creators Group C present Group B response due IITF Presenter 2
Class 5 Mon Feb 3	Topic: Embracing Conflict in the Classroom <ul style="list-style-type: none"> • The Necessity of Conflict • Difference between Conflict and Harm • Looking at Challenge as Opportunity • What happens when we view conflict and challenge in the classroom as natural? <p>Required Reading:</p>	Community Co-Creators Group D present Group C response due IITF Presenter 3

	<ul style="list-style-type: none"> • Kohn, A. (November, 2004). <i>Challenging Students – And How to Have More of Them</i>. Phi Delta Kappan, 86, 3. (184-194). http://www.alfiekohn.org/teaching/challenging.htm 	
Class 6 Mon Feb 10	<p>Topic: Responding to Harm</p> <ul style="list-style-type: none"> • Restorative justice practice • How can we respond to harm in a way that heals, strengthens community and upholds the dignity of all members? <p>Required Reading:</p> <ul style="list-style-type: none"> • Amstutz & Mullet, Chapters 4 & 5 	<p>Community Co-Creators Group E present</p> <p>Group D response due</p> <p>IITF Presenter 4</p>
Mon Feb 17	No classes – Family Day	
Class 7 Mon Feb 24	<p>Topic: Safe & Inclusive Schools</p> <ul style="list-style-type: none"> • Anti-Bullying • Prevention and Responses • What do students really need to feel safe, supported and engaged? <p>Required Reading:</p> <ul style="list-style-type: none"> • Hamilton, V & Reati, J. (2010). <i>Bullying Awareness: Reclaiming Our Schools</i>. Windsor, ON: University of Windsor. <p><i>Note: This document will be emailed to you</i></p>	<p>Group E response due</p> <p>IITF Presenter 5</p>
Class 8 Mon Mar 3	<p>Topic: Putting Feet to Theory</p> <ul style="list-style-type: none"> • Community Service Learning Trip to programs in and around Ottawa • How does it feel to be in schools that nurture safe, supportive and healthy learning communities? <p>Required Reading:</p> <ul style="list-style-type: none"> • Read Website of your selected school and any additional info about their approach. 	
Class 9 Mon Mar 10	<p>Topic: Collective Experiences</p> <ul style="list-style-type: none"> • Shared reports on Community Service Learning Trip • What can we learn from what's already happening in our community? <p>Required Reading: TBD</p>	<p>Community Service Learning Self-Assessment due (10%)</p>
Class 10 Mon Mar 17	<p>Topic: The Ideal and the Real</p> <ul style="list-style-type: none"> • Presentations of Learning • Declare Yourself • Where do we go from here? <p>Required Reading:</p> <ul style="list-style-type: none"> • No required readings 	<p>Applying the Principles Due (40%)</p>

Assignments and Evaluation Methods

Name of Assignment	Description	Due Date & Percentage of Grade
Community Co-Creators	<p>-we will form small groups of 5 students and each week one group will be in charge of intentionally building community within our classroom</p> <p>-as a group, students will think through what could be done to help make our learning environment safe, supportive and healthy; then they will implement their plan</p> <p>-the way this is done will vary from group to group and can include such things as: the physical presentation of the room, music before class, provision of snack, greeting students as they enter the room, use of name tags, etc.</p> <p>-Consider the evolution of the class in the planning (i.e., the class as a community has different needs at the beginning of the course than at the end)</p> <p>-the plan must include one 10-15 minute community building activity. The timing of the activity (where it fits into the class) will be decided in consultation with Kristin.</p> <p>-on the day of the implementation, the group will hand in a 1-2 page single-spaced rationale justifying their choices: How does each choice contribute to creating a healthy, safe and supportive learning environment?</p> <p>-the way in which responsibilities are divided between group members is a decision of each individual group</p> <p>-groups will receive feedback from classmates</p> <p>-the day following the presentation, Kristin will send the group a short list of questions that emerged from the groups' choices and their implementation.</p> <p>-Each person will be expected to respond to the questions individually (1-3 single-spaced pages), due the following week.</p> <p>-The thinking behind the assignment is to practically apply what we are learning and to reflect on the application through dialogue and written response.</p>	<p>Due Date: Varies (See Above)</p> <p>25%</p> <p>(15% for the rationale & content of the presentation given as a group grade; 10% for the response handed in the following week given as an individual grade)</p> <p><i>See attached rubrics</i></p>
Inquiry into the Familiar	<p>-same groups as community co-creators</p> <p>-each week one student will lead their small group in an "inquiry into the familiar" (The "familiar" being those practices in education that we often accept without question)</p> <p>-the student will choose one practice of schooling (ex. assigning homework, seating arrangements, use of a standard curriculum, raising your hand, tests as assessment, detention, etc.) and conduct research into this practice. The research must explore:</p> <ul style="list-style-type: none"> ➤ Possible roots of the practice (history, theories, philosophies, research into effectiveness) ➤ What messages does the practice send? ➤ How does the practice help create and/or undermine 	<p>Due Date: Varies</p> <p>25%</p> <p>(20% for the outline & content of the presentation; 5% for the response handed within next week)</p>

	<p>safe, supportive and healthy learning environments?</p> <ul style="list-style-type: none"> ➤ Possible alternative practices <p>-the student will present his/her findings to the small group and lead a discussion on the implications of using the practice (15-20 minutes)</p> <p>-on the day of the presentation, the student will hand in a 2-4 page outline of his/her presentation (20%). The outline should contain main details of research findings and references, as well as indicate steps/techniques taken to engage audience. (Can be point form.)</p> <p>-within a week following the presentation, the student will email Kristin a 1-2 paragraph response to this question: Given your research and the discussion with your group, how do you plan to approach this practice in your own teaching? This piece is the student's own personal opinion and should reference both the research and the ideas raised in the discussion with his/her colleagues. (Worth 5%)</p>	<p><i>See attached rubric</i></p>
<p>Community Service Learning Project Self-Assessment</p>	<p>-on March 3rd, all students will participate in a community service learning trip to a school</p> <p>-students will be expected to reflect on and, the following week, be prepared to share thoughts on the following:</p> <ul style="list-style-type: none"> ➤ General summary of the school and its philosophy ➤ How did you see the philosophy put into practice? ➤ How did you see safe, supportive, healthy learning communities being built? ➤ Critique of the philosophy and/or its practice ➤ Questions that emerged for you ➤ Learnings you take to your own practice <p>-Self-assessment is due via email or hard copy on March 10</p>	<p>Due Date: Mar 10</p> <p>10%</p> <p><i>See attached self-assessment form</i></p>
<p>Applying the principles in your future</p>	<p>-throughout the course students should be considering how to relate what they are learning to their future classrooms</p> <p>-students will create a representation of how they will incorporate these ideas into their own teaching</p> <p>-the representation can take any form desired. Examples: a report to students' parents justifying personal philosophy, a Website, a creative short story, a unit plan, a classroom discipline plan, a photographic collage, an original song, etc.</p> <p>-Students must demonstrate:</p> <ul style="list-style-type: none"> ➤ In-depth understanding of aspects that help create safe, supportive & healthy learning environments ➤ Clear sense of how to build classroom community ➤ Understanding of philosophy that underpins practice ➤ Clear sense of how to respond to harmful behaviour ➤ Thoughtful explanation of how and why they plan to incorporate concepts into own teaching ➤ Ideas for realistic action ➤ Critical and creative thinking <p>-Must result in a physical product to be handed in</p> <p>-No length requirement, but the representation must cover above topics in depth. Some creative pieces may require an explanatory page or two. Talk to Kristin if unsure.</p>	<p>Due Date Mar 17</p> <p>40%</p> <p><i>See attached rubric</i></p>

Other Resources

Books

Bargen, C. (2010). *Educating for peacebuilding: Implementing restorative justice principles and practices in a school system*. Langley, BC: Community Justice Initiatives.

Campbell, E. (2003). *The ethical teacher*. Berkshire, England: Open University Press.

Costello, B., Wachtel, J. & Wachtel, T. (2009). *The restorative practices handbook: For teachers, disciplinarians and administrators*. Bethlehem, PA: IIRP

Costello, B., Wachtel, J & Wachtel, T. (2010). *Restorative circles in schools: Building community and enhancing learning*. Bethlehem, PA: IIRP

Davis, S. & Davis J. (2007). *Schools where everyone belongs: Practical strategies for reducing bullying* (2nd Ed.). Champaign, IL: Research Press.

Dewey, J. (1916). *Democracy and education*. New York: Macmillian Company.

Elliott, E.M. (2011). *Security with care: Restorative justice and healthy societies*. Halifax and Winnipeg: Fernwood Publishing.

Fay, J. (2005). *Schoolwide discipline plan without the loopholes*. Colorado: Love & Logic

Freire, P. (2000). *Pedagogy of the oppressed: 30th anniversary edition*. Continuum.

Hendry, R. (2009). *Building and restoring respectful relationships in schools: A guide to using restorative practice*. New York: Routledge.

Hopkins, B. (2004). *Just schools: A whole school approach to restorative justice*. New York: Jessica Kingsley Publishers.

Hopkins, B. (2011). *The restorative classroom: Using restorative approaches to foster effective learning*. Optimus.

Jaffe, P.G., Crooks, C.V. & Watson, C.L. (2009). *Creating safe school environments: From small steps to sustainable change*. London, ON: Althouse Press.

Mirsky, L. & Wachtel, T. (2008). *Safer, saner schools: Restorative practices in education*. Bethlehem, PA: IIRP.

Morrison, B. (2007). *Restoring safe school communities: A whole school response to bullying, violence and alienation*. Leichhardt, Australia: Federation Press.

Postman, N. (1996). *The end of education: Redefining the value of school*. NY: Vintage.

Robertson, J.P. (Ed.) (1999). *Teaching for a tolerant world, grades K-6: Essays and resources*. Urbana, IL: National Council of Teachers of English.

Woolford, A. (2009). *The politics of restorative justice: A critical introduction*. Halifax & Winnipeg: Fernwood Publishing

Websites

www.holistic-education.net
www.transformingconflict.org
<http://rightsrespectingschools.ca/>
<http://www.reclaiming.com>
www.rpforschools.net
www.kenrigby.net/
www.bullyingawareness.ca/
www.educationrevolution.org
www.hent.org
www.infed.org/biblio/holisticeducation.htm
www.democraticdialogue.com (University of Ottawa)
www.great-ideas.org
www.great-ideas.org/enc.htm (Journal Encounter: Education for Meaning & Social Justice)
www.holisticeducator.com
www.ontario.ca/safeschools
www.rethinkingschools.org
www.prevnet.ca
www.olweus.org
www.ohcc-ccso.ca
www.pathsoflearning.net
www.democraticeducation.com
www.restorativejustice.org
www.disciplinethatrestores.org
www.safersanerschools.org
www.edutopia.org/projectbasedlearning
www.alfiekohn.com

Community Co-Creators Rubrics

Implementation & Rationale

	C - C C+	B - B B+	A - A A+
Implementation (____ out of 5)	Group has prepared somewhat to implement plan; Facilitation is mildly engaging; Group does not adapt well to the needs of the class	Group appears prepared to implement plan; Facilitation is engaging; Group is somewhat prepared to adapt to the needs of the class	Group is thoroughly prepared to implement plan; Facilitation is highly engaging; Group is well-prepared to adapt to the needs of the class
Content (____ out of 5)	Little or no evidence of creative and critical thinking applied to creating community; Limited variety of techniques are employed; Activity chosen is somewhat conducive to building community	Evidence of creative and critical thinking applied to creating community; Variety of techniques are employed; Activity chosen is conducive to building community	Evidence of exceptional creative and critical thinking applied to creating community; Wide variety of coherent techniques are employed; Activity chosen is highly conducive to building community
Rationale (____ out of 5)	Rationale reveals little organization; Choices are somewhat justified in terms of creating safe, supportive and healthy learning environments; Little or no evidence of significant thought	Rationale shows moderate organization; Choices are justified in terms of creating safe, supportive and healthy learning environments; Evidence of some thought	Rationale is coherent and very well organized; Choices are thoroughly justified in terms of creating safe, supportive and healthy learning environments; Evidence of significant thought

Total: ____ out of 15

Comments

Community Co-Creators Rubrics

Response

	C - C C+	B - B B+	A - A A+
Critical Thought (____ out of 4)	Opinions are stated but are incoherent; Some questions posed are answered; No change or lack of change in thought is mentioned	Opinions are stated; All questions posed are answered; Change or lack of change in thought is mentioned	Opinions are clearly and coherently stated; All questions posed are clearly answered; Any change or lack of change in thought is made explicit
Synthesis of Ideas (____ out of 3)	Few ideas from experience of implementing plan are incorporated into analysis; Few ideas emerging from reflection are incorporated into analysis	Some ideas from experience of implementing plan are incorporated into analysis; Some ideas emerging from reflection are incorporated into analysis	Experience of implementing plan is clearly incorporated into analysis; Ideas emerging from reflection are clearly incorporated into analysis
Relevance (____ out of 3)	Analysis does not connect well to students' own practice; Few or no ideas for future application are mentioned	Analysis connects to students' own practice; Ideas for future application are mentioned	Analysis clearly connects to students' own practice; Ideas for future application are thoroughly articulated

Total: _____ out of 10

Comments:

Inquiry into the Familiar Rubric

	C - C C+	B - B B+	A - A A+
Research & References (____ out of 5)	Evidence of little research on practice	Evidence of some research on practice drawn from several sources	Evidence of thorough research on practice drawn from several sources
Content (____ out of 10)	Roots of the practice are explained poorly; messages being sent are somewhat explained; connections to healthy, safe and supportive learning communities are presented but not explored	Roots of the practice are well explained; messages being sent are explained; connections to healthy, safe and supportive learning communities are explored	Roots of the practice are exceptionally well outlined; messages being sent are clearly explained; connections to healthy, safe and supportive learning communities are thoroughly explored
Organization (____ out of 5)	Outline reveals little organization; little or no evidence of thought applied to leading a discussion	Outline shows moderate organization; evidence of some thought applied to leading a discussion	Outline is coherent and very well organized; evidence of significant thought applied to leading a discussion
Response <i>Due one week later</i> (____ out of 5)	Little research information and few discussion ideas are included in response; Analysis does not connect well to students' own practice	Research information and ideas brought forth in discussion are included in response; Analysis connects to students' own practice	Research information and ideas brought forth in discussion are intertwined in response; Analysis clearly connects to students' own practice

Total: _____ out of 25

Comments:

Community Service Learning Project

Assessment of own learning

Name: _____

How did I prepare before going into the school in order to maximize my experience?

Was I engaged while at the school? How was this evidenced?

Have I since given critical thought to the school's philosophy and practice? How did this experience affect my thinking?

Have I engaged in conversation with my group members about their interpretations of the day? What did I learn from those conversations?

What questions did this experience raise for me?

What learnings have come out of the experience that I can apply to my own teaching practice?

Other comments:

Overall, I view my preparation for the experience, my engagement with the experience, and my analysis of the experience as _____ my learning.

I give myself _____ out of 10.

Applying the Principles Rubric

Representation

	C - C C+	B - B B+	A - A A+
Content (____ out of 15)	Little understanding of aspects that help create safe, supportive and healthy learning environments; Little articulation of how to build community and respond to harmful behaviour	Some understanding of aspects that help create safe, supportive and healthy learning environments; Adequate articulation of how to build community and respond to harmful behaviour	In-depth understanding of aspects that help create safe, supportive and healthy learning environments; Clear articulation of how to build community and respond to harmful behaviour
Relevance (____ out of 15)	Adequate explanation of how and why concepts will be incorporated into own teaching; little or no demonstration of creative and practical planning	Moderately thorough explanation of how and why concepts will be incorporated into own teaching; demonstration of some creative and practical planning	Thorough explanation of how and why concepts will be incorporated into own teaching; demonstration of detailed creative and practical planning
Presentation (____ out of 10)	Representation chosen does little to enhance the audience's understanding of content; little or some thought and creativity have been engaged in the production	Representation chosen assists the audience's understanding of content; moderate quality of thought and creativity have been engaged in the production	Representation chosen clearly enriches the audience's understanding of content; high quality of thought and creativity have been engaged in the production

Total: ____ out of 40

Comments:

Late Assignment Policy

Assignments which are submitted after the due date without an agreed-upon extension are considered late assignments. The penalty on late assignments in all courses in the Teacher Education Program amounts to a grade loss of 5% per day up to a maximum of 10 days, after which time assignments will not be accepted.

Failure to submit assignments results in a grade of “EIN” (Failure/Incomplete). Such symbol is equivalent to a grade of “F” (failure with no make-up).

Academic Fraud

Plagiarism is one type of academic fraud. A student found guilty of committing plagiarism will be subject to sanctions, which range from receiving a mark of “F” for the work in question, to being expelled from the University, and even the revocation of a degree, diploma, or certificate already awarded.

For more information about University regulations related to plagiarism and other types of academic fraud, please see the section entitled “Academic Fraud” in the *Teacher Education Calendar*, the *Professional Development Programs Calendar*, or the *Faculty of Graduate and Postdoctoral Studies Calendar*."

For useful guidelines to help you avoid plagiarism, please consult the following web page: <http://web5.uottawa.ca/mcs-smc/academicintegrity/regulation.php>

Access Service - For students needing adaptive measures

If barriers might prevent you from integrating into university life and you may need adaptive measures to progress (physical setting, accommodations for assignments, arrangements for exams, learning strategies, etc.), contact Access Service right away:

- in person at the Desmarais Building, Room 3172, Laurier Avenue East;
- online at <https://web3.uottawa.ca/sass/apps/ventus/student/>
- by phone at 613-562-5976 - TTY: 613-562-5214.

Access Service designs services and implements measures to break down barriers that would otherwise impede the learning process for students with health problems (mental or physical), visual impairments or blindness, hearing impairments or deafness, permanent or temporary disabilities, or learning disabilities. It is the responsibility of the student to register with access services in order to receive adaptive measures. For more information about the services available, please see the guide at <http://www.sass.uottawa.ca/access/students/>.

Grading Framework

A+ Exceptional 90-100%	<p>An exceptional grade in a course or on an assignment is given for a response that demonstrates a thorough knowledge of all relevant concepts and techniques. The response is complete in content and presented in a clear, coherent and effective manner. In addition an exceptional response adds something novel and original which distinguishes an A+ from an A. Exceptional responses are rarely encountered as they are, by definition, outstanding among other responses.</p>
A Exemplary 85-89%	<p>An exemplary grade in a course or on an assignment is given for a response that demonstrates a thorough knowledge of all relevant concepts and techniques. The response is complete in its content, with a clear and coherent presentation designed to communicate effectively.</p>
A- Excellent 80-84%	<p>An excellent grade in a course or on an assignment is given for a response that demonstrates a thorough knowledge of relevant concepts and techniques. The response is largely complete in its content and clearly presented. However, some minor aspect of the assignment which may pertain to content or effective communication is lacking.</p>
B+ Very Good 75-79%	<p>A very good grade in a course or on an assignment is given for a response that demonstrates adequate knowledge of relevant concepts and techniques. The response is both informative and clearly presented. However, the response is incomplete as some substantive aspect of the assignment has been overlooked.</p>
B Good 70-74%	<p>A good grade in a course or on an assignment is given for a response that demonstrates adequate knowledge of relevant concepts and techniques. However, the response is incomplete as some substantive aspect of the assignment has been overlooked. In addition, there are difficulties with effective communication.</p>
C+ Satisfactory 65-69%	<p>A satisfactory grade in a course or on an assignment is given for a response that demonstrates basic knowledge of relevant concepts and techniques. A substantive aspect of the assignment has been overlooked. In addition, the difficulties with effective communication result in a lack of clarity such that readers or listeners struggle to get the information.</p>
C Pass 60-64%	<p>A pass grade in a course or on an assignment is given for a response that demonstrates incomplete knowledge of relevant concepts and techniques. A substantive aspect of the assignment has been overlooked. In addition, the difficulties with effective communication result in a lack of clarity such that readers or listeners struggle to get the information.</p>
Redeemable Failure E¹ 40 – 59%	<p>The category of redeemable failure demonstrates an unacceptable level of knowledge of concepts and/or techniques to satisfy the requirements of an assignment or course. Student teachers receiving a redeemable failure have the right to one supplemental examination in which they must obtain 60% standing to be successful. Supplemental examinations consist of a written examination or additional assignments.</p>
Non-redeemable	<p>A non-redeemable failure demonstrates an unacceptable level of knowledge of concepts and/or techniques to satisfy the requirements of an assignment or</p>

Failure 0-39% (F)	course. No supplemental examination and/or assignments are offered.
ABS	Absent
EIN	Failure/Incomplete

¹ Redeemable failure in the Faculty of Education.

Note: All grades below “C” are failing grades for undergraduate students in the Faculty of Education.

A grade of “E” (failure with the right to a make-up) means that the students must pass the make-up assignment(s) or examination as determined by the professor in consultation with the Director of Teacher Education. If the student passes the make-up assignment(s) or examination, the new mark will be entered on the transcript. If the student fails, an “F” (failure with no makeup) will be entered on the transcript.

A grade of “F” (failure with no make-up) for a course results in the compulsory withdrawal of the student from the program and the Faculty.

Faculty of Education Regulation on Professional Ethics

As future teachers, graduates of the Faculty of Education’s Bachelor of Education and Certificate of Education programs will be responsible for the physical safety, the psychological health and educational well being of students (children, adolescent or adult) in schools. While the Faculty of Education recognizes that its teacher candidates are learning their professional responsibilities as teachers, it expects all of its teacher candidates to demonstrate that they have the knowledge, attitudes and capacities needed to be responsible for the physical safety, the psychological health and educational well being of students (children, adolescent or adult) before they are placed in a school or other practice teaching situation. It further expects that they will at all times demonstrate care, integrity, respect and trust in their interactions with each other in their university classes, with the representatives of the Faculty of Education and during their practicum with students (children, adolescent or adult), parents, other teachers, principals, other school personnel and with members of the public. Professional behaviour in university classes includes full participation in class, attentive listening to colleagues, respectful interactions, and creating a caring, trusting environment for learning.

Please consult the Student Handbook (<http://www.education.uottawa.ca/assets/te-guide.pdf>) on pages 11 and 12 or the Practicum Handbook for the complete Faculty of Education Regulation on Professional Ethics. All students should familiarize themselves with this policy and its implications.