

Course Code:	INDC-1340
Short Title:	Positive Learning Environment
Long Title:	Creating a Positive Learning Environment
Prerequisites:	None
Co-requisites:	None
School:	School of Health, Community and Social Justice
Division/Academy/Centre:	Centre for Leadership
Previous Code & Title:	N/A
Course First Offered:	August, 2015

Credits:	1.5
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Course Description

Designed for educators in the k-12 system, in this 3-day course learners will deepen classroom management skills by exploring ways to respond to challenging classroom situations where the pressures and numerous, complex, and potentially contentious. Learners will examine how to deal constructively with teaching content process and student relationship issues, heightened emotion, challenging participant behaviours, and conflict. Scenario-based simulations will provide the opportunity to practice relevant communication and intervention skills. Reflective practice will be encouraged through self-reflection and peer feedback.

Course Goals

N/A

Learning Outcomes

Upon successful completion of this course, the learner will be able to:

1. Relate and connect the Standards for Competence & Professional Conduct of Educators in BC to the concepts being addressed in the course
2. Describe their assumptions and beliefs about the role of the educator in the K-12 sector
3. Articulate the impact of such beliefs and assumptions on their educational approach
4. Describe personal strengths and challenges in classroom management as a teacher
5. Identify constructive approaches to complex issues
6. Conduct activities which address either the content, process or relationship challenges in classroom management
7. Apply self-management skills
8. Identify possible interventions in response to challenging student situations
9. Demonstrate effective communication skills in complex classroom situations

Course Topics/Content

Day One:

- Standards for Competence & Professional Conduct of Educators in BC
- Role of the K-12 educator
- Personal teaching philosophy
- Belief, impact, action of teaching philosophy in the K-12 classroom
- Collaborative communication

Day Two:

- Reflective practice for teachers
- Positive learning environments identifiers
- Managing stress and self
- Techniques for dealing with challenges in the learning environment
- Role play in small groups

Day Three:

- Planning for a positive learning environment
- Role play in small groups with peer and instructor feedback
- Resource identification

Text & Resource Materials

“Creating a Positive Learning Environment” course workbook

Equivalent JIBC Courses

None

Instructional Method(s)* <i>(select all that apply)</i>	Hours
<input checked="" type="checkbox"/> Direct Instruction (lecture, seminar, role plays, independent study, etc.)	14
<input checked="" type="checkbox"/> Supervised Practice (includes simulations & labs)	7
<input type="checkbox"/> Practice Education, Field Placement, Internship or Co-op	
Totals	21

Course Evaluation

The evaluation criteria used for this course are represented below. Specific course evaluation information will be provided by the instructor at the start of the course.

Criterion	% of Final Grade <i>(may be represented as a range)</i>
Course work (activities, assignments, essays, reports, etc.)	20%

Quizzes and exams	
Simulations/Labs	30%
Attendance/Participation (in class or online)	30%
Practice Education/Internships	20%
Total	100%

Comments on Evaluation

Course Grading Scheme*

- JIBC1 (A to F)
 JIBC2 (MAS/NMA)
 JIBC3(CM/IN)
 JIBC4 (P/F)

(* <http://www.jibc.ca/policy/3304> Grading policy)

Other Course Guidelines, Procedures and Comments

View official versions of related JIBC academic regulations and student policies in the JIBC Calendar on the following pages of the JIBC website:

Academic Regulations:

<http://www.jibc.ca/programs-courses/jibc-calendar/academic-regulations>

Student Academic Integrity Policy
 Academic Progression Policy
 Admissions Policy
 Academic Appeals Policy
 Evaluation Policy
 Grading Policy

Student Policies:

<http://www.jibc.ca/about-jibc/governance/policies>

Access Policy
 Harassment Policy – Students
 Student Records Policy
 Student Code of Conduct Policy

JIBC Core Competencies

The JIBC promotes the development of core and specialized competencies in its programs. Graduates of our programs will demonstrate high levels of competence in the following areas:

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| <p><input type="checkbox"/> Critical thinking: Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.</p> <p><input type="checkbox"/> Communication, Oral and written: Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.</p> <p><input type="checkbox"/> Leadership: Inspire individuals and teams to reach their potential by embracing</p> | <p><input type="checkbox"/> Problem solving: State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.</p> <p><input type="checkbox"/> Interpersonal relations: Know and manage ourselves; recognize and acknowledge the needs and emotions of others including those with diverse cultures, backgrounds and capabilities.</p> <p><input type="checkbox"/> Inter-professional teamwork: Understand and work productively within and between groups, respect others' perspectives and</p> |
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innovation through strategic thinking and shared responsibility.

- Independent learning:** Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.
- Globally minded:** Self-aware of own identity and culture, recognize the interconnectedness of world events and issues; interact respectfully and authentically across cultures; value multiple perspectives; utilize curiosity to learn with and from others.

provide constructive feedback with special attention to inter-professional relationships.

- Information literacy:** Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information; evaluate it and its sources critically, and use information effectively and ethically.