

## **Student Services, Faculty of Education, Queen's University Concentrations and Alternative Practicums**

This document describes the Concentrations that may be offered in 2017-18, notes if the Concentration has been offered in the previous two years (2015-16; 2016-17), and provides examples of where teacher candidates undertook their Alternative Practicum experience.

*This document provides teacher candidates with information to review prior to completing the Concentration Preference Survey. The Faculty will use survey responses to enrol candidates in a Concentration.*

### Definition of Concentration

Concentrations provide pathways for teacher candidates to develop their professional interests. With choices across a wide spectrum of educational topics, the Concentrations allow for in-depth, rigorous, and critical examination of a particular field of study. As a result, a candidate will be well-prepared to be a leader in the area and to work within a collaborative teaching team.

A Concentration comprises two complementary courses: an Educational Studies (EDST) course and a Focus (FOCI) course. As well, the 3-week Alternative Practicum is an experience that is directly related to the area, and is approved by the FOCI instructor.

The EDST course will address the breadth of the area while also facilitating a deeper understanding of the relevant issues through discussions, readings, and assignments. Professional knowledge and skills in a specialized area will be developed. This course will have a more theoretical and conceptual orientation than the complementary FOCI course, and will also connect theory to practice through relevant literature, case studies, and implications for practice.

The FOCI course will operationalize the theoretical orientation of the EDST course through the practical application of theory, knowledge, and skills. This understanding will be enhanced through such avenues as discussions, activities, projects, field trips, and interactions with practitioners. It will connect teacher candidates directly to the field through an Alternative Practicum which will involve hands-on, immersive experiences. The FOCI instructor will play a critical role in supporting teacher candidates in identifying and securing appropriate alternative practicum placements.

In addition to the descriptions above, Concentrations also share other common features.

- The Concentration is open to PJ and IS teacher candidates. Division-exclusive Concentrations are created when it can be argued that the two contexts are markedly different.
- Alternative Practicum experiences can occur locally, provincially, nationally, or internationally.
- Alternative Practicum placements have multiple appropriate locations.
- If an alternative practicum occurs in a school setting, it must be in a specialized setting (e.g., resource room, international school, hospital school, unique programs)

Questions? Please contact Student Services, DMH A112, [educstudentservices@queensu.ca](mailto:educstudentservices@queensu.ca)

**Student Services, Faculty of Education, Queen's University  
Concentrations and Alternative Practicums**

Concentration:	Arts in Education
Division(s):	Primary-Junior and Intermediate-Senior
Courses:	<p>EDST 215/3.0 Museum Education Introduction to the principles and practices of museum education. In cooperation with our partner institution, the Agnes Etherington Art Centre, teacher candidates will explore guided viewing strategies for art, historical artifacts, and natural specimens. Design of studio/lab-based application activities, and curriculum planning relevant to a variety of institutional settings are emphasized.</p> <p>FOCI 215/3.0 Arts in Education K to 12 This course is designed to present a view of schools where artifacts, art activities and art environments form the focus for learning across all academic subjects. Topics include arts and cognition; how arts programs can induce change in schools; the role of social learning and community knowledge; and arts-centred curriculum planning.</p>
Offered in:	2015-16; 2016-17
Alternative Practicum placement (sample):	<p>Arts Umbrella, Vancouver</p> <p>Royal Conservatory of Music, Toronto</p> <p>Science Gallery, Ireland</p> <p>She Sings!, Kingston</p>

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Concentration:	Assessment and Evaluation
Division(s):	Primary-Junior and Intermediate-Senior
Courses:	<p>EDST 210/3.0 Understanding Classroom Assessment and Evaluation With the current accountability framework of K-12 education, teachers are required to use assessments to monitor and inform student learning, guide their instruction, and communicate student achievement. This course explores the complexities of enacting assessment policies and theories within contemporary teaching contexts. Varying philosophies and approaches to classroom assessment are explored with consideration for their pedagogical value. In addition, systemic assessment structures are examined to understand the impact and function of regional and provincial evaluation systems on teaching, learning, and policy decision-making. This course will provide teacher candidates with theoretical and philosophical positions from which to enact sound – reliable, valid, and fair – assessment practices.</p> <p>FOCI 210/3.0 Assessment and Evaluation Practices in the Classroom Assessment is a central component of teaching and learning within elementary and secondary classrooms. Current mandates require teachers to integrate assessment throughout their instruction to support, monitor, and communicate student learning. In this course, teacher candidates will learn how to develop and use assessment to promote student learning within a positive classroom culture. Specifically, candidates will learn about Ministry policies, rubrics, feedback mechanisms, observations, portfolios, testing (i.e., teacher-made and EQAO) as well as peer-, self-, and collaborative-assessment. Throughout the course, candidates will link assessment practices to learning theories and to their evolving pedagogical approach. By the end of the course, candidates should be able to engage in professional discussions and decision-making related to assessment and student learning. This course will fundamentally strengthen the candidates' approach to teaching by connecting together educational and assessment theory, philosophy, and practice.</p>
Offered in:	2015-16
Alternative Practicum placement (sample):	<p>Canada School of Public Service, Ottawa</p> <p>Freedom 55 Financial, Kingston</p> <p>Education Quality and Accountability, Toronto</p> <p>Residence Life, Queen's University, Kingston</p>

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Concentrations and Alternative Practicum**

Concentration:	At-Risk Adolescents and Young Adults
Division(s):	Intermediate-Senior
Courses:	<p>EDST 291/3.0 Understanding At-Risk Adolescents and Young Adults This course provides a foundational understanding of the social and psychological basis to the notion of “at risk” and explores various approaches to effect change in adolescents and young adults including cognitive behavioural theory, motivational interviewing, collaborative problem solving, and restorative practice. The impact of socioeconomic status, family dynamics, social factors, and biological markers will be examined.</p> <p>FOCI 291/3.0 Teaching At-Risk Adolescents and Young Adults Teacher candidates will develop efficacy in applying the theoretical principles taught in EDST 291 to increase their students’ success academically, behaviourally, and socially. A wide range of situations that place students at risk including mental health issues, substance use and addictions, LGBT issues, and family dynamics will be explored, along with evidence-based strategies proven to facilitate self-control, motivation, and improved classroom management. Learning will occur through a variety of readings matched with guest presentations from professionals and those with lived experience.</p>
Offered in:	2015-16; 2016-17
Alternative Practicum placement (sample):	<p>Collins Bay Institute, Kingston</p> <p>Kerr Street Mission, Oakville</p> <p>Pathways to Education, Kingston</p> <p>Sutton Youth Shelter, Georgina</p>

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Concentration:	At-Risk Children
Division(s):	Primary-Junior
Courses:	<p>EDST 290/3.0 Understanding At-Risk Children This course provides a foundational understanding of the social and psychological basis to the notion of “at risk” and explores various approaches to effect change in children including cognitive behavioural theory, motivational interviewing, collaborative problem solving, and restorative practice. The impact of socioeconomic status, family dynamics, social factors, and biological markers will be examined.</p> <p>FOCI 290/3.0 Teaching At-Risk Children Teacher candidates will develop efficacy in applying the theoretical principles taught in EDST 290 to increase their students’ success academically, behaviourally, and socially. A wide range of situations that place students at risk including mental health issues, substance use and addictions, LGBT issues, and family dynamics will be explored, along with evidence-based strategies proven to facilitate self-control, motivation, and improved classroom management. Learning will occur through a variety of readings matched with guest presentations from professionals and those with lived experience.</p>
Offered in:	2015-16; 2016-17
Alternative Practicum placement (sample):	<p>Better Beginnings, Kingston</p> <p>Cornerstone Family Violence Prevention Centre, Cobourg</p> <p>DramaWay, Scarborough</p> <p>Liberty children's Home, Belize</p>

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Concentration:	Drama in Society
Division(s):	Primary-Junior and Intermediate-Senior
Courses:	<p>EDST 230/3.0 Understanding Drama in Society In this course teacher candidates will study the history and practices related to drama in education. This course will introduce students to relevant literature, experiences and resources to better comprehend the connection between drama and education. Conceptual knowledge will be explored through references to specific dramatic texts and theorists. Students will gain a comprehensive understanding of drama methodologies, drama-based pedagogies and creative experiential learning practices.</p> <p>FOCI 230/3.0 Drama in Society The Drama in Education Focus is an exploration of the exciting possibilities for incorporating dramatic experiences into the school curriculum, including the teaching of drama as an art form, the integration of drama into other aspects of the curriculum, and the performing of original works of theatre for young audiences. The PRAC 450/451 placement may be in a regular classroom, a specialized drama education program, or an alternative setting such as museum or theatre outreach program. It is also possible for several members of this focus to work together during the alternative practicum, presenting workshops or performances in schools.</p>
Offered in:	2016-17
Alternative Practicum placement (sample):	<p>All Stars Project Inc, New York</p> <p>Bottle Tree Production, Kingston</p> <p>Canadian War Museum, Ottawa</p> <p>Shakespeare in Action, Toronto</p>

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Concentration:	Early Primary Education
Division(s):	Primary-Junior
Courses:	<p>EDST 238/3.0 Understanding Early Primary Education Teacher candidates will study the learning and development of early primary students (Junior Kindergarten to Grade 2). Various aspects of development will be explored, including the social, emotional, and cognitive areas. The course will provide the theoretical foundations of early primary education and introduce candidates to key readings and ideas in the area.</p> <p>FOCI 238/3.0 Early Primary Education Teacher candidates will examine the practice of early primary education. They will use their emerging theoretical understanding to practice observation and assessment and evaluation of children in the early years. They will learn how to design developmentally appropriate programs that reflect the needs of younger learners.</p>
Offered in:	-
Alternative Practicum placement (sample):	<p>Childreach, London</p> <p>Queen's Daycare, Kingston</p> <p>Richmond Hill Montessori, Richmond Hill</p> <p>Kinark Child and Family Services, Peterborough</p>

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Concentration:	Educational Leadership
Division(s):	Primary-Junior and Intermediate-Senior
Courses:	<p>EDST 275/3.0 Understanding Leadership in School Organizations Intended to provide candidates with a comprehensive understanding of leadership concepts by integrating theory, research, philosophy, and practice in school organizational and social structures. Candidates will explore the roles that organizations play in society; critically analyze traditional and contemporary models of organizations; develop an understanding of organizational structures and leadership; examine the nature and effects of group behaviour and dynamics on individuals in organizations; and, consider some common relational problems that members of organizations experience and how they should be addressed.</p> <p>FOCI 275/3.0 Leadership in Schools Intended for teacher candidates interested in working toward positions of added responsibility, such as team leader, department head, vice principal, principal, consultant, coordinator and supervisory officer. The course will prepare candidates for working in diverse organizational environments through an evidence-based approach to examining trends and issues regarding organizational development and transformation. Candidates will discuss the practical ways in which leadership concepts apply to schools; examine the tasks, contexts, attributes, and powers associated with leadership in school organizations; explore the related roles of professionals and individuals assuming leadership responsibilities in school organizations; and, build awareness of their own leadership skills and styles.</p>
Offered in:	2015-16; 2016-17
Alternative Practicum placement (sample):	<p>Assessment Centre, Hamilton</p> <p>Boys and Girls Club of Canada, Oshawa</p> <p>Living Positive Kenya/Dance Play, Nairobi, Kenya</p> <p>McArthur Theatre Troupe, Kingston</p>



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Concentration:	Educational Technology
Division(s):	Primary-Junior and Intermediate-Senior
Courses:	<p>EDST 218/3.0 Understanding Educational Technology This course examines issues related to the augmentative and transformational uses of educational technology in K-12 classrooms. The goal of the course will be for teacher candidates to build an intelligent and thoughtful disposition towards the use of educational technology in K-12 classrooms. Focus will be placed on the current array of educational technologies and how these should be used by teachers to support student learning. Through engagement in demonstrations and the development of curricular projects candidates will develop a deeper understanding of how educational technology can improve and potentially transform education for students. Candidates will develop a critical perspective on the use of computers and related educational technologies that are intended to address issues of teaching and learning.</p> <p>FOCI 218/3.0 Educational Technology by Design This course engages teacher candidates in designing ways of using educational technology that address authentic teaching and learning problems. Emphasis is on the creative repurposing of educational technology to respond to substantive teaching and learning problems derived from sources in the field. Issues associated with using educational technology will be addressed through face-to-face seminars, workshops and group design projects. The goal of this course will be for candidates to develop a deep appreciation for the complexity of designing viable solutions to educational problems that utilize educational technology. Prototyped designs will be piloted in practice-based settings and final reports will be shared with educators via webpages and during an end of year Educational Technology Showcase that will be open to local teachers.</p>
Offered in:	2015-16; 2016-17
Alternative Practicum placement (sample):	<p>McLachlan Woodworking Museum, Kingston</p> <p>Pact Urban Peace Program, Toronto</p> <p>Eenchokay Birchstick School, Pikangikum</p> <p>Sutton Aviation, Ottawa</p>

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Concentration:	Environmental Education
Division(s):	Primary-Junior and Intermediate-Senior
Courses:	<p>EDST 243/3.0 Understanding Environmental Education The term 'environmental education' means many things to many people. In this course teacher candidates will have the opportunity to explore various issues and practices related to environmental education. This course will be one of questions: What is the historical context of our relationship with the environment and hence the need for environmental education? What is, and what shapes the social and /or political views our society has about the environment? What is the role of education in the context of knowing about and solving environmental issues?</p> <p>FOCI 243/3.0 Environmental Education This course focuses on enhancing teacher candidate's understanding and appreciation of the natural environment as a classroom, increasing their knowledge of environmental issues, and learning how to teach about them. Ways to integrate environmental studies across the curriculum both inside and outside the classroom will be investigated, and environmental programs and resources will be explored using hands on approaches.</p>
Offered in:	2015-16; 2016-17
Alternative Practicum placement (sample):	<p>Bamfield Marine Science Centre, British Columbia</p> <p>Bermuda Aquarium, Museum &amp; Zoo, Bermuda</p> <p>Biodiversity Institute of Ontario, Guelph</p> <p>Camp Outlook, Kingston</p>

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Concentration:	Exceptional Learners
Division(s):	Primary-Junior and Intermediate-Senior
Courses:	<p>EDST 295/3.0 Understanding Exceptional Learners This course addresses understanding research, resources, and practices relevant to teaching exceptional children and adolescents in the regular classroom. A range of exceptionalities are considered including students with learning disabilities, chronic health conditions, Autism Spectrum Disorders (ASD), mental health concerns, developmental delays, giftedness, and behaviour and emotional difficulties. Teacher candidates consider how students learn, how to help exceptional students achieve success, and how to collaborate with parents and other professionals. The course emphasizes creating a classroom context where each student is valued.</p> <p>FOCI 295/3.0 Teaching Exceptional Learners This course addresses teaching exceptional children and adolescents in an inclusive classroom. Exceptional learners include, among others, those with learning disabilities, chronic health conditions, Autism Spectrum Disorders (ASD), mental health concerns, developmental delays, giftedness, and behaviour and emotional difficulties. The course offers opportunities to learn from: experience, workshops, reading, and peers; to differentiate instruction to meet the needs of all learners; to develop competence and confidence in teaching exceptional learners; and to provide leadership in this area. The organization is experiential, self-directed, and collaborative, within a group that shares an interest in working with exceptional learners.</p>
Offered in:	2015-16; 2016-17
Alternative Practicum placement (sample):	<p>Sagonaska Demonstration School, Belleville</p> <p>Bialik Hebrew Day School, Vaughan</p> <p>Developmental Disabilities Association, Vancouver</p> <p>Kells Academy, Montreal</p>

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Concentration:	French Methodology
Division(s):	Primary-Junior and Intermediate-Senior
Courses:	<p>EDST 245/3.0 Understanding the theoretical background in French Methodology In this course students will explore instructional strategies to enhance learning in various subject contents in French, in order to increase the quality of the learning experience. An important theme across the course will be the integration of subject matter and language use supported by the use of authentic documents. Teacher Candidates will read about and discuss French across the curriculum as well as cultural aspects and how to improve fluency.</p> <p>FOCI 245/3.0 French Methodology at the Elementary Level At the elementary level a variety of programs are offered along the language learning continuum. French language teaching is examined in the light of social context, educational context, pupils' needs and teachers' expertise. Teaching immersion, bilingual, or core programs requires different approaches to tasks and to collaboration. These are the focus in a self-directed teaching process. Assessment is based on designing a series of evaluation tasks to show the understanding of tasks for language use, including the evaluation of motivation.</p> <p>Prerequisite: Fluency in the French language.</p>
Offered in:	-
Alternative Practicum placement (sample):	

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Concentration:	International Education
Division(s):	Primary-Junior and Intermediate-Senior
Courses:	<p>EDST 255/3.0 Understanding Teaching and Learning Abroad This course supports scholarly and personal understanding of teaching and learning abroad as teacher candidates prepare for professional practice in international settings. The focus will be on theories that support teachers in their understanding of the complexities associated with teaching in cross-cultural contexts, such as cultural variables, “third culture kids”, service learning, professional development and diversity consciousness. These will be discussed by drawing on current literature in the field of overseas teaching and cross-cultural teaching and learning. Candidates will learn through structured classes, group discussions, guest speakers and personal research of topics specifically applicable to individual interests. This course helps candidates understand teaching and learning in ELL, multicultural, and diverse contexts in Canada or abroad.</p> <p>FOCI 255/3.0 Educators Abroad This program focus supports teacher candidates’ scholarly and personal development as they prepare for professional practice in international schools, including candidates considering international teaching after gaining full-time teaching experience in Canada. Learning in this course occurs through a combination of structured classes, contact with professors, a self-directed independent study, and an alternative practicum. While an international alternative practicum placement is supported, it is not a requirement. Candidates are required to link their alternative practicum to their Educators Abroad independent study. This course helps candidates address the complexities of teaching and learning in ELL, multicultural and diverse contexts in Canada or abroad.</p>
Offered in:	2015-16; 2016-17
Alternative Practicum placement (sample):	<p>International School, Italy</p> <p>Capital National Theatre for Children, New Zealand</p> <p>Private School, Nicaragua</p> <p>Kelowna Art Gallery, Kelowna, BC</p>

**Student Services, Faculty of Education, Queen's University  
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Concentration:	Literacy in the Elementary School
Division(s):	Primary-Junior
Courses:	<p>EDST 227/3.0 Understanding Literacy in the Elementary School This course will examine how literacy learning is supported by the use of traditional and multimodal texts with children. It will explore the integration of children's literature across curricular areas for all students. Teacher candidates will read and discuss the major genres of literature used in elementary schools and develop criteria for judging the quality of children's literature.</p> <p>FOCI 227/3.0 Literacy in the Elementary School This course will explore instructional strategies that use children's literature to enhance learning in a variety of curricular areas for all students. Teacher candidates will work with a variety of genres to develop instructional resources to encourage and extend children's response to literature. The alternative practicum will allow candidates to experience early childhood settings where they will be able to develop literacy skills through children's literature.</p>
Offered in:	-
Alternative Practicum placement (sample):	<p>Banff Public Library, Banff</p> <p>Main Street Community Services, Ottawa</p> <p>Lakeshore School, Kingston</p> <p>Leonardo Da Vinci Academy of Arts and Science, Toronto</p>

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Concentration:	Literacy in the Secondary School
Division(s):	Intermediate-Senior
Courses:	<p>EDST 244/3.0 Understanding Literacy in the Secondary School This course will address the integration of literacy instruction across the curriculum. The following topics will be examined from theoretical and applied perspectives: processes of reading, struggling learners, fluency, comprehension, vocabulary, instructional strategies, writing processes, information, digital and graphic literacy and using young adult literature in the classroom.</p> <p>FOCI 244/3.0 Literacy in the Secondary School This course will focus on instructional approaches and materials that develop literacy skills at the secondary level. The role of the Student Success teacher in supporting adolescents' learning will be examined. Teacher candidates will work with traditional and multimodal resources to develop instructional applications that support adolescents. The alternative practicum will allow candidates to experience working with a Student Success teacher in supporting the literacy development of students or with community organizations that foster literacy initiatives.</p>
Offered in:	-
Alternative Practicum placement (sample):	

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Concentration:	Mathematics in the Elementary School
Division(s):	Primary-Junior
Courses:	<p>EDST 209/3.0 Children’s Mathematical Thinking This course will use the circles of caring framework to examine mathematics through the lens of children’s mathematical development. The focus of the course will be on the ways in which children’s thinking about mathematics is varied and complex and will be based on the principle that elementary mathematics is not elementary. Video clips, cases and artifacts that show concrete examples of the ways children struggle to make sense of mathematics will be used to demonstrate how children can learn mathematical procedures without learning the underlying mathematical concepts. Research about children’s mathematics development will be used as the basis of discussion about why deep conceptual understanding is generative and enables children to extend and apply their thinking in new situations.</p> <p>FOCI 209/3.0 Infusing Mathematics across the Curriculum The purpose of this course is to examine the use of the creative aspects of mathematics to study ways in which mathematics can be integrated into art, music, biology, architecture, literature, history, agriculture, technology, and engineering. Educational research tells us that students learn best and make better sense of what they’re learning when they can make connections with previous learning or with different areas of learning. Integrated curricula are intended to help students make connections across fields and deepen both their understanding and skills and appreciation for mathematics. Teacher candidates will assess practical examples of integration in formal and informal curriculum settings, informed by research about integrative mathematics pathways and their impact on teaching and achievement.</p>
Offered in:	-
Alternative Practicum placement (sample):	<p>Campion College, Kingston</p> <p>Kendalwood Montessori, Whitby</p> <p>National Museum of Mathematics, New York</p> <p>The Renfrew County Youth Services Hub, Pembroke</p>



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Concentration:	Social Justice
Division(s):	Primary-Junior and Intermediate-Senior
Courses:	<p>EDST 296/3.0 Understanding Social Justice Issues in Schools In this course, teacher candidates will develop a critical perspective towards issues of social justice that will enable them to help students prepare to be global citizens and to respond more effectively to a diverse student population. Among the larger issues that configure social relations are: racism, sexism, homophobia, able-ism, classism, ethnocentrism, ageism and intellectualism. Additional issues for examination include the impact of students' cultural context on their school experiences, the impact of the school culture, including teachers' attitudes and expectations, and impact of the hidden curriculum.</p> <p>FOCI 296/3.0 Teaching for Social Justice This course focuses on social justice and inclusionary education and explores what it means to teach for social justice. Teacher candidates will draw on the understandings of practicing teachers who have developed the confidence to question schooling/teaching practices and agendas from a social justice perspective. Additional issues to be considered include: the effects of social class, gender, and race on students' educational experiences. At the centre of this course is the link between theory and practice, what we do and what we think are not separate.</p>
Offered in:	2016-17
Alternative Practicum placement (sample):	<p>Basic Income Canada Network, Kingston</p> <p>The Canadian Centre for the Victims of Torture, Toronto</p> <p>Potluck Café Society, Vancouver</p> <p>Tamir, Ottawa</p>

**Student Services, Faculty of Education, Queen’s University  
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Concentration:	Teaching and Learning Outside of Schools
Division(s):	Primary-Junior and Intermediate-Senior
Courses:	<p>EDST 295/3.0 Understanding Teaching and Learning Outside of Schools This course explores theoretical and conceptual frameworks for school programs such as Open Minds, Beyond Classrooms Kingston, and School in the Park. Around the globe, students and teachers are moving outside the school walls into a variety of real-world settings: natural wetlands, City Hall, an art gallery, a community museum. Teacher candidates examine curricula, programs and educational thinking that challenge students and teachers to engage in authentic inquiry, problem-solving, reflection and community engagement – outside the classroom.</p> <p>FOCI 295/3.0 Teaching and Learning Outside of Schools Teacher candidates will draw on the understandings of practicing teachers who have developed the confidence to question schooling/teaching practices and agendas from a social justice perspective. Additional issues to be considered include: the effects of social class, gender, and race on students’ educational experiences. At the centre of this course is the link between theory and practice, what we do and what we think are not separate.</p>
Offered in:	2015-16; 2016-17
Alternative Practicum placement (sample):	<p>Centre for Animal Rehabilitation and Education, South Africa</p> <p>Coastal Mental Health, Vancouver</p> <p>Forest School Canada, Ottawa</p> <p>Waterloo Region Museum, Kitchener</p>

**Student Services, Faculty of Education, Queen's University  
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Concentration:	Teaching English as a Second Language
Division(s):	Primary-Junior and Intermediate-Senior
Courses:	<p>EDST 229/3.0 Understanding Teaching English as a Second Language This course is designed to present Primary-Junior, Intermediate-Senior and Technological Education teacher candidates with an introduction to a range of theories, which are connected to particular teaching methods and techniques for second language teaching and learning. Candidates will understand various theories, approaches and issues that characterize the classroom context of teaching English as a Second Language (ESL) or a Foreign Language (EFL, i.e. teaching English overseas). Candidates will become familiar with various theories and their relevance to second language instruction in all skills - listening, speaking, reading and writing.</p> <p>FOCI 229/3.0 Teaching English as a Second Language This course builds upon the theories, approaches and issues that characterize second language teaching and learning that teacher candidates have learned from EDST 229. Candidates will explore and apply the theories, methodologies, techniques, and practices including the conceptualizations of language, learning and the learner, and their applications and implications in second language teaching and learning in various classroom contexts. Candidates are encouraged to work with second language learners during the course.</p>
Offered in:	2015-16
Alternative Practicum placement (sample):	<p>English Lab Toronto, Toronto</p> <p>International Volunteer Headquarters, India</p> <p>Malton Neighbourhood Services, Mississauga</p> <p>Queen's University International Centre, Kingston</p>

**Student Services, Faculty of Education, Queen's University  
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Concentration:	The Grade 7 & 8 Experience
Division(s):	Primary-Junior and Intermediate-Senior
Courses:	<p>EDST 204/3.0 Understanding Teaching and Learning in Grades 7 &amp; 8 This course explores the unique characteristics of the adolescent learner. Grades 7 and 8 offer a unique and rich opportunity for younger adolescents' learning. A professional learning community model will be used to explore the diversity of adolescents' cognitive, emotional, and social development, culture, sense of belonging, and learning needs. School and home connections and relationships are examined from the teachers', administrators', and parents' perspectives. The aim of this course is to help teacher candidates critically analyze pedagogical decisions.</p> <p>FOCI 204/3.0 Engaging Grade 7 &amp; 8 Learners This course explores the unique characteristics of the adolescent learner. Grades 7 and 8 offer a unique and rich opportunity for younger adolescents' learning. A professional learning community model will be used to explore the diversity of adolescents' cognitive, emotional, and social development, culture, sense of belonging, and learning needs. School and home connections and relationships are examined from the teachers', administrators', and parents' perspectives. The aim of this course is to help teacher candidates critically analyze pedagogical decisions.</p>
Offered in:	-
Alternative Practicum placement (sample):	