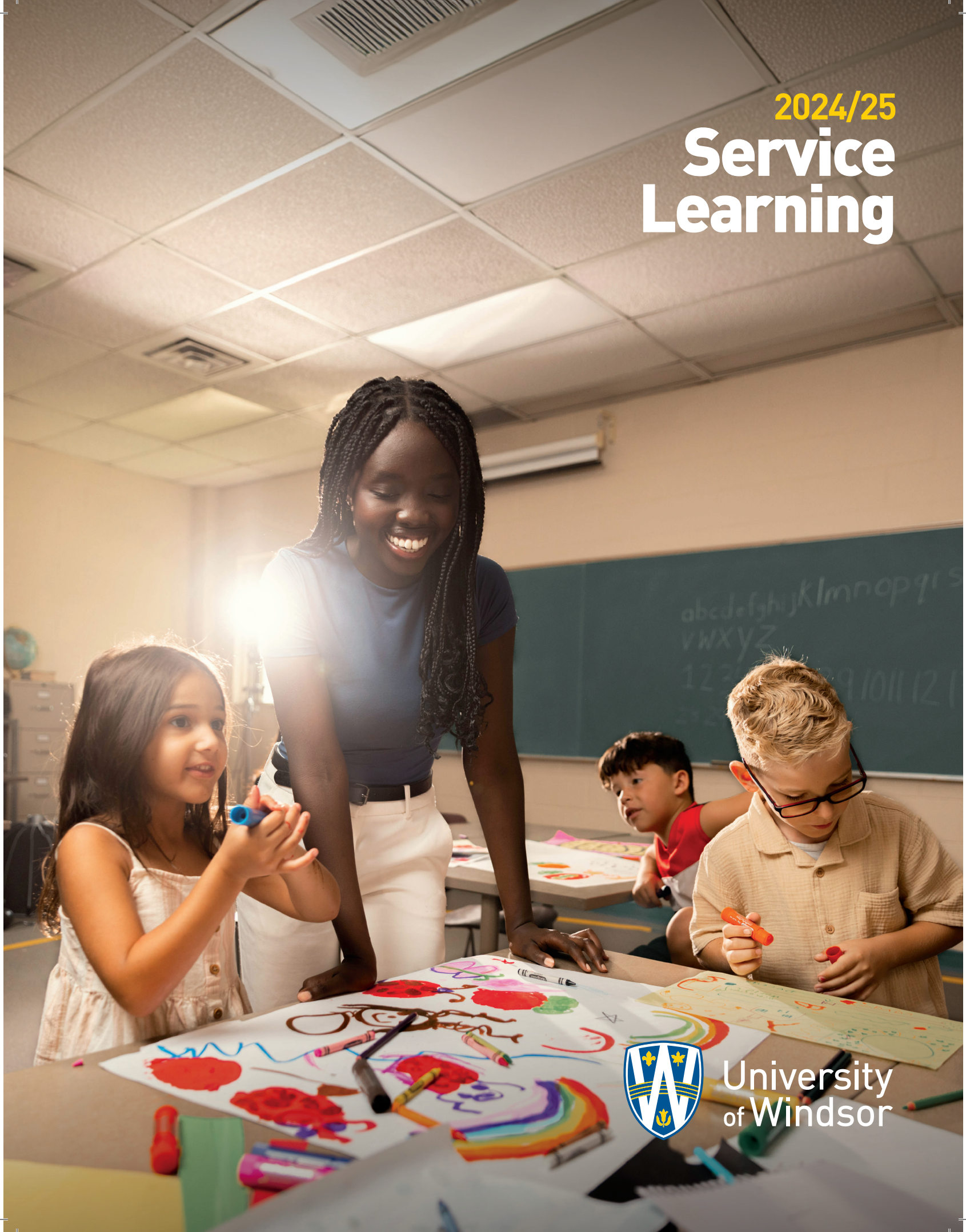


2024/25

# Service Learning



University  
of Windsor



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# Service Learning

## EDUC 5207

**Experiential learning plays a key role in pre-service teacher education at the Faculty of Education, University of Windsor. While practice teaching placements in elementary and secondary schools have traditionally served as the main mode of experiential learning, the University of Windsor has expanded such opportunities by requiring students to choose from a series of service learning electives in the second year of their B.Ed. program.**

Service learning refers to an educational approach that combines the practice of pedagogical skills with active community service. With a focus on reflection and deepening one's understanding of social issues, service learning not only provides teacher candidates with a pragmatic and ongoing learning experience, but also meets societal needs.

The philosophy behind our service learning specialization is that teachers should design learning experiences based on who students are and where they come from, emphasizing the idea that we teach students, not subjects.



### Program Objectives:

**1.** To enhance teacher candidates' understanding and appreciation of the relationship between students' out-of-school lives and their school experiences.

**2.** To underscore the impact of poverty and exclusion on students' educational experiences.

**3.** To increase appreciation of service learning as a teaching strategy.

**4.** To provide teacher candidates with first-hand work experiences within local and international marginalized and vulnerable communities.

**5.** To enhance teacher candidates' understanding of the social, cultural, and political aspects of teaching.

**6.** To provide teacher candidates with opportunities for international and intercultural experiences in non-western contexts.

**Our service learning program is informed by social justice principles of equity, diversity, and inclusion. Global education and reciprocal learning also play an important role within our international programs and initiatives.**

## **Electives**

Service Learning electives are available for both divisions of teaching specialization: Primary/Junior (P/J) and Intermediate/Senior (I/S). Service learning opportunities are also available at the graduate level, with graduate students electing to do research on our service learning programs.

**Please note that not all service learning electives are available each year and are subject to change.**

- **Urban Education Partnership [P/J]**
- **Leadership Experience for Academic Direction (LEAD) [P/J, I/S]**
- **English Language Learners [I/S]**
- **Introduction to Early Childhood Education [P/J]**
- **Girls Organizing & Learning Sport - GOALS [P/J, I/S]**
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- **Beginning Time Teachings Ab/Original Cultural Training & Education [P/J]**
- **Project R.I.S.E. [I/S]**
- **Vulnerability, Marginalization, & Education [P/J, I/S]**
- **Reciprocal Learning Program [P/J, I/S]**

# Urban Education Partnership [P/J]

**The Urban Education Partnership (UEP) is a collaborative community- based school and university partnership that aims to connect teacher candidates from the Faculty of Education at the University of Windsor with select elementary schools from lower socioeconomic or urban working class communities in Windsor. UEP allows teacher candidates the opportunity to become active members of these schools and communities, allowing for a rich and comprehensive teacher education experience.**

## The UEP Difference

- Exploration of issues of equity, diversity, and social justice within core curricular areas (Language Arts, Math, Science)
- Placements in select UEP schools in Windsor-Essex (in partnership with GECDSE & WECDSB)
- Collaborative workshops and professional development sessions with the local school boards
- Service learning opportunities within select local community-based organizations and UEP schools

## A Sample of Our Local Partnering Community Organizations

- Sandwich Teen Action Group (STAG)
- Game On! (Big Brothers Big Sisters of Windsor-Essex)
- Drouillard Place
- The Youth Connection (Windsor)
- On Track to Success - United Way
- Social Justice Theatre Project
- Scouts Canada
- Multicultural Council of Windsor and Essex County Windsor
- Women Working With Immigrant Women (W5)
- Glengarry Homework Club
- MH100
- The Windsor/Essex County Humane Society
- The Canadian Historical Aircraft Museum

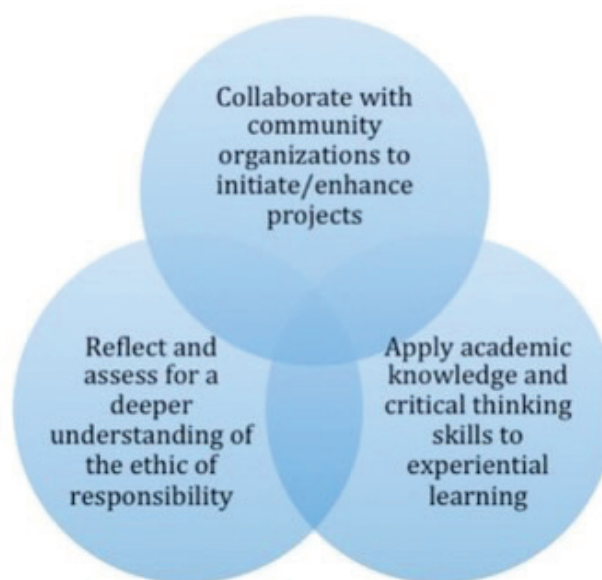
## What Can I Expect To Gain From The Urban Education Partnership?

- Practicum placements in collaborative Urban Education cohort groups of teacher candidates
- Opportunities to work with diverse student populations within urban working-class communities
- Critical, reflective teacher practice that is responsive to the needs of students
- Differentiated learning to help facilitate unique learning styles, needs, interests, and opportunities in urban working-class communities
- Opportunities to be involved in extracurricular activities and community service in the school community and local community organizations
- Opportunities to network within local schools and different organizations
- Employment opportunities within and beyond the traditional K-12 field of education

### UEP Guiding Principles

An ethic of responsibility to others is the guiding principle in this service learning course. It provides teacher candidates with opportunities for social entrepreneurship and leadership development in service to our local communities.

Reflection and reciprocity are integral aspects of this course. Purposeful and critical reflection is at the core of enhancing the learning experience for each candidate. Reciprocity is important because it encourages those providing service and those being served to learn with and from each other.



**“Teachers need to know more than the 3 R’S; If you don’t know the community your students live in - the social, the racial dynamics - you won’t be as effective. Teachers aren’t meant to be tourists in the neighbourhood they teach.”**

- R. Patrick Solomon, PhD (Founder of Urban Diversity Program, York University)



## Leadership Experience for Academic Direction (LEAD) [P/J, I/S]

**LEAD focuses on Ministry of Education Student Success initiatives as well as Guidance and Career Education to create understanding and pathways to success for K-12 students designated “in- risk”. Teacher candidates are placed in the same school for the full year, where they volunteer every Friday outside of placement, working with the Student Success Teacher at the secondary level and with a range of educators at the elementary level.**

During this time, teacher candidates work within a service learning framework, creating and implementing projects that meet needs within the schools and

building rapport with the students. Work may include classroom support, small group instruction, facilitation of clubs and groups, and implementing service learning projects.

### Some important learning opportunities in the course include:

- Teaching Personal & Social Responsibility
- Strengths Perspective
- Risk and Resiliency
- Restorative Practices
- Mindfulness
- Privilege and Bias
- Inclusion and Student Diversity
- Alternative Education & Agency Schools
- Special Education
- United Way Poverty Simulation



Twitter: @LEADUWindsor



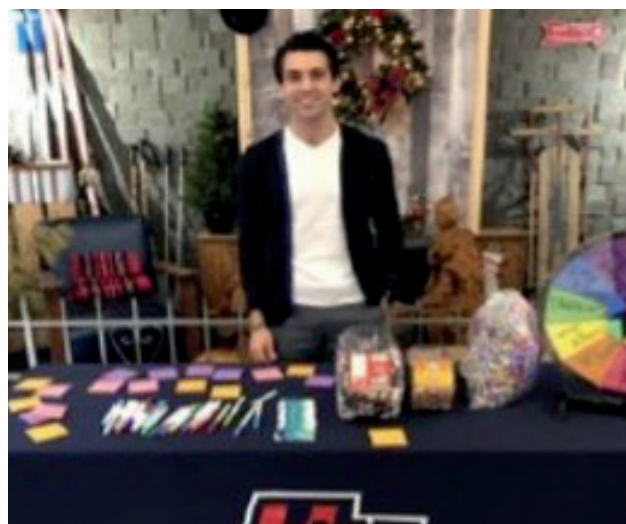
## LEAD Legacy Projects:

LEAD implements two Legacy Projects annually to support local secondary students outside of the classroom: Power of Potential (POP) and Challenge Cup. POP allows students to explore their options after graduation through a series of presentations and workshops focusing on Financial Literacy, Healthy Active Living, and Career Exploration through community organizations and partners.

Challenge Cup is an outdoor event that fosters leadership, character development, and self-confidence. Students participate in a series of physical activities throughout the day, which focus on teamwork, community, and leadership skills.



Pictured Above: LEAD class celebrates the successful implementation of Challenge Cup.



Pictured Above: LEAD Graduate Anthony Piscineri facilitating his SLP, "Let's Talk Mental Health".

## Service Learning Projects:

Teacher Candidates must develop leadership activities and initiatives that meet important needs within their school communities.

Examples of past projects include Mental Health Initiatives, Exam Preparation Workshops, OSSLT and EQAO Math Preparation, Digital Safety, Anti-Bullying Seminars, Kindness Clubs, Social Skills Clubs, and more.

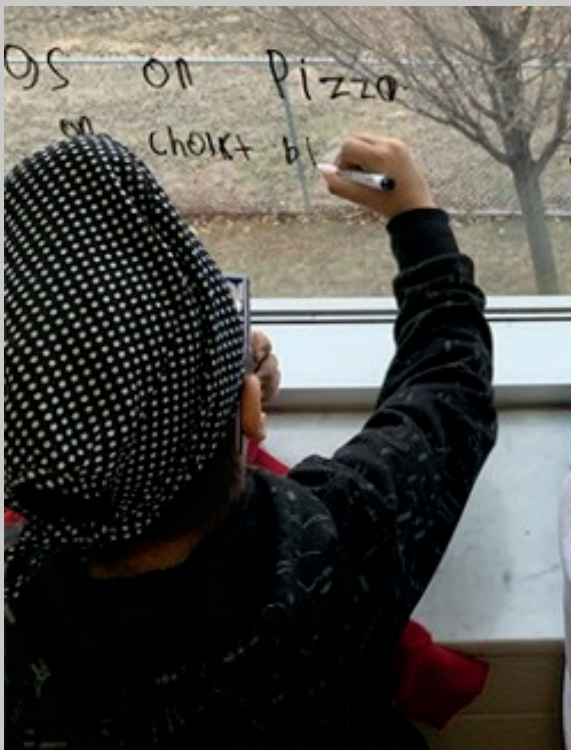
## English Language Learners [I/S]

**The ESL Service Learning course is designed to help pre-service teachers develop valuable skills in order to accommodate culturally and linguistically diverse students within mainstream classrooms.**

Through engaging class discussions and a 20-hour practicum experience, teacher candidates will gain a basic understanding of the theories and methodologies of second language acquisition, as well as learn to scaffold their lessons in order to help English Language Learners advance their social and academic competence in a variety of subject areas.



Service learning experiences will be completed either within diverse school settings or through community placements. These experiences will contribute to pre-service teachers' enhanced ability to provide needed support to English Language Learners as they go through their acculturation process.



**“English learners arrive in our classrooms carrying with them a wealth of knowledge, talents, and strengths. Approaching differentiation from that perspective reframes the conversation and allows teachers to consider what students can do.”**

**-Becky Corr, Teacher in Education Week**

## Experience

- Classroom experience through volunteer hours
- Collaborating
- Extending knowledge and understanding of supporting ELLs
- Social networking
- Fundraising
- Building teacher leadership
- Field Trips (virtual)
- Guest Speakers



### Teacher Candidate Voice

“Teaching and learning are convoluted processes that require various tools and techniques. The ELL Service Learning course has presented me the necessary skills and strategies to approach teaching ELL students in a variety of ways. I was able to put theory into practice during my practicum and experience working with ELL students directly, which is one of the unique aspects of this course.”

“This course goes beyond just learning how to teach English. The ELL Service Learning course helps you learn how to teach in this ever changing diverse 21st century classroom. The most rewarding thing for me as an educator is seeing that look of success on their faces. The course helps you access and learn how to use the tools in your toolbox that make those moments possible.”



# Introduction to Early Childhood Education [P/J]

**In this course, pre-service candidates will explore and develop a meaningful understanding of the foundations of early childhood development and the Ontario Kindergarten Program.**

The content and strategies learned in class will inform pre-service students' practice as they create an Early Years Carousel that fosters, promotes, and enriches early years learning for families in our community, and which builds teacher leadership and networking.



Twitter: @EY\_uwindsor



**“Stand aside for a while and leave room for learning, observe carefully what children do, and then, if you have understood well, perhaps teaching will be different from before.”**

**- Loris Malaguzzi**

## Experience

- Collaborating
- Social networking
- Fundraising
- Planning, organizing, creating, and hosting the Annual Early Years Carousel
- Building teacher leadership
- Guest Speakers
- Virtual Field Trips
- Volunteer Hours

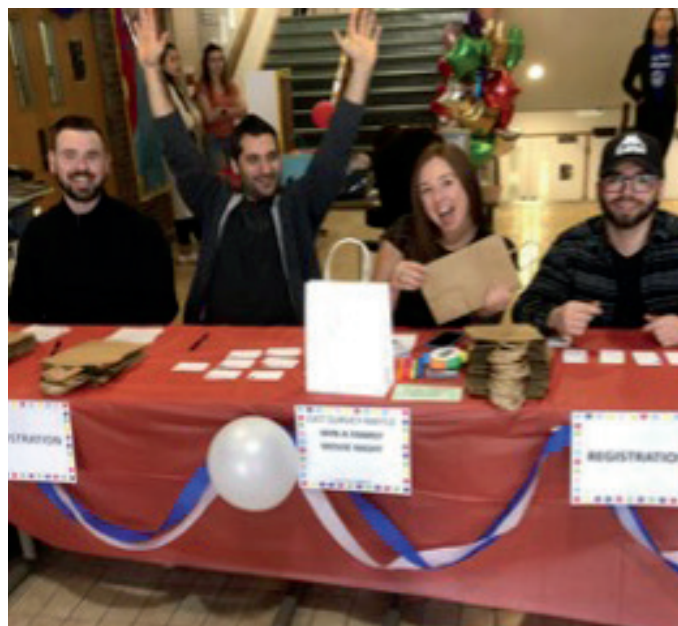


### Teacher Candidate Voice

“The overall experience gave me a different and unique perspective on teaching that not everyone has an opportunity to have.”



“My greatest takeaway from this course is really getting the opportunity to realize how capable the young students we work with truly are. Through the knowledge presented to us and volunteering we experienced, learning how to work with these kids so they can run with their ideas has been amazing.”



# Girls Organizing & Learning Sport (GOALS) [P/J, I/S]

**GOALS (Girls Organizing and Learning Sport) is an after school program that provides opportunities for underserved girls to learn fundamental athletic skills to enhance their physical/emotional/social well-being and hone their leadership skills.**



Canadian Women and Sport emphasizes that 1/3 of adolescent girls drop out of sport compared with 1/10 adolescent boys. As such, GOALS is dedicated to recruiting dedicated role models to mentor and lead these young aspiring athletes.

Teacher candidates will be responsible for creating, delivering, and participating in a wide range of fun physical activities including Zumba, Running Clinics, Tae Bo Aerobics, Yoga, Drumming, Strength Training, and more!



**This GOALS service learning course is supported and promoted by LAWS (Leadership Advancement of Women through Sport) and funded by the Social Science Humanities Research Council of Canada.**

All athletic levels are welcome! You do not need to be athletically proficient; we are looking for diversity in leadership. We will prepare you to coach and lead a range of diverse students. Creating a sense of belonging, having fun, learning to take risks, and setting goals are curriculum outcomes for this after school program. As a pre-service teacher enrolled in this course, you will be provided with opportunities to refine your own leadership skills, evolve your equity pedagogy, and witness how persevering through physical challenges can develop self efficacy and confidence among young girls.

Pre-service teachers will be expected to engage in a minimum of 20 hours of service mentoring/leading small groups of girls in developing their fundamental movement skills, leadership, and confidence, while also improving physical health and social



well-being. If you would like to advocate for the empowerment of young girls through sport, this may be the ideal service learning course for you. Remember that you also get to participate in these fun and appropriately challenging physical activities.

# Environmental & Sustainability Education [P/J, I/S]

This course explores environmental sustainability education through experiential learning and inquiry-based, problem-solving frameworks. Outdoor experiential learning and project-based learning are fundamental elements of the course. Teacher candidates will explore ways to investigate and apply environmental

events, problems, and issues through hands-on experiential activities and community engagement with elementary and secondary school students. The course also examines how teachers can use the environment as an integrating context for learning across subject disciplines.

## Key Features of the Course

1. Opportunities to collaborate with schools, community agencies, and organizations on sustainability initiatives.
2. Active engagement in University of Windsor sustainability program.
3. International engagement in sustainability projects through the Faculty of Education's Global Community Engagement Program in Jamaica and Tanzania.



Teacher candidates will also engage in critical skill development and experiences such as:

- Curriculum and program development in Experiential Environmental Sustainability Education (EESE)
- Project planning, development, and implementation





## Cultural & International Engagement

- Beginning Time Teachings - Ab/Original Cultural Training & Education [P/J]
- Project R.I.S.E. [I/S]

## International Engagement

- Vulnerability, Marginalization, & Education [P/J, I/S]
- Reciprocal Learning Program [P/J, I/S]

# Beginning Time Teachings: Ab/Original Cultural Training & Education [P/J]

Teacher candidates who elect Beginning Time Teachings (BTT) will participate in a series of learning experiences that provide clear distinctions between the culture of the Original Peoples of North America and popular mystical or mythical concepts of “Aboriginal” people. BTT uses traditional

teaching and learning modalities to increase knowledge about the Anishinaabe people. Teacher candidates will have a safe environment to share thoughts and ideas about the Original Peoples of North America, and ask questions about their beliefs, ceremonies, and customs.



Pictured Above: Paul Petahtegoose (left) shows Russell Nahdee a Traditional Teaching Lodge structure.

One of the highlights of BTT is the opportunity for teacher candidates to attend a cultural camp in a rural setting just outside of Windsor, ON. At these camps, teacher candidates will set up and participate in a traditional sweat ceremony or pipe ceremony.

Taking part in these ceremonies not only provides clarification on the practices that take place, but also creates a bond between participants that goes beyond the classroom and often evolves into lasting friendships.

When possible, BTT offers the opportunity to attend various ceremonies within Original Peoples communities. Teacher candidates can build networks and establish their own connections with people in these communities, perhaps creating opportunities to utilize their services in their future careers.

The Original People have many teachers and are from various Nations throughout Canada and the United States (Turtle Island). BTT engages a number of guest speakers who share their knowledge and experiences that have enhanced and shaped their lives.

# Project RISE (Refugee & Immigrant Student Engagement): Vulnerability to Excellence [I/S]

**Project RISE is a collaborative student engagement initiative between the University of Windsor's Faculty of Education and St. Joseph's Catholic High School. St. Joseph's consists of a diverse population of students including a large proportion of refugees. RISE offers teacher candidates the opportunity to enhance their intercultural competence and inclusive teaching philosophies while working within a diverse cultural, linguistic and ethnic mosaic of students.**

Project RISE challenges the deficit model thinking that often characterizes discourse about refugee and immigrant youth by unlocking and showcasing their considerable assets and potential to enhance intercultural knowledge and understanding in the broader context of equity, diversity, and inclusion.

Connecting refugee and immigrant youth from St. Joseph's with the University of Windsor, Project RISE focuses on a community of practice centered around coordinated academic, cultural, and social engagement. Pre-service teacher

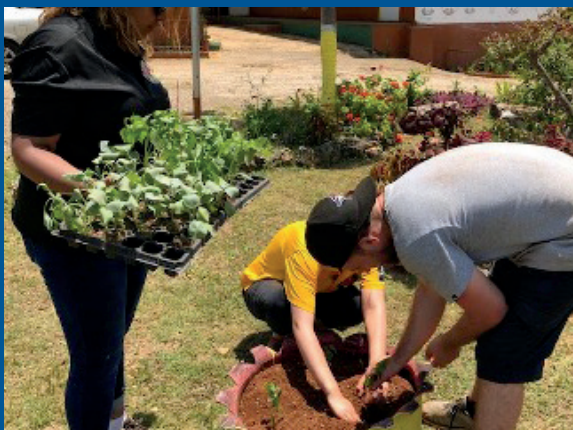


candidates will work with students as teachers, mentors, tutors, and language coaches, arranging university visits and other engagement activities. They will plan peer-to-peer networking activities for students and teachers in the Windsor-Essex region designed to dismantle stereotypes and stigma about refugee and immigrant youth and build understanding and relationships among students in our community.

# Vulnerability, Marginalization, & Education [P/J, I/S]

**This course brings together four main themes or learning strands including community service learning; vulnerability and marginalization in education; international/global/intercultural learning; and experiential education. It explores the complex relationship between students' out-of-school lives and their school experiences. A central outcome for teacher candidates is to appreciate that teachers teach students, not subjects. Teacher candidates will also focus on strategies for integrating service learning within their own teaching.**

The centerpiece of the course is the Global Community Engagement Program (GCEP), where teacher candidates explore the impact of vulnerability and marginalization in education within a global context. The GCEP provides opportunities for teacher candidates to plan and implement local and international service learning projects.



## What can I expect to gain?

- A greater understanding of the relationship between children's out-of-school lives and how they experience school and schooling.
- Understand the impact of vulnerability and marginalization (poverty, gender, sexual orientation, race and ethnicity, and culture) on children's educational experiences.
- Actively engage in planning and implementing service learning projects.
- Increase appreciation for community service learning as a teaching strategy.
- Work with and in marginalized and vulnerable communities.
- Enhance social and cultural awareness and responsiveness.
- International and inter-cultural experience in non-Western contexts.

## Key Features

- **Global Community Engagement Program (GCEP) [see below].**
- **Annual Vulnerability, Marginalization in Education Conference and Expo (VMECE), the Faculty of Education's social justice in education conference. VMECE is a one-day event planned, organized, and run by teacher candidates in the VME class.**
- **20 hours of service in a community organization.**
- **Fundraising for local and international projects.**
- **Collaborations with local community agencies (e.g. participating in Living on the Edge, a United Way poverty simulation workshop, or developing curriculum resources for the Ontario Student Nutrition Program's Farm to School program).**



## Global Community Engagement Program (GCEP)

The GCEP is a hands-on experiential component of the course Vulnerability, Marginalization and Education. It provides teacher candidates with opportunities for community engagement as well as planning and implementing service learning projects both locally and internationally. Teacher candidates enrolled in GCEP will be able to participate in service learning projects in foreign countries, which currently include the United Republic of Tanzania in East Africa (Teach Tanzania) and Jamaica in the Caribbean (Teach Jamaica).

Teacher candidates participating in Teach Tanzania and Teach Jamaica will travel

to one of these destinations for short-term experiences of three to four weeks. During this time, teacher candidates will teach and carry out educational projects in schools, as well as implement service projects in marginalized communities. The projects for this program are identified by local stakeholders in the host countries and serve rural schools and communities with socioeconomic challenges and other disadvantages.



# Reciprocal Learning Program [P/J, I/S]

🌐 [reciprocal-learning.ca](http://reciprocal-learning.ca)

## Program Highlights

- K-12 international research internship with teaching opportunities in Chinese schools
- Seminars and Cultural workshops offered by Chinese universities
- Opportunities to visit historical sites and local students' homes
- Learning Chinese culture and language
- Opportunities to get involved in academic conference presentation and writings for publication (e.g. The Journal of Teaching and Learning)
- Career Opportunities in China
- Mentoring from home and host university supervisors

Canada ↔ China



**Globalink Research Award**  
\$6,000 each for international internship



This course provides an opportunity for a MITAC Globalink Research Award application to cover travel expenses for participants in this course who choose to take part in a K-12 international research internship in China. To promote teacher candidates' international and intercultural learning experience, an ongoing Teacher Education Reciprocal Learning Program (RLP) has been carried out between University of Windsor (UW) and several Chinese universities, which provides

### Teacher Candidate Voice

**“This was by far the best experience of my life. I had an amazing time learning about the Chinese culture and educational system. I have gained so much knowledge about both subjects and I will be able to incorporate much of this information into my daily life and classroom!”**



teacher candidates from both sides with the opportunity to engage in intercultural dialogue. From September to March, students will participate in lectures encouraging critical thinking about cross-cultural dialogue and how these concepts are applicable in diverse Canadian classrooms, and partake in various activities such as learning Mandarin Chinese, calligraphy, Tai Qi, tea ceremonies and different forms of art to enhance student's global perspectives and prepare for the spring international internship. This course participants will also have the opportunity to collaborate internationally with Chinese pre-service teachers via online tools. The onsite international internship for those who are successful in their Mitacs award application will take place in April, May and June (may run into the first week of July, depending on the departure date). The purpose of this course is to provide reciprocal learning opportunities for UW teacher candidates through our West-East bridge-making journey for dialogues across cultures, to be aware of the global climate change and the importance of environmental sustainability education in school education and teacher education (Ontario Ministry of Education (2022), and to prepare our teacher candidates for a society of increasing diversity in Canada as well as in this globalized world that is experiencing “three global gales”: “technological change”, “climate change”, and “geopolitical change” (Connelly & Xu, 2019). RLP 2.0 is aimed at supporting the new vision expressed in the University of Windsor 2023-2028 Strategic Plan: “To empower positive change through regionally and globally engaged inquiry, learning, scholarship, creative activity, and research” by developing 21st Century talent for building collaborative and reciprocal learning capacity for global stewardship and sustainability.

# Community Science: Environmental Monitoring through the Coastie Initiative [I/S]

**This course for Intermediate/Senior teacher candidates will focus on the use of community science data acquired through the national Coastie Initiative to teach the importance of environmental monitoring in a changing climate.** Teacher candidates will learn how environmental monitoring concepts and results can be applied to the Ontario curriculum in different subject areas, with a focus on Geography and Science.

The Coastie Initiative is a database which is freely available upon request, and includes images taken and submitted by the public at over 35 coastal locations within 13 of our Canadian National Parks ([coastiecanada.ca](http://coastiecanada.ca)). Together, we will explore the benefits of

these freely available data, and how they can be used in the classroom to teach students about the effects of climate change on coastal environments. Teacher candidates in this section will work to develop teaching materials and lessons using Coastie and other related data, including repeat time lapse imagery of coastal landscapes, and GIS (Geographic Information System) data of changing shorelines.

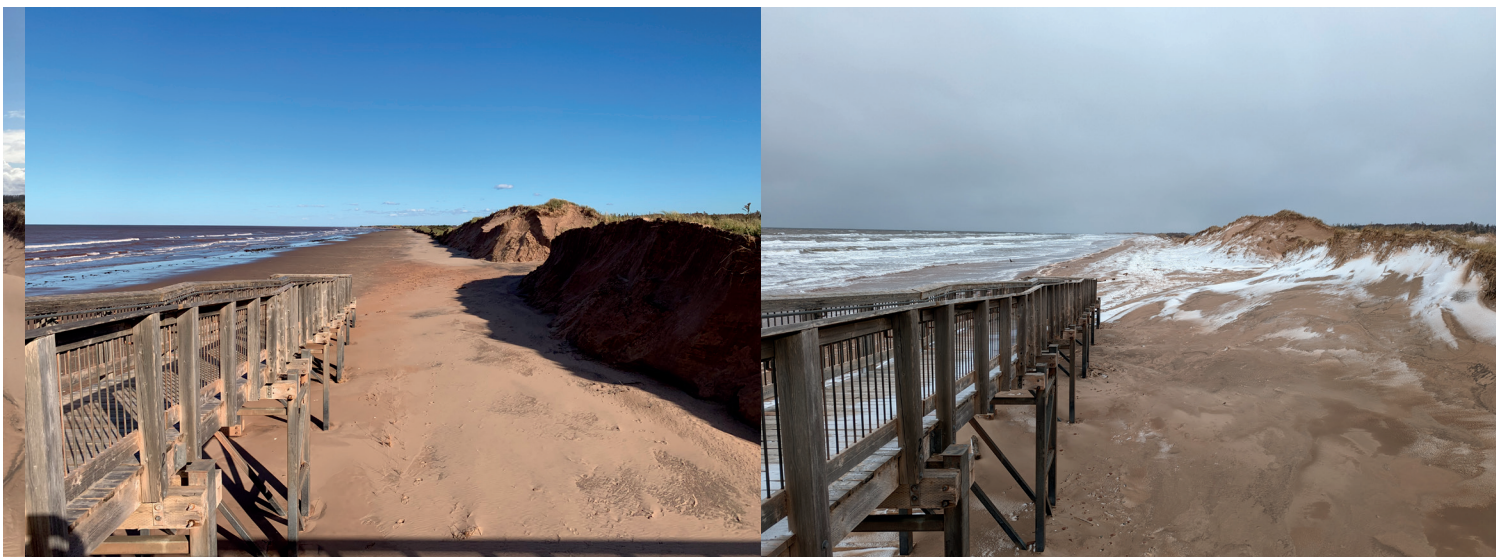
Teaching materials created by teacher candidates in the course will be published within the “Education” section of the GeoReach website ([georeach.ca](http://georeach.ca)), with full attribution given to all contributors.





## Why Coastie?

Coastal landscapes in Canada are becoming increasingly vulnerable to erosion due to the effects of climate change. In a changing climate, environmental monitoring is becoming more important to measure these changes and predict future impacts to coastlines and the species who rely on them (including humans). It is also increasingly important to teach students about these impacts and the ways in which scientists are working to mitigate them. Teacher candidates will become familiar with these concepts and learn how to apply them in the classroom using real-world data accessed from the Coastie Initiative.



A sample time lapse series of images from the Coastie project demonstrating the impacts of Hurricane Fiona on the north coast of PEI in 2022. Teacher candidates in this section will use similar photos to develop relevant and engaging teaching materials for science, geography, and environmental education.







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