



School of Education

Terrace Campus

Newsletter April 2014



School of Education, NW Region
4837 Keith Avenue Terrace BC V8G 1K7
<http://www.unbc.ca/northwest>

Lautensach, A. 2013. Shaping the Hidden Curriculum in Education: A Strategy Towards Sustainability. *Journal of Teaching & Education* 2 (4): 119-129.

The current global environmental crisis manifests in pollution with its effects on climate and human health, in the depletion of natural resources, and in a loss of biodiversity at an unprecedented rate. It is caused by the collective ecological impact of humanity overshooting beyond the systemic limits of the biosphere. Education at all levels and in all subjects would be in a prime position to enable learners to mitigate, cope with, and adapt to this crisis. Yet education is often complicit in the failure of societies to empower young people for the transition to sustainability. This paper contends that the reasons lie mainly in the hidden curriculum – implicit messages contained in learning materials, teacher behaviour, and school rules, as well as in the values, assumptions and beliefs that are communicated to the learner through the media and entertainment industry and through the influences of wider society. The hidden curriculum exerts a powerful influence on the learner, at times masking intended learning outcomes. It promotes counterproductive learning outcomes and it interferes with appropriate learning outcomes that would enable the learner to abandon business and consumption as usual. Based on six general learning goals developed previously, this paper offers suggestions how educators can counteract the negative influence of the hidden curriculum in their classrooms. This begins with the identification of counterproductive implicit messages in the curriculum consisting of values and guiding myths. After those messages are rendered explicit, the teacher and students as a community of learners then strive to discuss, modify, redirect and substitute those messages according to sound scientific models, moral reasoning, and explicit moral norms. This ongoing process, which is not an environmentalist project but a security imperative for all countries, allows the learners to develop the necessary knowledge, skills and dispositions to work towards the transition to sustainable living.

Alex Lautensach, Faculty, School of Education

student's Reflections EDUC 391 Practicum

Cooperating Teacher who helped me set goals/challenges to overcome. She took me under her wing and wasn't afraid to show me tough love.

"Amazing" without a supportive, open, progressive, cooperating teacher, I would have never learned as much!

My CT gave me a concrete real world example of not only teaching relevant curricula, but also life skills, and creating an effective classroom community. Her kind and supportive manner was priceless during this experience.

CT was an amazing professional & mentor while I was on placement in her class. I saw how she used child center approach to her teaching and activated her students learning through physical activity, self-esteem, cultural priced & social interactions.

My cooperating teacher was essential to my experience because she guided my practicum with her passion for and experience in teaching while allowing me freedom to experiment with various lessons and teaching methods.

There were so many things that my cooperating teacher taught me the list is truly indescribable in a few words. Classroom management was truly a strength that I hope to develop to her level

My cooperating teachers allowed me to take chances to learn, while acting as a supportive, guiding influence to catch my mistakes and better my teaching skills. I thank both of them for their aid in the start of my teaching career.

Come Join Us on Campus!

Public Lecture

April 23, 2014

Time: 12:00 pm -1:00 pm

"Cultural Spaces"

Presenter: Marian Laval
(Aboriginal Services
Coordinator, UNBC NW
Region)

Important Dates!

April 1st

Registration Opens for 2014-2015 Academic Year

April 7th

Last day of Classes

April 10th

First day of Exam Period

April 18th

Good Friday
University Closed

April 19th

No Final Exams Scheduled

April 21st

Easter Monday
University Closed

April 24th

Last day of Exam Period

Med in Counselling and MDL
If you are interested in any of these programs, please contact Teresa Bartel, Education Assistant and have your name placed on the interest list. Programs will run based on sufficient interest

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