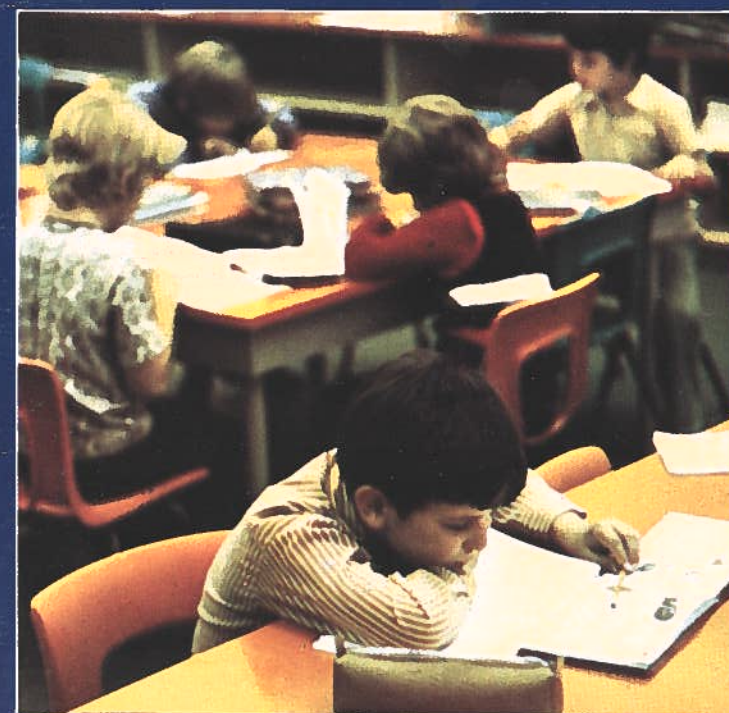


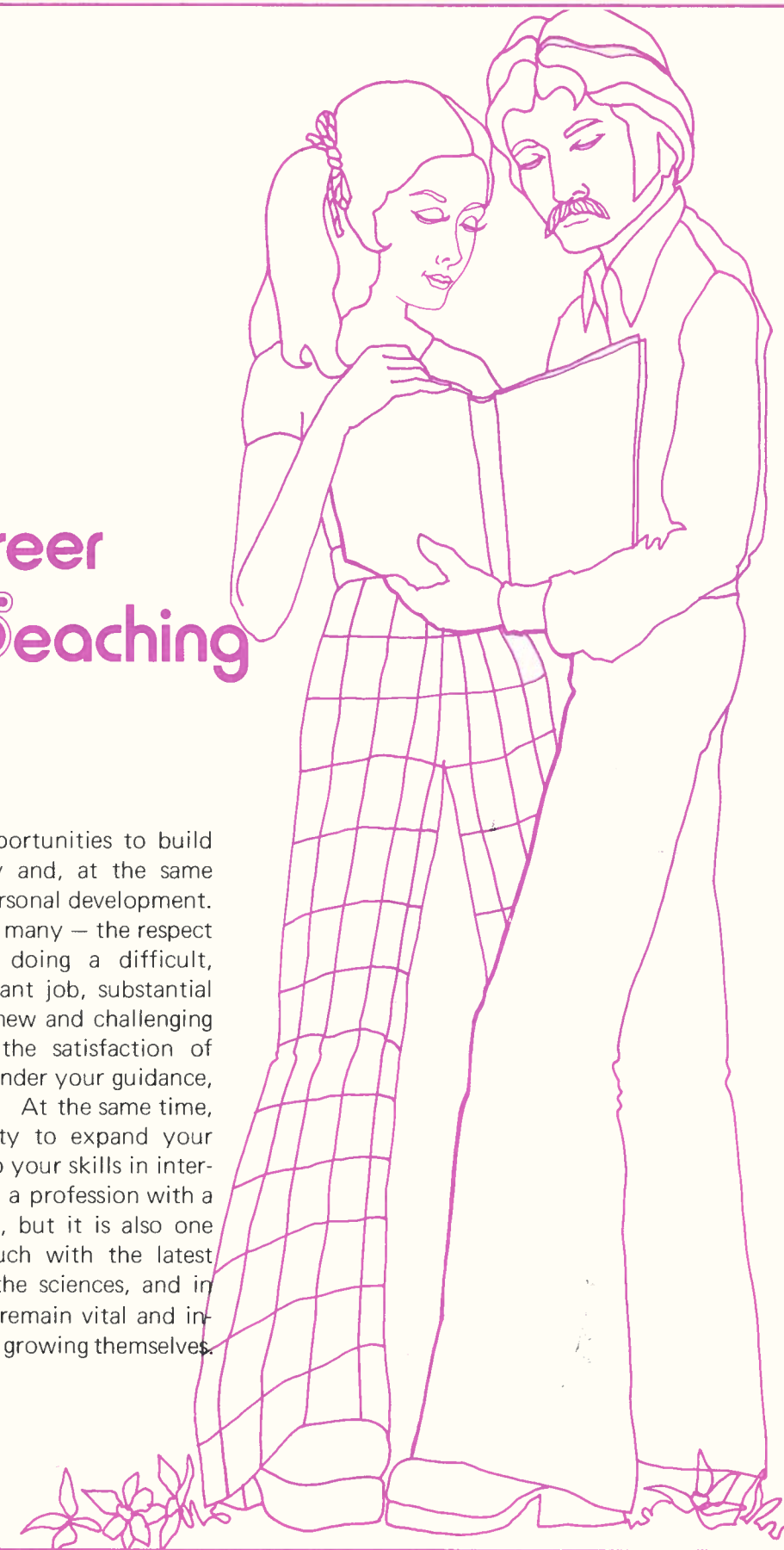
LAKEHEAD UNIVERSITY THUNDER BAY ONTARIO
Faculty of Education



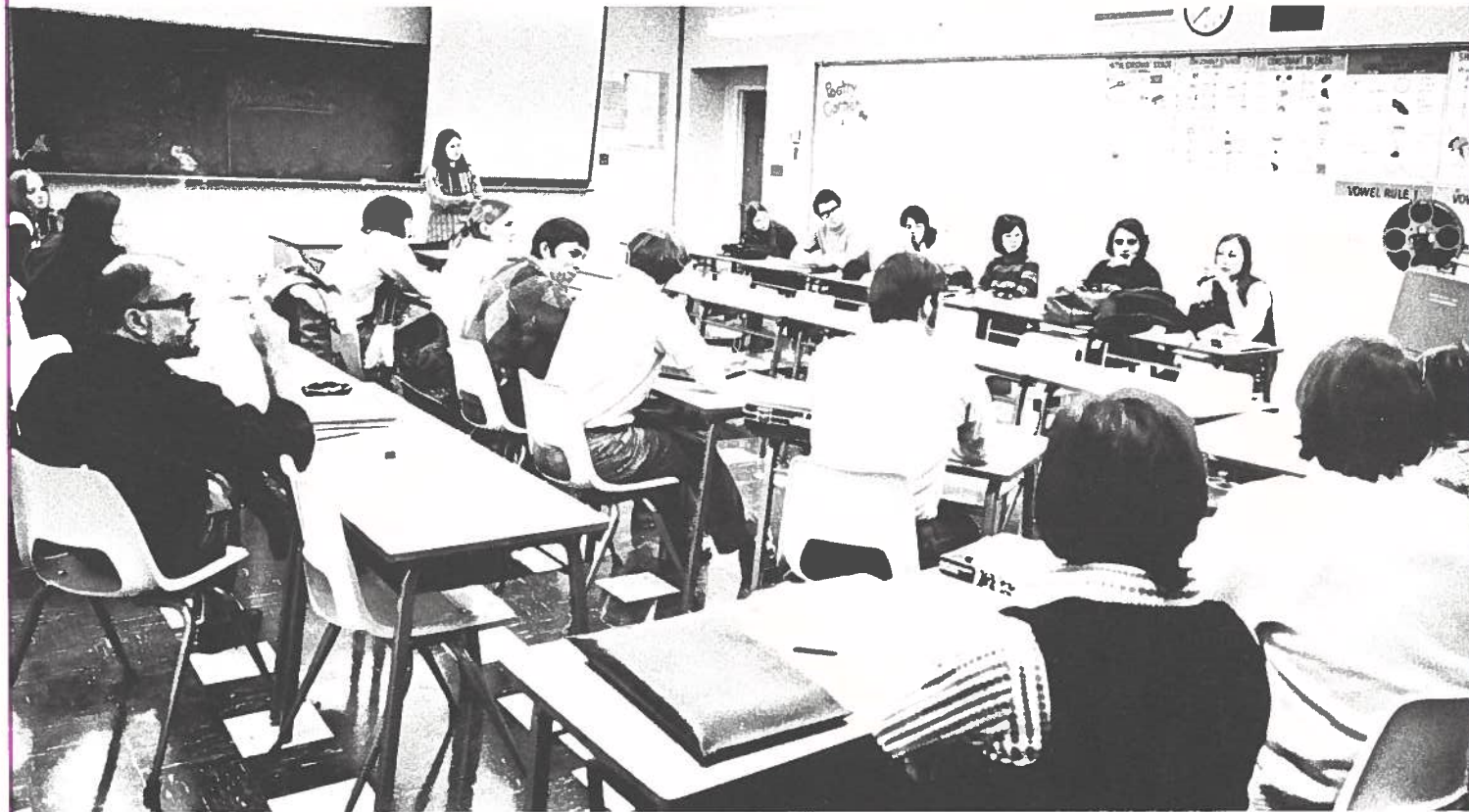


Your Career In Teaching

Teaching offers you many opportunities to build a career of service to society and, at the same time, to continue your own personal development. The rewards of such a career are many — the respect of your fellow citizens for doing a difficult, demanding, and vitally important job, substantial financial rewards, continually new and challenging tasks, and, most important, the satisfaction of watching your students grow, under your guidance, in maturity and understanding. At the same time, you will have the opportunity to expand your own knowledge and to develop your skills in interpersonal relations. Teaching is a profession with a long and honourable tradition, but it is also one which must always be in touch with the latest developments in the arts, in the sciences, and in society. As a result, teachers remain vital and interesting people, who never stop growing themselves.



Career Opportunities



Every teaching career begins in the classroom, and, for many teachers, the opportunities and challenges of helping young people grow are so numerous and absorbing that they supply enough interest for a lifetime. But the opportunities do not end there. For, once you have achieved the basic teaching qualifications, you may decide to pursue one of the many specialized branches of education. There are, for instance, opportunities in Special Education, working with gifted or handicapped students in regular or specialized schools. You may wish, instead, to explore the widening field of Adult Education, or to become a subject specialist, and work towards a position as department chairman,

subject co-ordinator, master teacher, or programme consultant. If your talents lie in the area of educational administration, there are opportunities to qualify as a principal, superintendent, or director of education with a school board. The Ontario Ministry of Education employs many teachers in its many branches, doing specialized work in curriculum development, educational television, professional development, business administration, and school planning. Other teachers go on to post-graduate degrees in Education and to careers in teacher education and research. All these possibilities, and more, are open to you once you have achieved the basic teaching qualifications.

What Kinds Of People Succeed In Teaching

Teaching is just about as individual as living itself. Every teacher approaches his task in a way that suits his personality, his strengths, and his background. Thus, learning to teach is not a matter of accepting unchanged the teaching method or the philosophy of education, for there are a great many methods and philosophies. Rather, learning to teach is the process of developing, through observation, reflection, and practice, a teaching style that grows naturally from, and makes the best use of, your own unique talents and personal attainments.

It is not possible, therefore, to describe in definite detail the kind of person who makes the ideal teacher. Nevertheless, it is possible to indicate, within certain broad boundaries, the qualities that most successful teachers possess. First, they tend to be well-adjusted people, with a sense of personal worth and confidence in themselves. Teaching is essentially dealing with people, and to a very great extent a teacher's work is done without close supervision by others. Thus, the decisions that a teacher makes are his own, and he must be prepared to explain them to students, and to carry them out, without help from higher authorities. This demands self-confidence and independent thought. Equally important is a sensitivity to the thoughts and feelings of others. The good teacher is a person who can sympathize and empathize with the intellectual and emotional difficulties of his students and help them deal with such difficulties with tact and understanding. To do this, one must

be able to sense difficulties — indeed, to anticipate them — even when the student cannot himself explain what the problem is.

At the same time, most good teachers are flexible, and tolerant of other peoples' differences. Working in a school, one is exposed to a great many different attitudes, points of view, and modes of behaviour. The good teacher is able to adapt whatever he does to suit the circumstances and the background of the people with whom he works.

Of course, it goes without saying that a teacher must enjoy and understand what he teaches, and be able to communicate his enjoyment and understanding to his students. These qualities can be acquired through training, of course, but only up to a point. There is a great deal about the activity of a good teacher that remains mysterious, even to the experts, and this ability to communicate the excitement and pleasure of learning is a prime example.

Finally, good teachers work hard. This often comes as a surprise to persons outside the profession, who may sometimes think that teaching is an easy, nine to three-thirty job with plenty of time off in the summer. They do not know about the many hours spent after school preparing lessons, supervising extra-curricular activities, in staff and committee meetings, or in further study and professional education. Thus, there is a sense in which good teachers are born, not made; but if a prospective teacher has such qualities as these, they can be further developed in a teacher education programme.

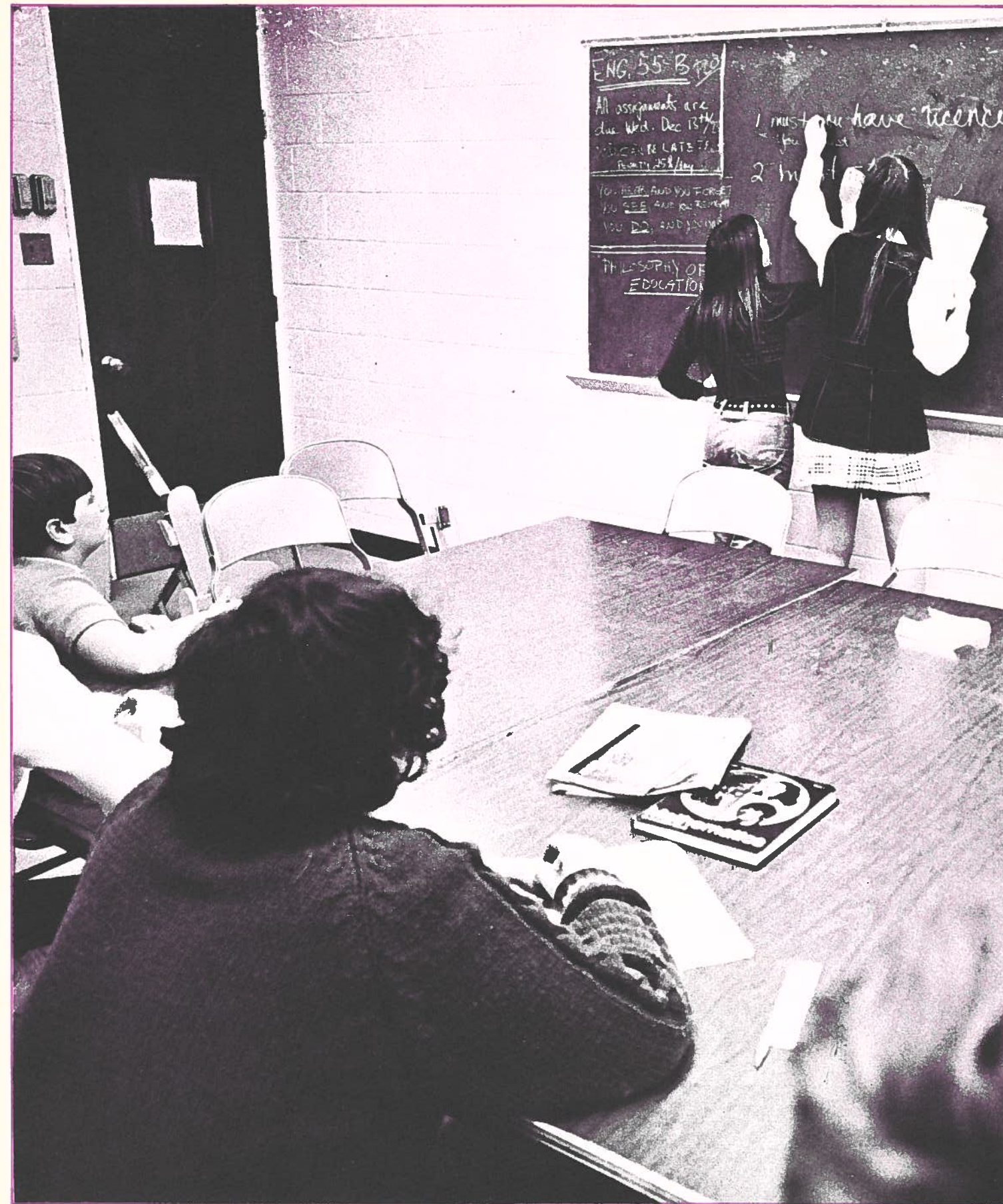
Learning To Teach And Teaching To Learn

The Faculty of Education of Lakehead University offers the prospective teacher a unique opportunity to prepare for a teaching career. The Faculty provides a closely co-ordinated programme of studies and practical experience leading to the degree of Bachelor of Education and to a basic teaching certificate. Most important is the fact that the Lakehead programme enables you to teach as you learn — to get practical experience as a teacher in a real classroom at the same time as you broaden and deepen your own knowledge as a student in a university classroom.

The Basic Teaching Qualifications

The basic qualification for teachers in Ontario is a Teacher's Certificate issued by the Ontario Ministry of Education. Such a certificate is issued to a candidate who —

- (a) holds an approved degree of Bachelor of Arts, or Bachelor of Science, **and**
- (b) completes satisfactorily a Teacher Education Programme at a Faculty or College of Education.

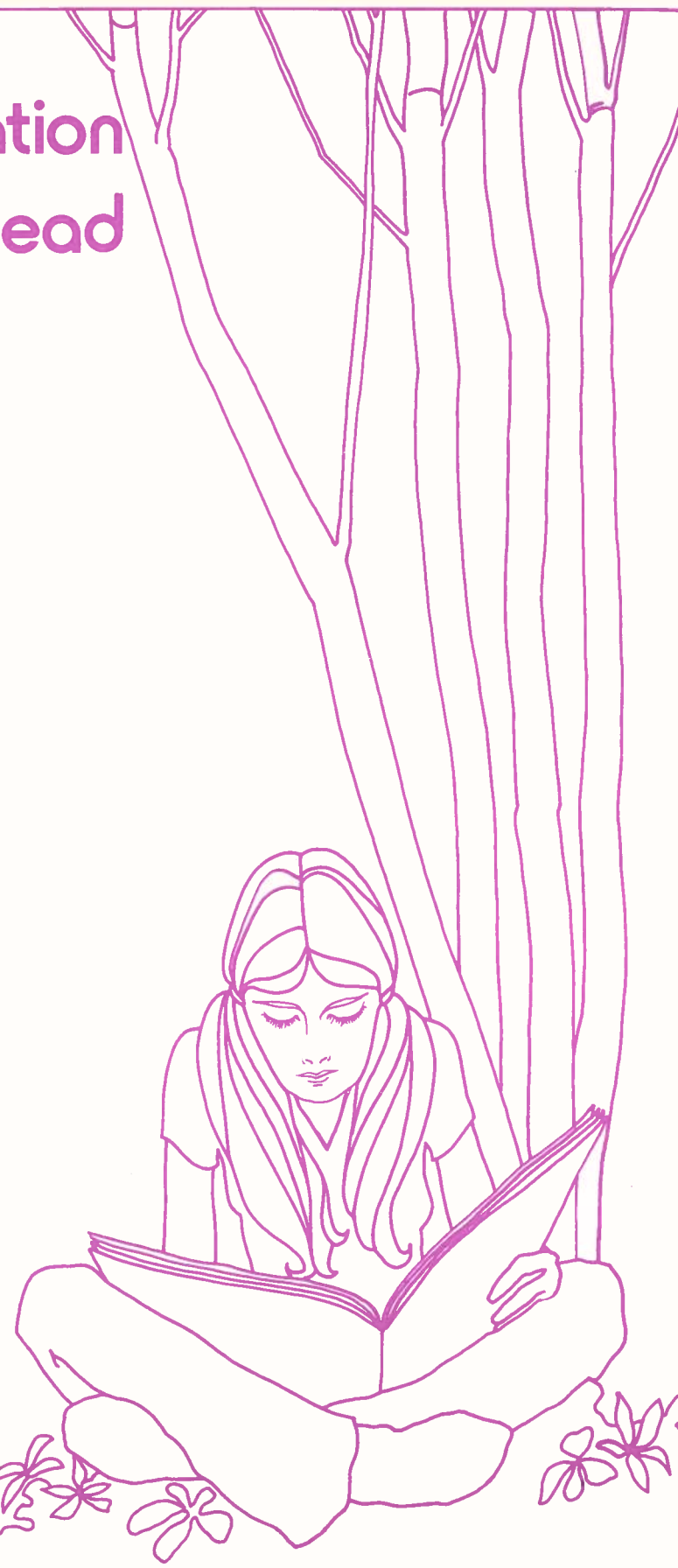


Teacher Education At Lakehead

The Faculty of Education at Lakehead University offers a programme of studies in which prospective teachers can earn a B.A., or B.Sc., and a Bachelor of Education degree concurrently. That is, students may enroll in the Faculty and pursue studies leading to the B.A. or B.Sc. and, at the same time, begin their teacher training, so that they may have the valuable experience of teaching even as they learn. The advantage of this kind of programme is that it makes the student's undergraduate work more relevant, since he begins to use what he has learned in the university classroom almost immediately. In most cases this means that both the teaching and the learning are more efficient. (The best way to learn a subject is to teach it.) Furthermore, a teacher education programme, spread over four years, gives the student-teacher an opportunity to absorb the theory and master the teaching skills more thoroughly than he might otherwise do.

This Concurrent Programme requires four years of study beyond Grade 13, at the end of which the successful student is awarded the degree of B.A. or B.Sc., and B.Ed., as well as either an Elementary School Teacher's Certificate, Standard 4, or a Secondary School Assistant's Certificate, Type B. *(Students who wish to take the B.A. or B.Sc. at the Honours level, and thus qualify for the Type A. Certificate, spend a further year in the programme — i.e., five years of study beyond Grade 13.)*

Students who have already partially completed the B.A. or B.Sc. may transfer to the corresponding year of the B.A./B.Ed. or B.Sc./B.Ed. programme. Students who already hold an approved degree are required to spend one year in the Teacher Education Programme in order to earn the B.Ed. and the Teacher's Certificate.



The University

Traditions in post-secondary education in Thunder Bay have deep roots. In 1946, a number of civic-minded citizens in Fort William and Port Arthur helped establish the Lakehead Technical Institute. Its main purpose at that time was to answer the need for technologists in the forest and mining industries in Northwestern Ontario. At the same time, however, a few university credit courses were offered in order to provide the foundation for future college study for people in the north who had never before enjoyed such opportunity.

University-level study expanded gradually until 1956 when the Institute evolved to become the Lakehead College of Arts, Science and Technology. The College granted its first degrees in 1965, and later the same year became Lakehead University, with full university powers. This meant that the people of Northwestern Ontario could complete their degrees in most university programmes without the inconvenience of having to travel outside the region.

In the spring of 1969, the Lakehead Teachers' College, which had been involved with training elementary teachers since 1960, became affiliated with Lakehead University through the establishment of a Faculty of Education under the academic jurisdiction of the University Senate. This development not only answered a crying need for teachers in the northern parts of Ontario, but at the same time constituted the first step taken by the Province toward the integration of the training of elementary and secondary school teachers. The Honourable William Davis, then Minister of Education and University Affairs, said that "this step marks the first phase of a programme which will result eventually in a degree for every Ontario teacher."

Thus it is that students in teacher education at Lakehead University are directly involved in a pioneering effort which seeks new approaches while still maintaining the excellent standards established over the years in both universities and colleges of education in Ontario.

One aspect of pioneering which, fortunately, is not in evidence at Lakehead University, is the necessity to rely on make-shift facilities and equipment. The \$40 million dollar campus is more than adequate for its student population of up to 3,000 full-time students.

Facilities include: residence accommodations for over 600 students; a university centre complex features lounges, cafeteria, student government offices, shopping mall, bank, and a 380-seat theatre; an athletic complex with numerous gymnasias, squash courts, combatives room, Olympic-length swimming pool, and ample dressing-room and sauna facilities for men and women. Academic structures include a separate Faculty of Education Building, science and technology complex, the Main Building of the University which houses classrooms and laboratories for students in the social sciences, and the Ryan Building which provides up-to-date lecture theatres, seminar rooms and classrooms for those involved with the humanities.

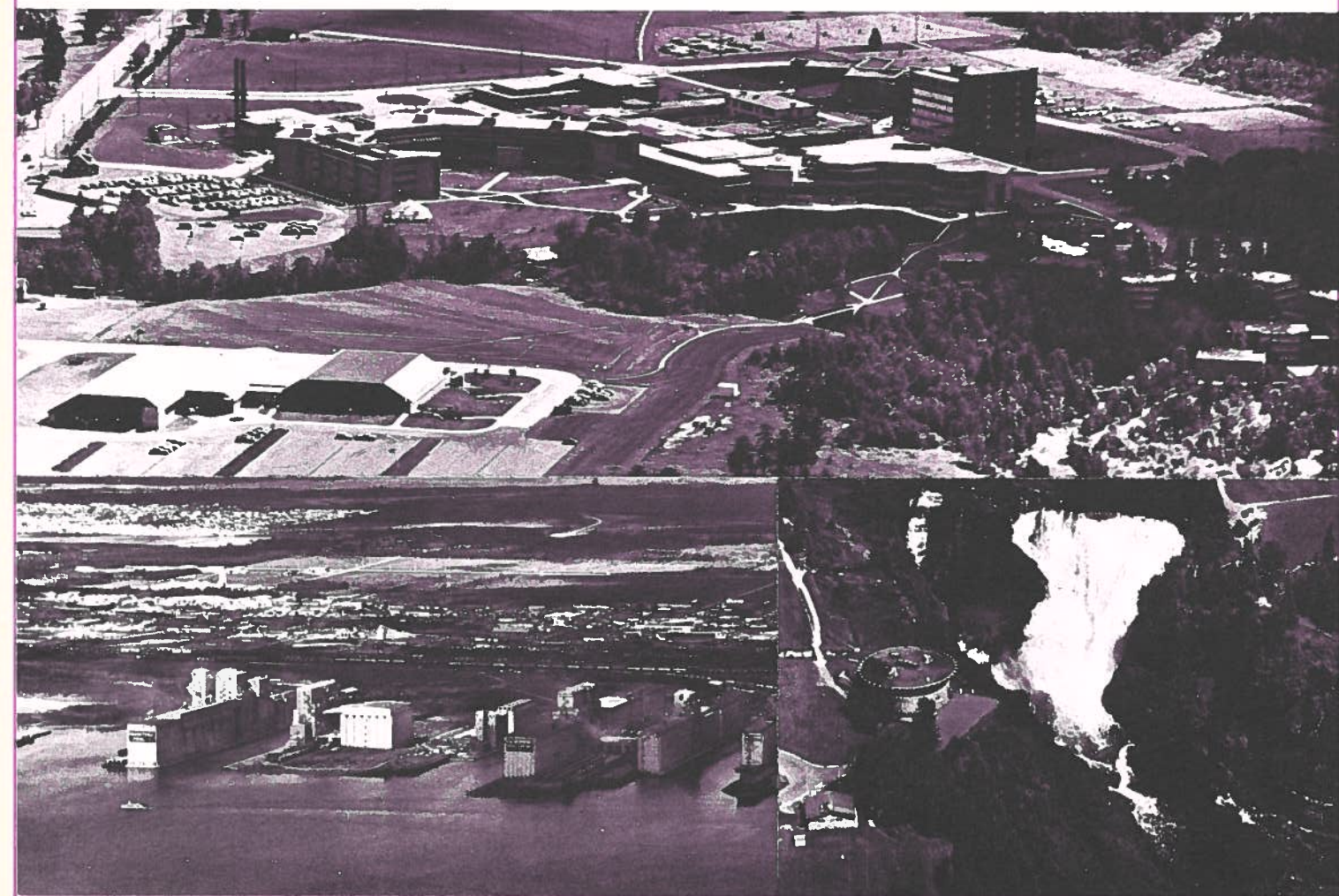
Research is facilitated by a University library which provides 200,000 volumes, a wide variety of periodical literature, and a seating capacity of over 1,000. For students of education, the main library is supplemented by an education library housed within the Faculty of Education Building. Also, an IBM model 360/50H computer is available on a twenty-four hour basis for use by all members of the University community.

The City And The Region

The campus of Lakehead University overlooks the harbour of Thunder Bay, Ontario. As a necessary transportation and communications link between east and west, this bustling community is the working hinge of all Canada. The great bulk of the nation's natural wealth, in grain, minerals and wood pulp, are distributed to world markets through this vital inland port.

The immediate environment benefits the University

in many ways. First, it comprises one of the world's outstanding natural laboratories. The boreal forest, the Pre-Cambrian Shield and the massive watershed of Northwestern Ontario provide a limitless challenge to man's thirst for knowledge and to his capacity for improving his way of life. The region also stands as a wilderness wonderland, offering excellent opportunity for skiing, hiking, fishing, hunting, camping and many other outdoor activities.



The Campus Classroom

The Faculty of Education at Lakehead University has established a special campus classroom, where student-teachers may observe and engage in the teaching of elementary school students under actual classroom conditions. During the academic year, entire classes of elementary school students from Thunder Bay schools are brought to the university campus by bus, accompanied by their regular teachers. In a classroom especially designed, in the Faculty of Education building, their regular teachers

conduct lessons while student-teachers are permitted to observe the teacher's methods and the pupils' behaviour from a special observation gallery. Student-teachers also have the opportunity of teaching lessons themselves, under the supervision of their instructors. The campus classroom not only provides illuminating examples of good teaching, but contributes to the close relationship that exists between the Faculty and practising teachers and boards of education in Northwestern Ontario.



What Teacher Education Is All About

The Teacher Education Programme at Lakehead University is based on the belief that teaching is a facilitating process to learning; that is, that the effective teacher is the one who can direct and optimize the natural curiosity and spontaneous desire for knowledge that all young people display. The Faculty recognizes, therefore, four basic components in the education of a teacher.

First, the teacher must himself have a broad, rich background of knowledge and experience, and be an informed and well-adjusted person. Therefore, everyone entering upon a teaching career must have a rich background of studies in Arts and Science. The degree programmes offered permit the student to combine his professional preparation with studies in the Faculties of Arts and Science. Seventy-five percent of the programme consists of academic content. Twenty-five percent is devoted to professional studies.

Second, to facilitate learning, the teacher should know a good deal about the way in which learning takes place. He must be conversant with the various theories of learning so that he can select one or create one of his own and learn how to apply it to specific classroom learning situations. He must understand the value system of the student, and the social and cultural influences that bear upon students' behaviour in the classroom. He must be conversant with the theories and methods of education operative in educational systems of other countries and other eras, so that he will have an

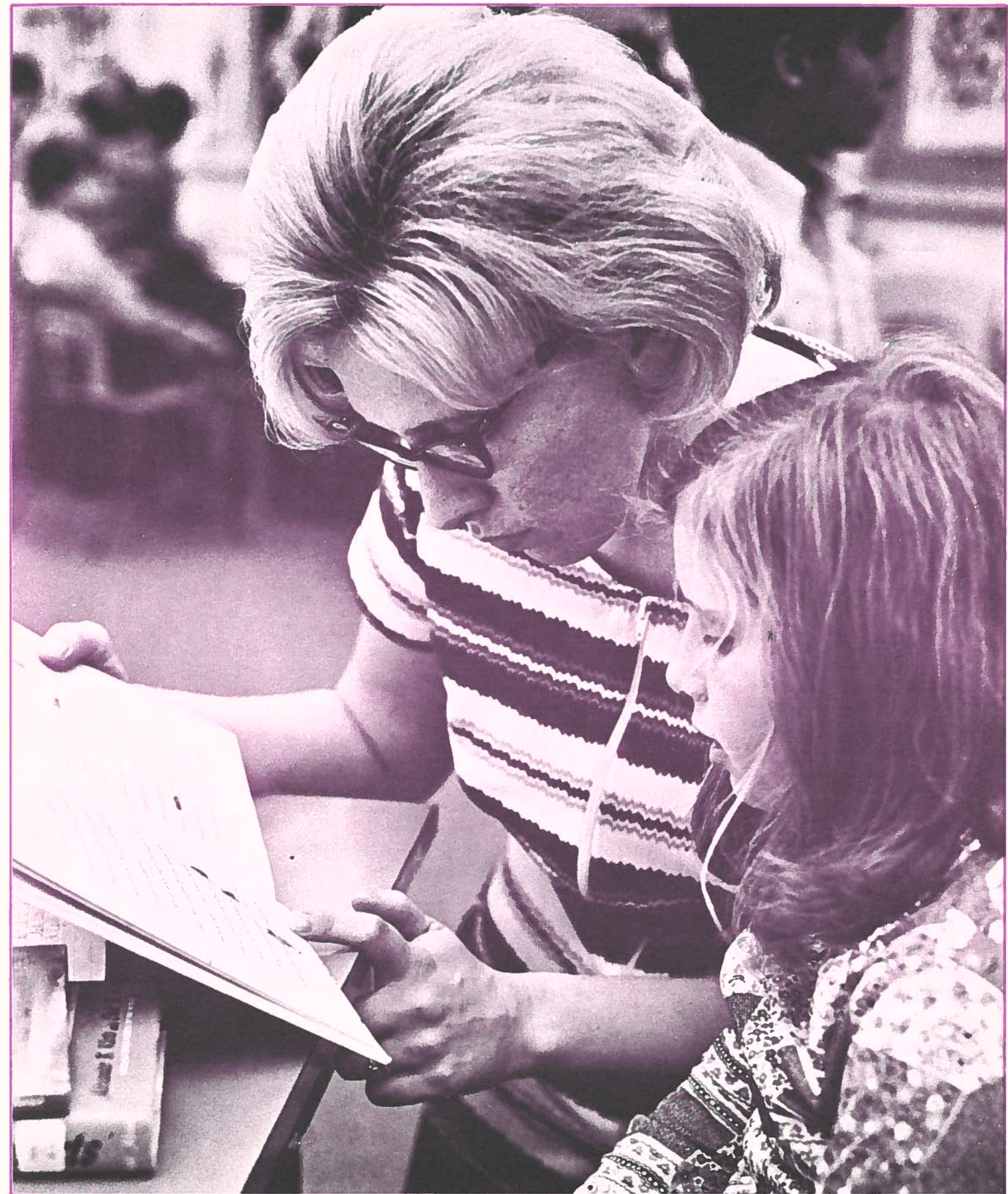
intelligent appreciation of the system within which he works. To this end his professional preparation includes the study of the principles of Psychology, Philosophy, and Sociology as they are applied to learning, and comparative and historical studies of other educational systems.

Third, the Teacher Education Programme includes courses in teaching methodology. Methods courses are assigned to provide the student with a set of generalizations or principles which can be used to construct appropriate learning situations for students, relevant to their needs, motives, and interests. The way a teacher uses these conceptual skills will determine his own personal teaching style.

Finally, the Faculty of Education recognizes that teaching is as complex and individualized as learning. Hence every teacher must develop his own patterns through actual practice. Consequently a vital facet of the Teacher Education Programme is practice teaching, conducted in elementary and secondary schools associated with the Faculty.

These four components, then — academic studies, educational theory, teaching methods, and practice teaching — make up the Teacher Education Programme.

The Faculty recognizes that it is the co-ordination of these elements that is the key to successful teaching, and hence the programme is designed so that the student may take full advantage of all four, and weld them together into a unified, intelligent, and creative teaching style of his own.

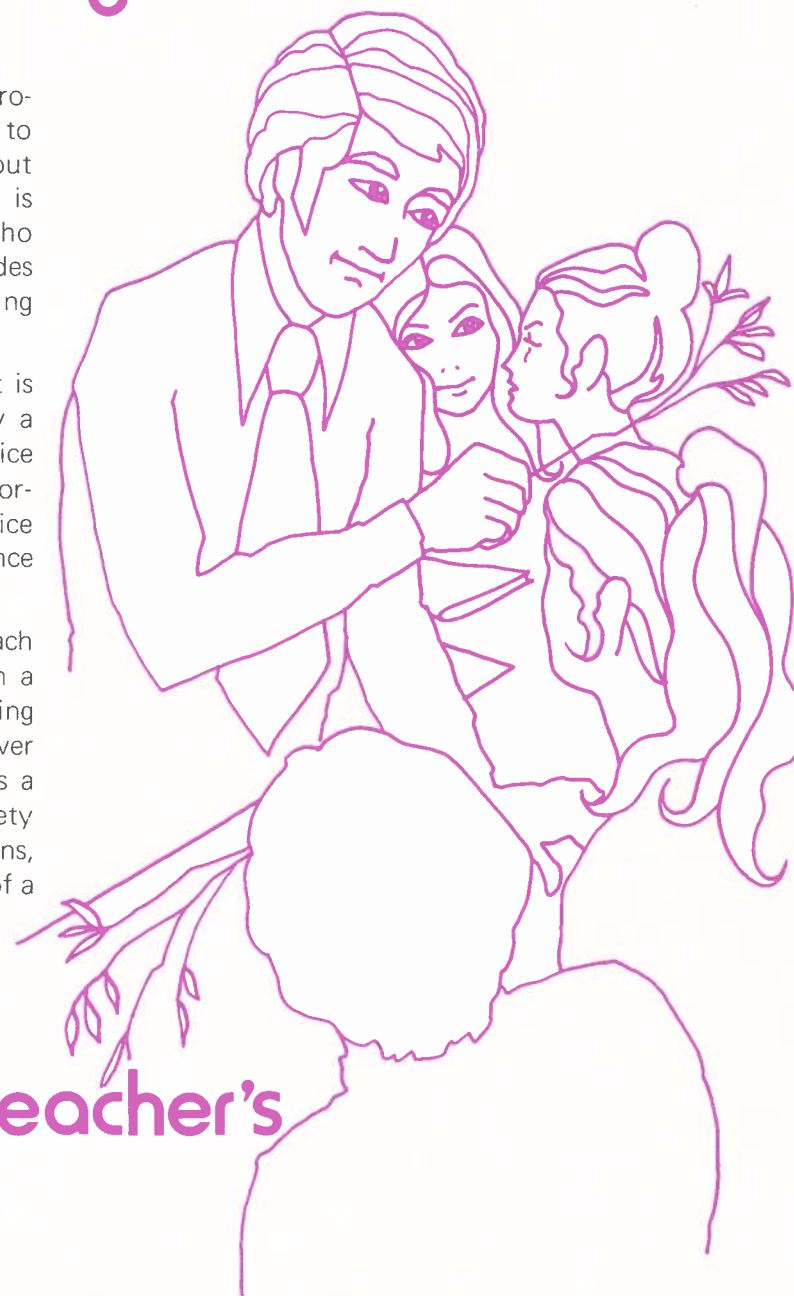


Practice Teaching

To add further practical experience to the programme, students are given the opportunity to practise their teaching skills in schools throughout Northwestern Ontario. Each student-teacher is assigned to an experienced Associate Teacher who supervises him in practice lessons and provides sympathetic and constructive guidance in teaching methods and procedures.

The practice teaching schedule of every student is drawn up in consultation with the student by a professor on the Faculty, who acts as Practice Teaching Adviser. The student has every opportunity to confer with his Adviser about practice lessons and to get the benefit of his experience and expertise.

There are eight weeks of practice-teaching each year, at least two of which must be spent in a centre outside of Thunder Bay. (Students teaching out of town are given financial assistance to cover transportation and accommodation costs.) As a result, the student gains experience in a wide variety of schools, classrooms, and teaching conditions, and has the benefit of the advice and example of a large number of professional teachers.



Elementary Teacher's Certificate

Teachers who wish to teach in the elementary schools pursue a programme of studies leading to the Elementary School Teacher's Certificate, Standard 4. This programme consists of the four basic teacher education components described above, with emphasis on teaching methods used in the elementary schools.

Secondary Teacher's Certificate

Teachers who wish to teach in the secondary schools pursue a programme leading to an Interim Secondary School Assistants Certificate, Type B. This programme consists of the four basic components as described above, with emphasis in methods courses on two secondary school subjects. The choice of subjects depends upon the student-teacher's academic qualifications. At the present time, student-teachers may choose their teaching options from among the following:

English	Chemistry
Geography	Geology
History	Physical and Health Education
Mathematics	Physics
French	General Science
Spanish	Counselling and Guidance
Man in Society	
Biology	



Combined Elementary And Secondary Teacher's Certificate

Through consultation with the Dean, candidates may arrange a choice of options leading to a combined certificate, i.e., one which qualifies the teacher to teach in the elementary school and in **one** subject area in the secondary school.

The Learning Atmosphere

An important part of the Teacher Education Programme at Lakehead University does not appear in any calendar or syllabus. It is the informal learning that goes on continuously in friendly groups of students and professors, who gather in the Student Lounge to talk over mutual problems, exchange experiences, and "rap" together. Student-teachers enjoy many informal social gatherings during the year as well, as part of the university student body and the Alma Mater Society. Because the Faculty of Education is a comparatively small one in terms of numbers, there is a closeness and camaraderie between students and professors which contributes to mutual understanding and respect.

For Further Information

For more detailed information and advice about the Teacher Education Programmes, write:

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