

VULNERABILITY, MARGINALIZATION, AND EDUCATION, [P/J, J.I, I/S]



This course brings together four main themes or learning strands. These are 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 is for teacher candidates to appreciate that teachers teach students, not subjects. Teacher candidates will also focus on strategies for integrating service-learning in their own teaching.

The centerpiece of the course is the Global Community Engagement Program, through which teacher candidates authentically explore, vulnerability and marginalization in education in 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 a myriad of factors 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.
- Gain 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 VMECE is the Faculty of Education's social justice in education conference. It 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 United Way run Poverty Simulation Workshop 'Living on the Edge' and developing curriculum resources for Ontario Student Nutrition Program 'Farm to School' program)



GLOBAL COMMUNITY ENGAGEMENT PROGRAM (GCEP)



The GCEP is the hands-on experiential component of the course Vulnerability, Marginalization and Education. It provides opportunities for community engagement for teacher candidates through active participation in service-learning projects locally, and internationally. Through the GCEP, teacher candidates will plan and implement service-learning projects and activities. An important aspect of this is the opportunity to participate in international service-learning projects (ISLP) in a foreign country. Current ISL projects take place in the Republic of Tanzania in east Africa (TeachTanzania) and Jamaica in the Caribbean (TeachJamaica).

These two projects allow teacher candidates to travel to one of these destinations for short-term experiences of three to four weeks. Teacher candidates engage in teaching in local schools and implementing educational projects in schools and service projects in marginalized communities. The projects are identified by local stakeholders in the host countries and serve rural schools and communities with socio-economic challenges and other disadvantages.

