

Teaching and Curriculum

Conceptual Framework

Integration of Content & Pedagogy

Integration of Theory & Practice

Social Justice Commitment

Inclusion of Children with Disabilities

A Socio-Historical Perspective

Assessment in Context

Learning through Technology

At the Warner School, we are committed to educating teachers who have the courage and conviction to lead struggles for social justice, in-depth knowledge of the subjects they teach, and the skills and understanding needed to help all students develop to their potential. Our candidates learn to approach curricular and pedagogical decisions as thoughtful practitioners with knowledge of the social, historical, and political contexts within which they teach. It is our ultimate goal to prepare teachers who can become agents for change in schools and who are committed to higher standards in teaching and learning. More specifically, all Warner School teacher preparation programs are characterized by the following elements:

INTEGRATION OF CONTENT & PEDAGOGY

Effective teachers need to have a solid understanding of the subject matter they teach, and the ability to confront the fundamental questions of why they should teach it, how it should be taught, and for what purpose. We believe that future teachers need to know what is appropriate for the age/grade level they teach and relevant for the children, families, and communities in which they teach. Therefore, our program's methods courses are grounded in a research-based understanding of the relationship between content, pedagogy and child development, and emphasize reflection on the nature of subject matter, the goals for teaching it, and the assumptions and implications of choosing specific teaching strategies.

INTEGRATION OF THEORY & PRACTICE

Theory and practice are deeply and inseparably intertwined. We believe that future teachers should be able to use knowledge gained through both research and practice to construct environments where quality teaching and learning can take place. As a result, our candidates learn about the relationship between theory and practice throughout their course of study through field experiences and methods courses that are taken concurrently.

SOCIAL JUSTICE COMMITMENT

Social justice concerns are related to the processes and relationships that produce and reproduce patterns of distribution. We believe that there is a knowledge base that teachers need to have access to in order to be effective agents for social change. Our candidates understand their role in the maintenance or transformation of social and educational practices that engender inequality. Self reflection about the ways they are raced, classed, and gendered is fostered throughout their program, and they are encouraged to develop a sense of social responsibility through their interactions with others.

INCLUSION OF CHILDREN WITH DISABILITIES

Inclusive schooling is a commitment to the education of all students in heterogeneous learning environments that value diversity and maintain high expectations based on students' individual strengths, needs, and interests. Effective inclusion requires collaboration between schools, families, and communities, and the provision of the necessary supports and services to students and their teachers. We believe that all students bring rich and meaningful experiences to school, and that all teachers should have the ability to recognize their diverse needs, abilities and backgrounds, and adapt instruction to be responsive to these. As a result, all of our methods courses pay explicit attention to students' unique learning styles and needs, and prepare candidates to implement a variety of strategies for differentiating instruction.

A SOCIO-HISTORICAL PERSPECTIVE

Learning is socially constructed and involves more than receiving knowledge. We believe that children and youth learn through active engagement in culturally mediated activity involving knowledgeable others, and are active agents who are not only constructed by social and cultural practices and institutions, but also construct them. Our candidates understand and value the diversity of human development and develop the ability to meet students' needs for competence, autonomy, and relatedness in order to maximize student learning in schools.

ASSESSMENT IN CONTEXT

Assessment should be embedded in authentic learning activities that are for real audiences and real purposes. We believe that assessment is an integral part of meaningful instruction that maximizes student learning and supports development. As a result, it should be tailored to the specific purposes and contexts of learning, so as to support student expression, inquiry, and meaning-making processes. Our candidates explore assessment as a way to both develop curriculum and better meet students' needs, as well as to provide them with a variety of ways to demonstrate learning, risk-taking, and growth.

LEARNING THROUGH TECHNOLOGY

Technology is a social practice that has the potential to change power relations in classrooms. We believe that technology can be an integral part of candidates' pedagogical content knowledge, and used in distinct ways as a means to enhance their understanding of the themes and concepts inherent in each of the disciplines. As a result, our candidates not only learn innovative ways to enhance learning through the use of technology, but also interrogate the ways in which technology can reinforce and reproduce traditional pedagogical practices and unequal distribution of resources and knowledge.