

Considerations for December 13 – 14, 2018 Design Committee Meeting

Program Wireframe v3 provides the draft template for our renewed program. I have attempted to include the elements in the draft Deb sent earlier and arrange it within the template I created for UOB Okanagan’s renewal efforts.

On that template, I added a column called NOTES / OBSERVATIONS. This column reflects my questions re gaps and areas for consider. It would be helpful if you could read over that column and scan the template before December 13th.

AGENDA December 13 – 14		
December 13	AM Session	<ul style="list-style-type: none"> • Review structure of Program Wireframe v3, Programmatic Givens / Constraints • Discuss thematic structure – People, Place, Land • Discuss cross program course options • Discuss Aboriginal Education 6 credits
	PM Session	<ul style="list-style-type: none"> • Work through Program Wireframe v3 • Address NOTES / QUESTIONS • Discuss credit allocations • Discussion credit allocations and impact on course revisions / renewal / new options
December 14	AM Session	<ul style="list-style-type: none"> • Debrief December 13th work • Assign course learning outcomes within specific working groups • Review unifying assignments and instructional strategies (large group, seminar, blended, etc.)
	PM Session	<ul style="list-style-type: none"> • Strategies for involving entire faculty in this renewal effort • Strategies for sharing v4 of the Program Wireframe with faculty • Development of timeline / To Do List ...

Suggested Givens

- Bachelor of Education program should be 60 credits distributed across 5 semesters.
 - Question – will students be eligible for loans / funding in the structure?
- Both the EY and SY programs are 60 credits
- Following the holistic direction of the renewed BC Curriculum, might we consider combining Mathematics, Science, ADST, and ART into a STEAM configuration. Coding and Robotics could be in STEAM, while Digital Humanities, Digital Documentation, and Digital Literacies are used in service to the ePortfolio efforts.
- Aboriginal Education – as mandated by TRB and the BC Curriculum, as well as our Indigenous communities, we offered as a crosscutting course of 6 credits across the 5 semesters and used in service of anchoring / situating our themes of People, Place and Land?
- Faculty workload be considered separate from programmatic credits and determined by modules with semester blocks.

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Suggest Program Credit Allocations

If the total program is now 60 credits for both EY and SY cohorts, might the following allocations work?

- Practicum = 12 credits rather than the existing 13 credits
 - EDUC 391 Classroom Practice and Seminar I – 3 credits - Year 1 Sem 2
 - EDUC 490 Classroom Practice and Seminar III – 3 credits - Year 1 Sem 3
 - EDUC 491 Classroom Practice and Seminar IV – 6 credits - Year 2 Sem 1
- That leaves 48 credits for the remaining program - possibly
 - 6 credits cross program for Aboriginal Education – possible topics include:
 - Introducing the 1st Peoples' Principles of Learning
 - Holistic – Aboriginal World View and Perspectives
 - Truth and Reconciliation Commission
 - BC Auditors' General Report
 - Connecting the Competencies with 1st Person's Principles of Learning
 - History of Indigenous People of Canada
 - Residential School Experience
 - Anchored in Knowledge
 - Co-Designing Curriculum, Embedding 1st Peoples Principles of Learning
 - Project-based Learning
 - Interview an Elder, Advocate, Aboriginal Community Leader
 - Dispelling Myth – Embracing Holistic Perspective and Inclusion
 - Introduction / Deep Learning of the Medicine Wheel (Holistic)
 - Planning a Curricular Theme with Goals in each of the 4 directions – Spiritual, Emotional, Intellectual, Physical
 - 6 credits cross program for a revised Ed Tech (Digital Humanities, and Digital Literacies)
- Then 36 credits for the rest ... basically 12 – 3 credit courses, including electives
 - BC Curriculum areas
 - English Language Arts
 - Mathematics
 - French – Second Language
 - Social Studies
 - PE / Dance
 - ADST
 - Wellness
 - Sustainable Health & Career
 - TRB Policy 2.1B requirements
 - Ed Foundations (history, philosophy, sociology)
 - Human development & learning
 - Curriculum & instruction in the applicable teaching area
 - Diagnosing & providing for the educational needs of individual students, evaluation & testing
 - Integration of theory & practice (practicum, educational studies, pedagogical knowledge & skills)
 - TRB Policy 5 requirements
 - Studies in 1st Nations pedagogy & issues related to historical & current contexts
 - Practicum
 - Teaching students with special needs
 - Educational & pedagogical content providing basis & depth to meet Teaching Standards

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- Pedagogical knowledge informed by current research
- Gender equity
- Multiculturalism & racism
- Sexual orientation, homophobia & heterosexism
- Poverty & social deprivation
- Religion & religious intolerance
- Immigrant experience
- Violence & bullying
- Integration of theory & practice (practicum, educational studies, pedagogical knowledge & skills
- ESL
- Administrative, legal & political framework
- Ethics, standards & practice of teaching as a profession

Unifying Assignments Spanning Program – Key Assignments, Demonstrations of Learning, Demonstrations of Competency

- Maintaining digital repository of work – key word identified and search
- Reflective journal
- On ePortfolio
- Case reflections
- Case responses
- Evidence of presentations
- Unit plans and lesson plans
- Documentation panel
- Creative event planning
- Year plan for Physical and Health Education
- Development of plan for Learning Centre for Physical and Health Education
- Development of candidate profile
- Inquiry Project
- ???

Instructional Strategies to Consider – List is not exhaustive ...

- **Large Group Lecture** - potential for break out seminars that bring together both EY / SY cohorts
- **Breakout Seminars** - focused on the specific cohort needs
- **Workshops** - short term, intensive experiential learning events- skill focused or place based or???
- **Seminars** - small group, possibility cross cohort, allowing for interaction, deliberation, and debate across the program
- **Case Studies** – living cases of actual practice used to pose position theory within practice and provoke discussion of issues, analyses, and strategizing
- **Formative Practicum** - sustained field experience opportunities with intentional debrief opportunities for reflection and growth
- **Classroom observations** - within the schools which they may ultimately be placed
- **Field experience** – rural and or remote school and/or community-based settings that will enrich their preparation to enter the profession and introduce them to the broader environment in which contemporary educators work.
- **Sustained, final practicum** – students will be provided preparation in advance of this

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final practicum, as well as a substantive debrief at the conclusion of the final practicum to support deep reflection

Questions / Observations

- Rather than EY / SY, do we want to consider the program elementary / middle school with some of the electives being “older” secondary methods? That would allow us to combine cohorts more often, basically separating them for specific primary level expertise / approaches? Also, if we took that approach, all our students would need all the BC Curriculum areas.
- Our program, as expressed on Program Wireframe v3, looks weak on paper the following TRB Policy 5 elements:
 - Special Needs
 - Pedagogical knowledge informed by current research
 - Gender equity
 - Multiculturalism & racism
 - Poverty & social deprivation
- Our program, as expressed on Program Wireframe v3, appears to be missing the following TRB Policy 5 elements:
 - Sexual orientation, homophobia & heterosexism
 - Religion & religious intolerance
 - Immigrant experience
 - Violence & bullying
 - ESL – we have 2nd language but are we addressing ESL / EAL issues
 - Administrative, legal & political framework
- What instructional strategies do we want to model / use for cohort cohesion and achieving / demonstrating TRB competencies?
- How will we use / adopt blended or distributed learning to address the concerns of our rural, remote students?
- How will we address the needs of students who are needing additional courses for degree upgrading / certification?
- Do we want a community field experience as part of our program that encourages students to experience education in a variety of settings – rural, remote, independent schools; global placements; and community locations like museums, libraries, outreach, etc.?