

YEAR ONE – SEMESTER ONE - 13 WEEKS SEPTEMBER - DECEMBER			YEAR ONE – SEMESTER TWO - 13 WEEKS JANUARY - APRIL			
	Week 1 - Full Cohort – EY / SY Orientation / Questioning	Weeks 2 – 13 - Full Cohort – EY / SY Questioning / Exploring	Full Cohort – EY / SY Questioning / Exploring	EY Cohort Questioning / Focusing	SY Cohort Questioning / Focusing	
Course	<b>EDUC 446</b> Aboriginal / Indigenous Education 5 hours	<b>EDUC 346</b> Aboriginal Education 3 cr	<b>EDUC 421</b> Assessment & Motivation 3 cr	<b>EDUC xx4</b> Curriculum & Instruction in the Humanities using ADST 3 cr	<b>EDUC 372</b> Part 1 Math / Science 3 cr	<b>EDUC 361</b> Part 1 Humanities 3 cr
	<b>EDUC xx1</b>	<b>EDUC xx2</b> Ed Foundations, Ethics, etc. 3 cr  <b>EDUC xx3</b> Pedagogy, Curriculum & Teaching – Theory in Context 3 cr  <b>EDUC 390</b> Classroom Observation 3 cr	<b>EDUC 391</b> Practicum Prep 3 cr	<b>EDUC xx5</b> Curriculum & Instruction in the Math & Science using ADST 3 cr	<b>EDUC xx6</b> Integrating ADST as a Pedagogical Stance 3 cr  <b>EDUC 446</b> Aboriginal/Indigenous Education 5 hours	

Content		<p><b>EDUC 346</b></p> <ul style="list-style-type: none"> <li>• Development / understanding of cultural &amp; purposeful integration into curriculum to build student knowledge / understanding</li> <li>• Understanding of oral history</li> <li>• Knowledge of world views / Indigenous perspectives on historical / current issues</li> </ul> <p><b>EDUC xx2</b></p> <ul style="list-style-type: none"> <li>• Ethical behaviours</li> <li>• Integration of foundations of theory, practice</li> <li>• Pedagogical knowledge &amp; skills – historical, philosophical, psychological, sociological foundations</li> <li>• Gender, culture, race, social class</li> </ul> <p><b>EDUC xx3</b></p> <ul style="list-style-type: none"> <li>• Overview of BC curriculum</li> <li>• Understanding of curricular integration</li> <li>• Development of student perspectives, understanding differentiation</li> <li>• Assessment &amp; evaluation</li> <li>• Teacher as researcher / learner / leader</li> <li>• Practical approaches to development &amp; evaluation &amp; curriculum</li> </ul> <p><b>EDUC 390</b></p> <ul style="list-style-type: none"> <li>• 3 week observational practicum</li> <li>• Observations with mentors addressing ongoing practice issues</li> <li>• Becoming a peer team</li> <li>• Reflection, case management, problem solving, assessing resources, professional issues, teacher research</li> </ul>	<p><b>EDUC 421</b></p> <ul style="list-style-type: none"> <li>• Forms of assessment</li> <li>• Role of assessment</li> <li>• Link between assessment, evaluation &amp; student learning, motivation, behaviour &amp; development</li> <li>• Differential assessment &amp; evaluation</li> <li>• Link between curricular competencies &amp; assessment &amp; evaluation</li> <li>• Children &amp; adolescents' development</li> <li>• Theories of development – developmental diversity &amp; identity</li> </ul> <p><b>EDUC 391</b></p> <ul style="list-style-type: none"> <li>• 3 week practicum – EY student teach 20 – 25 lessons / SY students teach 11 – 13 blocks</li> <li>• Observations, supervision, practical experiences in schools – planning &amp; instruction across the curriculum</li> <li>• Reflective practice – inquiry, problem solving, access resources, professional issues, portfolio development</li> </ul>	<p><b>EDUC xx4</b></p> <ul style="list-style-type: none"> <li>• Development of oral &amp; written language</li> <li>• Diversity amongst learners in Language &amp; Literacy, including cultural differences</li> <li>• Curricular expectations for K-7 listening, speaking, reading, writing &amp; spelling</li> <li>• Progression of skill development / instructional strategies</li> <li>• ADST as pedagogical stance &amp; instructional strategy</li> <li>• Social Studies education K-7, including curriculum content, competencies, resources &amp; materials</li> <li>• Strategies / integration into cross curricular learning</li> </ul> <p><b>EDUC xx5</b></p> <ul style="list-style-type: none"> <li>• K-7 strategies, knowledge of curriculum development, materials, planning, evaluation &amp; assessment</li> <li>• Building connections with Math / Science curriculum</li> <li>• Building connections – curriculum guidelines &amp; instructions</li> <li>• Progression of skill development / instructional strategies</li> <li>• ADST as pedagogical stance &amp; instructional strategy</li> <li>• K-7 strategies in Math &amp; Science, including curriculum content, competencies, resources &amp; materials</li> <li>• Strategies / integration into cross curricular learning</li> </ul>	<p><b>EDUC 361 Part 1</b></p> <ul style="list-style-type: none"> <li>• Senior years – grades 8 – 12 HUMANITIES curriculum</li> <li>• Develop curricular materials</li> <li>• Fostering cross curricular learning</li> <li>• Planning, instruction, assessment &amp; evaluation</li> </ul> <p><b>EDUC 372 Part 1</b></p> <ul style="list-style-type: none"> <li>• Senior years – grades 8 – 12 Math, Science and digital component of ADST curriculum</li> <li>• Develop curricular materials</li> <li>• Fostering cross curricular learning</li> <li>• Planning, instruction, assessment &amp; evaluation</li> </ul> <p><b>EDUC xx6</b></p> <ul style="list-style-type: none"> <li>• Introduction to ADST</li> <li>• Integration of ADST components as cross cutting, curricular integration</li> </ul>
Cross Cutting Course	<p><b>EDUC xx1</b>  <b>Reflective Practice Through Inquiry and Portfolio</b>  6 cr</p>				

Content	<p><b>EDUC xx1</b></p> <ul style="list-style-type: none"> <li>• Intro to ePortfolio &amp; Inquiry</li> <li>• Reflection – Reflective practitioner</li> <li>• Transformative inquiry</li> <li>• Identity – from student to educator</li> <li>• Evidence informed practice</li> <li>• Continuous learning / professional &amp; personal growth</li> <li>• Portfolio – what, why &amp; how</li> <li>• Digital tools – what, why &amp; how</li> <li>• Digital documents (Reggio inspired practice)</li> <li>• Digital literacy</li> <li>• Digital citizenship digital assessment tools in the classroom (i.e., FreshGrade, et.)</li> <li>• Competency with digital tools / appropriate technologies</li> </ul>				
Cross Cutting Course	<p><b>EDUC 446</b>  <b>ABORIGINAL/INDIGENOUS EDUCATION</b>  3 cr</p>				
Content	<p><b>EDUC 446</b>  Ceremony &amp; Identity  People, Place &amp; Land</p>				
TRB Policy 2.1b	<p><b>EDUC xx1</b></p> <ul style="list-style-type: none"> <li>• Inquiry</li> <li>• Reflective Practice Using Portfolios for Ongoing Reflection</li> <li>• Educational &amp; pedagogical content providing basis &amp; depth to meet Teaching Standards</li> </ul> <p><b>EDUC 446</b></p> <ul style="list-style-type: none"> <li>• Studies in First Nations Pedagogy and Issues related to historical and current contexts</li> <li>• Educational &amp; pedagogical content providing basis &amp; depth to meet Teaching Standards</li> </ul>	<p><b>EDUC 346</b></p> <ul style="list-style-type: none"> <li>• Human development &amp; learning</li> <li>• Curriculum &amp; instruction</li> <li>• Diagnosing / providing for the educational needs of individual students, evaluation &amp; testing</li> <li>• Integration of theory &amp; practice</li> </ul> <p><b>EDUC xx2</b></p> <ul style="list-style-type: none"> <li>• Educational foundations</li> <li>• Integration of theory &amp; practice</li> <li>• Practicum, education studies, pedagogical knowledge &amp; skills</li> </ul> <p><b>EDUC xx3</b></p> <ul style="list-style-type: none"> <li>• Curriculum &amp; instruction</li> <li>• Human development &amp; learning</li> <li>• Diagnosing &amp; providing for educational needs of individuals</li> <li>• Integration of theory &amp; practice</li> </ul> <p><b>EDUC x390</b></p> <ul style="list-style-type: none"> <li>• Human development &amp; learning</li> <li>• Curriculum &amp; instruction</li> <li>• Integration of theory &amp; practice</li> </ul>	<p><b>EDUC 421</b></p> <ul style="list-style-type: none"> <li>• Human development &amp; learning</li> <li>• Diagnosis &amp; testing</li> </ul> <p><b>EDUC 391</b></p> <ul style="list-style-type: none"> <li>• Human development &amp; learning</li> <li>• Curriculum &amp; instruction</li> <li>• Diagnosing / providing for individual needs</li> <li>• Evaluation &amp; assessment</li> <li>• Integration of theory &amp; practice</li> </ul>	<p><b>EDUC xx4</b></p> <ul style="list-style-type: none"> <li>• Human development &amp; learning</li> <li>• Curriculum &amp; instruction</li> <li>• Diagnosing &amp; providing education, recognizing needs of individual students</li> <li>• Evaluation &amp; testing</li> <li>• Integration of theory &amp; practice</li> </ul> <p><b>EDUC xx5</b></p> <ul style="list-style-type: none"> <li>• Human development &amp; learning</li> <li>• Curriculum &amp; instruction</li> <li>• Integration of theory &amp; practice</li> <li>• Evaluation &amp; assessment</li> </ul>	<p><b>EDUC 361 &amp; EDUC 372</b></p> <ul style="list-style-type: none"> <li>• Human development &amp; learning</li> <li>• Curriculum &amp; instruction</li> <li>• Individual needs</li> <li>• Integration of theory &amp; practice</li> <li>• Evaluation &amp; assessment</li> </ul> <p><b>EDUC xx6</b></p> <ul style="list-style-type: none"> <li>• Human development &amp; learning</li> <li>• Curriculum &amp; instruction</li> <li>• Integration of theory &amp; practice</li> <li>• Evaluation &amp; assessment</li> </ul>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">TRB Policy 5</p>	<ul style="list-style-type: none"> <li>• Studies in First Nations Pedagogy and Issues related to historical and current contexts</li> <li>• Educational &amp; pedagogical content providing basis &amp; depth to meet Teaching Standards</li> </ul>	<p><b>EDUC 346</b></p> <ul style="list-style-type: none"> <li>• Studies in 1<sup>st</sup> Nations – pedagogy &amp; issues</li> <li>• Education &amp; pedagogical content providing basis to meet Teaching Standards</li> </ul> <p><b>EDUC xx2</b></p> <ul style="list-style-type: none"> <li>• Educational &amp; pedagogical content providing basis &amp; depth to meet Teaching Standards</li> <li>• Pedagogical knowledge informed by current research</li> <li>• Ethics, standards &amp; practice of teaching as a profession</li> </ul> <p><b>EDUC xx3</b></p> <ul style="list-style-type: none"> <li>• Educational &amp; pedagogical content providing basis &amp; depth to meet Teaching Standards</li> <li>• Pedagogical knowledge informed by research</li> <li>• Integration of theory &amp; practice</li> <li>• Ethics, standards &amp; practice</li> </ul> <p><b>EDUC 390</b></p> <ul style="list-style-type: none"> <li>• Practicum</li> <li>• Educational &amp; pedagogical content providing basis &amp; depth to meet Teaching Standards</li> <li>• Pedagogical knowledge informed research</li> <li>• Integration of theory &amp; practice / practicum</li> <li>• Ethics, standards &amp; practice of teaching as a profession</li> </ul>	<p><b>EDUC 421</b></p> <ul style="list-style-type: none"> <li>• Student needs / differentiation</li> <li>• Integration of theory &amp; practice</li> <li>• BC Curricular models</li> </ul> <p><b>EDUC 391</b></p> <ul style="list-style-type: none"> <li>• 1<sup>st</sup> Nations pedagogy</li> <li>• Practicum</li> <li>• Teaching to individual needs</li> <li>• Education &amp; pedagogy – content</li> <li>• Pedagogical knowledge informed by current research</li> <li>• Gender equity</li> <li>• Ethics</li> </ul>	<p><b>EDUC xx4</b></p> <ul style="list-style-type: none"> <li>• Studies in 1<sup>st</sup> nations pedagogy &amp; issues</li> <li>• Educational &amp; pedagogical content</li> <li>• Pedagogical knowledge</li> <li>• Multiculturalism / racism</li> <li>• Integration of theory &amp; practice</li> </ul> <p><b>EDUC xx5</b></p> <ul style="list-style-type: none"> <li>• TEK – Traditional Ecological Knowledge</li> <li>• Education &amp; pedagogy content – TRB Standards</li> <li>• Pedagogical knowledge informed by current research</li> <li>• Theory to practice</li> </ul>	<p><b>EDUC 361 &amp; EDUC 372</b></p> <ul style="list-style-type: none"> <li>• First Nations pedagogy &amp; issues in historical &amp; current contexts</li> <li>• Teaching individual students</li> <li>• Education &amp; pedagogical content</li> <li>• Pedagogical knowledge through current research</li> <li>• Integration of theory &amp; practice</li> <li>• Ethics, standards &amp; practice of teaching as a profession</li> </ul> <p><b>EDUC xx6</b></p> <ul style="list-style-type: none"> <li>• TEK – Traditional Ecological Knowledge</li> <li>• Education &amp; pedagogy content – TRB Standards</li> <li>• Pedagogical knowledge informed by current research</li> <li>• Theory to practice</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Field</p>		<p><b>EDUC 390</b> 3 weeks</p>	<p><b>EDUC 391</b> 3 weeks</p>		

YEAR ONE – SEMESTER THREE - 13 WEEKS APRIL - JUNE				YEAR ONE – SEMESTER FOUR - 8 WEEKS JULY - AUGUST			
Course	Full Cohort – EY / SY Questioning / Focusing	EY Cohort Questioning / Exploring	SY Cohort Questioning / Exploring		Full Cohort – EY / SY Questioning / Exploring	EY Cohort Questioning / Exploring	SY Cohort Questioning / Exploring
		<b>EDUC 336</b> Inclusive Education & Differentiating Assessment & Evaluation 3 cr  EDUC 490 Classroom Practice & Seminar 3 cr	EDUC xx7 Curricular Enactment in Early Years with a Focus on Fine Arts 6 cr  <b>EDUC 446</b> ABORIGINAL / INDIGENOUS EDUCATION 10 hours	EDUC 372 Part 2 Math / Science 6 cr	EDUC 361 Part 2 Humanities 6 cr	EDUC xx8 Career Education 3 cr  EDUC xx9 Knowledge & Awareness of Refugee & Immigrant Issues 3 cr  EDUC xx10 Mental Health, Resilience, Wellness & Nutrition 3 cr	EDUC 351 Curriculum and Instruction: Second Language - FSL and second language, Carrier Language, etc. 3 cr

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<b>Content</b>	<p><b>EDUC 336</b></p> <ul style="list-style-type: none"> <li>Individual differentiation</li> <li>Inclusion</li> <li>Multicultural education</li> <li>Disabilities</li> <li>Aboriginal / Indigenous education</li> </ul> <p><b>EDUC 490</b></p> <ul style="list-style-type: none"> <li>Four week practicum</li> <li>Practical skills – case management, reflection, problem-solving, accessing resources, professional issues, teacher research, portfolio development, social dynamics of classrooms, classroom management, effective instruction, interpersonal relationships</li> <li>Integration / awareness of BC curricular areas</li> </ul>	<p><b>EDUC xx7</b></p> <ul style="list-style-type: none"> <li>Curricular integration of Fine Arts, Music, PE, Drama, Dance, Performance, Health, Imagery, ELA, Wellness, Sustainable Health &amp; Career</li> </ul> <p><b>EDUC 446</b></p> <ul style="list-style-type: none"> <li>Cultural practices</li> <li>Culturally reflexive practices</li> <li>Cultural awareness</li> </ul>	<p><b>EDUC 372 Part 2</b></p> <ul style="list-style-type: none"> <li>Accessing, selecting &amp; developing curriculum</li> <li>Planning, instruction, &amp; assessment / evaluation methods</li> <li>Understanding &amp; integrating Math, Science, ADST</li> </ul> <p><b>EDUC 361 Part 2</b></p> <ul style="list-style-type: none"> <li>Accessing, selecting &amp; developing curriculum</li> <li>Planning, instruction, &amp; assessment / evaluation methods</li> <li>Understanding &amp; integrating ELA / Social Studies &amp; ADST</li> </ul>	<p><b>EDUC xx8</b></p> <ul style="list-style-type: none"> <li>My BluePrint, K-12 BC Curriculum Context, Touchstone Project Development, Financial literacy &amp; financial management, career aptitude &amp; planning</li> <li>EDUC 413 - interpersonal counselling skills</li> <li>Pedagogical content knowledge informed by research</li> </ul> <p><b>EDUC xx9</b></p> <ul style="list-style-type: none"> <li>Religion and Religious Intolerance</li> <li>Immigrant Experience</li> <li>ESL, ESD, EAL, EAD</li> <li>Special Needs</li> <li>Pedagogical content knowledge informed by research</li> <li>Truth and Reconciliation</li> </ul> <p><b>EDUC xx10</b></p> <ul style="list-style-type: none"> <li>Mindfulness, workplace balance, prioritizing duties, understanding duties</li> <li>Healthy living and nutrition</li> <li>Workplace culture</li> <li>Student mental health and trauma informed pedagogy and practice</li> <li>Tough conversations and professionalism, Code of Ethics and Professional Practice</li> <li>Pedagogical content knowledge informed by research</li> <li>Building support networks and working with colleagues, admin, and support staff</li> </ul>	<p><b>EDUC 351</b></p> <ul style="list-style-type: none"> <li>Second Language Acquisition and Development</li> <li>Pedagogical content knowledge informed by research</li> <li>Special Needs</li> </ul>	<p><b>EDUC 441</b></p> <ul style="list-style-type: none"> <li>Place-Based Learning, Interdisciplinary Learning, Project-Based Learning, Personalized Learning, Inquiry Based Learning, Experiential Learning, Design Thinking... in context to subject speciality(ies) and out-of-field teaching.</li> <li>Pedagogical content knowledge informed by research</li> <li>Special Needs</li> </ul>
<b>Cross Cutting Course</b>	<p><b>EDUC xx1</b>  <b>Reflective Practice Through Inquiry and Portfolio</b>  6 cr</p>					

Content	<p><b>EDUC xx1</b></p> <ul style="list-style-type: none"> <li>Maintaining digital repository</li> <li>Ethical use of digital materials</li> <li>Reflection – Reflective practitioner</li> <li>Transformative inquiry</li> <li>Identity – from student to educator</li> <li>Evidence informed practice</li> <li>Continuous learning / professional &amp; personal growth</li> <li>Portfolio – what, why &amp; how</li> <li>Digital tools – what, why &amp; how</li> <li>Digital documents (Reggio inspired practice)</li> <li>Digital literacy</li> <li>Digital citizenship digital assessment tools in the classroom (i.e., FreshGrade, et.)</li> <li>Competency with digital tools / appropriate technologies</li> </ul>					
Cross Cutting Course	<p><b>EDUC 446</b>  <b>ABORIGINAL/INDIGENOUS EDUCATION</b>  3 cr</p>					
Content	<p><b>EDUC 446</b></p> <ul style="list-style-type: none"> <li>Holistic - Aboriginal Worldview and Perspectives</li> <li>Connecting the competencies with First Peoples Principles of Learning</li> <li>Anchored in Knowledge</li> <li>Co-Designing Curriculum, Embedding First Peoples Principles of Learning</li> <li>Project-based Learning</li> <li>Interview and Elder, Advocate, Aboriginal Community Leader</li> <li>Planning a Curricular Theme with Goals in each other the 4 directions - Spiritual, Emotional, Intellectual, Physical</li> </ul>					
TRB Policy 2.1b	<p><b>EDUC 336</b></p> <ul style="list-style-type: none"> <li>Diagnosing &amp; providing for the educational needs of individual students</li> </ul> <p><b>EDUC 490</b></p> <ul style="list-style-type: none"> <li>Integration of theory &amp; practice (practicum, educational studies, pedagogical knowledge &amp; skills)</li> </ul>	<p><b>EDUC 446</b></p> <ul style="list-style-type: none"> <li>Studies in First Nations Pedagogy and Issues related to historical and current contexts</li> <li>Educational &amp; pedagogical content providing basis &amp; depth to meet Teaching Standards</li> </ul> <p><b>EDUC xx7</b></p> <ul style="list-style-type: none"> <li>Human development &amp; learning</li> <li>Curriculum &amp; instruction in the applicable teaching area</li> </ul>	<p><b>EDUC 372 Part 2</b></p> <ul style="list-style-type: none"> <li>Curriculum &amp; instruction in an applicable teaching area</li> <li>Integration of theory &amp; practice</li> <li>Studies in 1<sup>st</sup> Nations Pedagogy &amp; issues</li> <li>Educational &amp; pedagogical content</li> </ul> <p><b>EDUC 361 Part 2</b></p> <ul style="list-style-type: none"> <li>Educational foundations</li> <li>Human development &amp; learning</li> <li>Curriculum &amp; instruction in the applicable teaching area</li> <li>Testing</li> <li>Integration of theory &amp; practice</li> </ul>	<p><b>EDUC xx8</b></p> <ul style="list-style-type: none"> <li>Diagnosing &amp; providing for the educational needs of individual students, evaluation &amp; testing</li> </ul> <p><b>EDUC xx9</b></p> <ul style="list-style-type: none"> <li>Integration of theory &amp; practice (in second language)</li> <li>Curriculum &amp; instruction in the applicable teaching area (in second language)</li> <li>Diagnosing &amp; providing for the educational needs of individual students, evaluation &amp; testing (in second language)</li> <li>Human development &amp; learning</li> </ul> <p><b>EDUC xx10</b></p> <ul style="list-style-type: none"> <li>Human Development and Learning</li> </ul>	<p><b>EDUC 351</b></p> <ul style="list-style-type: none"> <li>Curriculum &amp; instruction in the applicable teaching area</li> <li>Integration of theory &amp; practice (practicum, educational studies, pedagogical knowledge &amp; skills)</li> </ul>	<p><b>EDUC 441</b></p> <ul style="list-style-type: none"> <li>Curriculum &amp; instruction in the applicable teaching area</li> <li>PS2/5: Integration of theory &amp; practice (practicum, educational studies, pedagogical knowledge &amp; skills)</li> </ul>

TRB Policy 5	<p><b>EDUC 336</b></p> <ul style="list-style-type: none"> <li>• Studies in 1<sup>st</sup> Nations pedagogy &amp; issues</li> <li>• Teaching students with special needs</li> <li>• Aboriginal Education</li> </ul> <p><b>EDUC 490</b></p> <ul style="list-style-type: none"> <li>• Practicum</li> <li>• Integration of theory &amp; practice (practicum, educational studies, pedagogical knowledge &amp; skills)</li> </ul>	<p><b>EDUC 446</b></p> <ul style="list-style-type: none"> <li>• Studies in First Nations Pedagogy and Issues related to historical and current contexts</li> <li>• Educational &amp; pedagogical content providing basis &amp; depth to meet Teaching Standards</li> </ul> <p><b>EDUC xx7</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>EDUC 372 Part 2</b></p> <ul style="list-style-type: none"> <li>• Education &amp; pedagogical content</li> </ul> <p><b>EDUC 361 Part 2</b></p> <ul style="list-style-type: none"> <li>• Education &amp; pedagogical content</li> </ul>	<p><b>EDUC xx8</b></p> <ul style="list-style-type: none"> <li>• Gender Equity</li> <li>• Violence and Bullying</li> <li>• Sexual Orientation, homophobia, heterosexism</li> <li>• Administrative, legal and political framework</li> <li>• Ethics, standards &amp; practice of teaching as a profession</li> <li>• Integration of theory &amp; practice (practicum, educational studies, pedagogical knowledge &amp; skills (in career ed))</li> </ul> <p><b>EDUC xx9</b></p> <ul style="list-style-type: none"> <li>• PS5: Multiculturalism and Racism</li> <li>• PS5: Poverty and Social Deprivation</li> <li>• Ethics, standards &amp; practice of teaching as a profession</li> <li>• Teaching students with special needs</li> </ul> <p><b>EDUC xx10</b></p> <ul style="list-style-type: none"> <li>• Ethics, standards &amp; practice of teaching as a profession</li> <li>• PS5: Administrative, legal and political framework</li> </ul>	<p><b>EDUC 351</b></p> <ul style="list-style-type: none"> <li>• Integration of theory &amp; practice (practicum, educational studies, pedagogical knowledge &amp; skills)</li> <li>• Studies in 1<sup>st</sup> Nations pedagogy &amp; issues related to historical &amp; current contexts</li> <li>• Educational &amp; pedagogical content providing basis &amp; depth to meet Teaching Standards</li> </ul>	<p><b>EDUC 441</b></p> <ul style="list-style-type: none"> <li>• Integration of theory &amp; practice (practicum, educational studies, pedagogical knowledge &amp; skills)</li> <li>• PS5: Studies in 1<sup>st</sup> Nations pedagogy &amp; issues related to historical &amp; current contexts</li> <li>• PS5: Educational &amp; pedagogical content providing basis &amp; depth to meet Teaching Standards</li> </ul>
Field	<b>EDUC 490</b> 4 weeks					



<b>YEAR TWO – SEMESTER ONE - 13 WEEKS SEPTEMBER - DECEMBER</b>		
	<b>Week 1 – 12 - Full Cohort – EY / SY Exploring / Focusing</b>	<b>Weeks 13 - Full Cohort – EY / SY Focus / Refocusing</b>
<b>Course</b>	<b>EDUC xx1 Reflective Practice Through Inquiry and Portfolio</b> 6 Credits  <b>EDUC 491 Practicum</b> 6 cr	<b>EDUC 446 ABORIGINAL / INDIGENOUS EDUCATION</b> 5 hours
<b>Content</b>	<b>EDUC 491</b> <ul style="list-style-type: none"> <li>• Sustained practicum</li> <li>• Weekly seminars</li> <li>• Developing / honing professional skills</li> <li>• Case management</li> <li>• Problem solving</li> <li>• Accessing appropriate resources</li> <li>• Professional issues</li> <li>• Teacher research</li> <li>• Integration of theory &amp; practice</li> </ul>	<ul style="list-style-type: none"> <li>• Ceremony &amp; Identity</li> <li>• Portfolio curation for various uses</li> <li>• Presentation of ePortfolio</li> <li>• Celebration</li> </ul>
<b>Cross Cutting Course</b>	<b>EDUC xx1</b> <b>Reflective Practice Through Inquiry and Portfolio</b> 6 cr	
<b>Content</b>	<b>EDUC xx1</b> <ul style="list-style-type: none"> <li>• Reflection – Reflective practitioner</li> <li>• Transformative inquiry</li> <li>• Identity – from student to educator</li> <li>• Evidence informed practice</li> <li>• Continuous learning / professional &amp; personal growth</li> <li>• Portfolio – what, why &amp; how</li> <li>• Digital tools – what, why &amp; how</li> <li>• Digital documents (Reggio inspired practice)</li> <li>• Digital literacy</li> <li>• Digital citizenship digital assessment tools in the classroom (i.e., FreshGrade, et.)</li> <li>• Competency with digital tools / appropriate technologies</li> </ul>	
<b>Cross Cutting Course</b>	<b>EDUC 446</b> <b>ABORIGINAL/INDIGENOUS EDUCATION</b> 3 cr	

<b>Content</b>	<b>EDUC 446</b> <ul style="list-style-type: none"> <li>• Holistic - Aboriginal Worldview and Perspectives</li> <li>• Connecting the competencies with First Peoples Principles of Learning</li> <li>• Anchored in Knowledge</li> <li>• Co-Designing Curriculum, Embedding First Peoples Principles of Learning</li> <li>• Project-based Learning</li> <li>• Interview and Elder, Advocate, Aboriginal Community Leader</li> <li>• Planning a Curricular Theme with Goals in each other the 4 directions - Spiritual, Emotional, Intellectual, Physical</li> </ul>	
<b>TRB Policy 2.1b</b>	<b>EDUC 491</b> <ul style="list-style-type: none"> <li>• Integration of theory &amp; practice (practicum, educational studies, pedagogical knowledge &amp; skills)</li> </ul>	<b>EDUC 446</b> <ul style="list-style-type: none"> <li>• Studies in First Nations Pedagogy and Issues related to historical and current contexts</li> <li>• Educational &amp; pedagogical content providing basis &amp; depth to meet Teaching Standards</li> </ul>
<b>TRB Policy 5</b>	<b>EDUC xx1</b> <ul style="list-style-type: none"> <li>• Reflective Practice Using Portfolios for Ongoing Reflection</li> <li>• Educational &amp; pedagogical content providing basis &amp; depth to meet Teaching Standards</li> </ul> <b>EDUC 491</b> <ul style="list-style-type: none"> <li>• Practicum</li> <li>• Integration of theory &amp; practice (practicum, educational studies, pedagogical knowledge &amp; skills Reflection</li> <li>• Educational &amp; pedagogical content providing basis &amp; depth to meet Teaching Standards</li> <li>• Pedagogical knowledge informed research</li> <li>• Integration of theory &amp; practice / practicum</li> <li>• Ethics, standards &amp; practice of teaching as a profession</li> </ul>	<b>EDUC 446</b> <ul style="list-style-type: none"> <li>• Studies in First Nations Pedagogy and Issues related to historical and current contexts</li> <li>• Educational &amp; pedagogical content providing basis &amp; depth to meet Teaching Standards</li> </ul>
<b>Field</b>	<b>EDUC 491</b> 10 weeks	

## Curriculum Review / Renewal Required

### New Courses

1. EDUC xx1 - Reflective Practice Through Inquiry and Portfolio (6 Credits)
2. EDUC xx2 - Ed Foundations, Ethics, etc. (3 credits)
3. EDUC xx3 - Pedagogy, Curriculum & Teaching – Theory in Context (3 credits)
4. EDUC xx4 - Curriculum & Instruction in the Humanities using ADST (3 cr)
5. EDUC xx5 - Curriculum & Instruction in the Math & Science using ADST (3 cr)
6. EDUC xx6 - Integrating ADST as a pedagogical stance(3 credits)
7. EDUC xx7 - Curricular Enactment in Early Years with a Focus on Fine Arts (6 cr)
8. EDUC xx8 - Career Education (3 cr)
9. EDUC xx9 - Knowledge & Awareness of Refugee & Immigrant Issues (3 cr) Better title is needed = 2<sup>nd</sup> language, EFL, EAL, etc.
10. EDUC xx10 - Mental Health, Resilience, Wellness & Nutrition (3 cr) Better title is needed; integrate EDUC 413 - interpersonal counselling skills (content)

### Existing Courses Needing Modification

1. EDUC xx2 - Ed Foundations, Ethics, etc. (3 Credits)
2. EDUC 336 - Inclusive Education & Differentiating Assessment & Evaluation (3 cr)  
Suggestion add EDUC 346 content and address Social Dynamics
3. EDUC 346 - Aboriginal Education (3 credits)
4. EDUC 361- Part 1 & 2 Humanities (3 cr)
5. EDUC 372 – Part 1 & 2 Math / Science (3 cr)
6. EDUC 421 - Assessment & Motivation (3 cr) Suggestion - modify content from Terrace course & integrate content from EDUC 333 - Learning, Dev & Motivation
7. EDUC 441 - Innovative Community-Based Approaches to Responsive Education (3 cr\_  
Suggestion – consider the Terrace course content inquiry, place, curricular enactment – place, interdisciplinary, collaborative learning environments
8. EDUC 446 – Aboriginal / Indigenous Education (3 Credits)
9. EDUC 391 to reflect intent of the integrated learning ... more experiential learning of how to teach within integrated, holistic way rather than specialized subject area
10. EDUC 390 - Classroom Observation (3 cr) ... reflect integration and observational nature

### Existing Courses

1. EDUC 351 - Curriculum and Instruction: Second Language (3 cr) (e.g. FSL and second language, Carrier Language, etc.)
2. EDUC 490 - Classroom Practice & Seminar (3 cr) Suggestion – add content from EDUC 342 - Social Dynamics of Classrooms