

Draft

Bachelor of Education

Renewed Program

January 2019

Please Send Feedback to
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The Impetus to Change

Direct from the Provost's Office

- Engage in programmatic change to revitalize the School of Education
- Renew the School's offerings, making them destination programs
 - Aboriginal / Indigenous Education
 - Northern Focus
 - Rural Education
- Address changes in the British Columbia K – 12 Curriculum
- Address educators' needs in the region and beyond
- Meet and exceed BCTC / TRB requirements
- Create a cultural of collaboration and innovation in the regional

Agenda

- Acknowledge the Design Committee's work
 - Thank you to Bonnie Fuller, Bill Hay, Alex Lautensach, Deb Koehn, Gretchen Vogelsang, and Christine Younghusband,
 - Thank you to Alex Fraess-Phillips and Sheryl Edwards
- Overview of the significant changes in the renewed BED program
- Next Steps
 - Feedback
 - Course Outlines

Credit Allocation

- Consistent amongst both cohorts (EY and SY) = 60 credits
- All courses 3 credits, with 1 possible exception EDUC xx1 Reflective Practice Through Inquiry and ePortfolio 6 credits
- Program offered over 5 semesters
 - Including April – June (13 weeks) and July – August (8 weeks)
 - Each semester is 12 credits – allows for student loans, etc.
- Students complete their program in December

Cross Cutting Courses

1. EDUC xx1 - Reflective Practice Through Inquiry and Portfolio (6 credits)
 - Used to promote reflection, inquiry and documentation of learning
 - Integrates appropriate uses of educational technology and social media

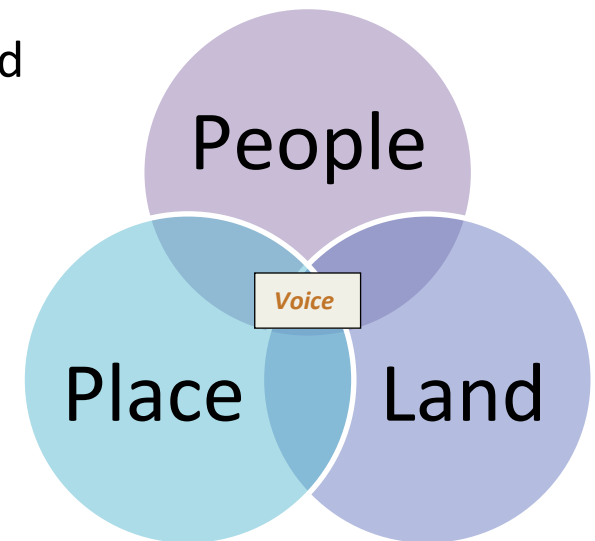
2. EDUC 446 Aboriginal / Indigenous Education (3 credits)
 - Provides opportunity for place-based learning
 - Provides authentic experiences to experience indigenous ways knowing and learning
 - Provides mentorship and awareness for faculty and instructors

Emphasis on In Situ, Experiential Learning

- Guides / scaffolds initial orientation to the field through Classroom Observations in Semester 1
- Encourages initial teaching / observation in non discipline specific classrooms in Semester 2
- Scaffolds a formative practicum in Semester 3
- Provides a summative practicum in Semester 5
- Attends to TRB requirements for practicum

Thematic Elements Informing Signature Pedagogy

- Focus on People, Place, Land and Voice
- Focus on Aboriginal / Indigenous Ways of Knowing and Doing
- Focus on Northern and Rural contexts
- Integrates the cohorts where place to focus on educating educators rather than training discipline specific teachers
- Draws on the new curriculum's focus on curriculum integration – see specific Semesters 2, 3, and 4
- Allows for core elements of teaching and learning to be introduced, questioned, explored, focused on, and then refocused through guided inquiry
- Emphasis on integration of Communication Skills, Literacy, and Numeracy



Highlights of Semester 1

- Introductory welcome to People, Place and Land
- Both cohorts taught together
- Introduction to Inquiry and ePortfolio
- Introduction to Aboriginal / Indigenous Education as cross cutting, program component
- Experiential learning in the field – Guided observation – 3 weeks

Highlights of Semester 2

- Both cohorts taught together for 2 courses
- Continuation of Inquiry and ePortfolio
- Aboriginal / Indigenous Education as cross cutting, program component
- Integration of subject areas consistent with new BC Curriculum – Math / Science and Humanities
- Use of ADST as content area and pedagogical approach
- Experiential learning in the field
 - Guided observation and teaching
 - 3 weeks

Highlights of Semester 3

- Both cohorts taught together for two courses
- Continuation of Inquiry and ePortfolio
- Aboriginal / Indigenous Education as cross cutting, program component
- Integration of subject areas consistent with new BC Curriculum
- Experiential learning in the field
 - Formative practicum
 - 4 weeks

Highlights of Semester 4 – 8 Weeks

- Both cohorts taught together for 3 courses
- Continuation of Inquiry and ePortfolio
- Aboriginal / Indigenous Education as cross cutting, program component
- Integration of subject areas consistent with new BC Curriculum
- Focus on TRB requirements

Highlights of Semester 5

- Presentation of ePortfolios and Celebration of Learning
- Aboriginal / Indigenous Education as cross cutting, program component
- Summative practicum – 10 weeks

An open question – might be consider our BED program to be Pass / Fail rather than percentages / grades, remembering we can set the bar for the PASS?

PASS =equivalent to B+ or????

Next Steps

- Feedback from Faculty
- Revisions as needed
- Consults with the field
- Revisions as needed
- Drafting Course Outlines for approval
- Preparing for BCTC Visit in the spring