

# **Teacher Education Program Renewal Proposal**

**School of Education  
University of Northern British Columbia  
March 2019**

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## 1. Introduction

The mandate to renew the Bachelor of Education (BEd) program at the University of Northern British Columbia (UNBC) comes from UNBC's Provost, Dr. Dan Ryan. The purpose of the program renewal is to:

- engage in programmatic change to revitalize the School of Education (SoE),
- renew the School of Education's offerings as destination programs in/with
  - Aboriginal/Indigenous Education
  - Northern Focus, and
  - Rural Education,
- address and attend to changes in the British Columbia K–12 curricula,
- address and attend to educators' needs in the northern region and beyond,
- create a culture of collaboration and innovation for education in the region, and
- meet and exceed BCTC/TRB requirements for certification.

The renewal process was started in June 2018 with the appointment of Dr. Shannon Wagner as Interim Dean and School of Education Chair. Dr. Susan Crichton was hired as a consultant and tasked with leading the program renewal process. Faculty members with expertise in Teacher Education joined the Design Committee, the committee that drafted the renewed Bachelor of Education (BEd) program, participated in consultations with colleagues and students at UNBC and regional school districts (see Section 2 for list of consults), and revised course descriptions (see Section 6 for Course Descriptions and Goals). The BEd Program Renewal Design Committee members included:

- Susan Crichton, Chair
- Alex Fraess-Phillips
- Bonnie Fuller
- Bill Hay
- Deborah Koehn
- Alex Lautensach
- Gretchen Vogelsang
- Christine Younghusband

## 2. Program History

There has been a Bachelor of Education program at UNBC since 2002. The previous British Columbia College of Teachers (BCCT) approved a two-year Post Degree Program for both Early Years (EY) and Secondary Years (SY) streams at the Prince George campus. The first cohort of Teacher Candidates was enrolled in the Early Years stream in September 2002, and the first cohort of Secondary Years were enrolled the following year, 2003.

Since its inception, the School of Education has recognized its unique position in the province, and it has attended to the needs of educators in its northern rural and remote schools. As well, the program was designed to reflect the region's cultural diversity, especially with regard to Aboriginal/Indigenous populations.

## 3. Program Mission Statement

The renewed BEd program is based on a signature pedagogy focused on People, Place and Land. Teacher Candidates graduating from UNBC's Bachelor of Education program will be empowered to develop their professional voices as educators and leaders.

They will have experienced authentic engagement through continuous, in situ inquiry with Aboriginal/Indigenous Ways of Knowing and Doing, moving beyond simply learning about Aboriginal Education and Truth and Reconciliation, to questioning, exploring, focusing and refocusing how and why this work impacts teaching and learning.

Particular emphasis will be placed on the integration of Literacy and Numeracy skills across the BEd program as it relates to the K–12 curricula.



## 4. Program Consultations Process

Following the design and development of the draft version of the renewed BEd Program in January 2019, the School of Education held a series of consultations with a wide range of colleagues and students.

Findings from the consultations were used to inform (1) the next iteration of the draft BEd Program renewal document and (2) to revise the course Calendar Descriptions and Goals required for approval by the UNBC Senate Committee on Academic Affairs.

<b>Date</b>	<b>Consultation Participants</b>	<b>Location</b>
Jan. 17, 2019	Full time, SoE Faculty, Graduate Students, Design Committee, Provost Dan Ryan, Undergraduate Student Reps	UNBC Prince George
Jan. 21, 2019	Full time, SoE Faculty and Sessional Instructors, Design Committee	UNBC Prince George, Terrace via web conference
Jan. 24, 2019	Full time, SoE Faculty and Sessional Instructors, Design Committee, Dennis Stark	UNBC Prince George, Terrace via web conference
Feb. 1, 2019	Northern Chapter of the BC School Superintendents Associations	Board Room of School District 57 and web conference
Feb. 4, 2019	School District 91- Nechako Lakes - Manu Madhok, Superintendent, Mike Skinner, Assistant Superintendent, and Rhonda Togyi, District Vice Principal – Student Services	School Board Office - Vanderhoof, BC
Feb. 4, 2019	EY and SY Teacher Candidates	UNBC Prince George, Terrace via web conference
Feb. 5, 2019	Prince George District Teachers' Association	UNBC Prince George
Feb. 5, 2019	School District 60- Fort St. John – David Sloan, Superintendent	UNBC Prince George, via web conference
Feb. 6, 2019	School District 57 – Prince George - Marilyn Marquis-Forster, Superintendent of Schools; Jennifer Rankin, District Principal Human Resources; PGDTA - Joanne Hapke, President; Daryl Beauregard, First Vice-President; Monica Berra, VP Strategic Plan and Data Management; Debbie Kaban, District Principal, Learning Innovations	Board Room of School District 57 and web conference
Feb. 7, 2019	Provost – UNBC	UNBC
Feb. 7, 2019	School District 28- Quesnel	Quesnel School Board Office
Feb. 7, 2019	EY and SY Teacher Candidates	UNBC Prince George, Terrace via web conference
Feb. 20, 2019	Catholic Independent Schools Diocese of Prince George – Chris Dugdale, Superintendent of Schools; Frances Roch, Coordinator of Curriculum & Instruction	UNBC Prince George

## 5. Program Goals/Strengths

The renewed Bachelor of Education at UNBC is informed and supported by the objectives of the university. UNBC's objectives provide overarching direction for the School of Education, with its location in the province offering a unique opportunity to serve Aboriginal/Indigenous communities and address the concerns of educators in rural and remote settings.

UNBC's objectives include:

- mobilizing the social and economic research capacity at UNBC,
- providing Prince George and surrounding communities with local expertise to address research needs,
- expanding and strengthening community connections,
- promoting community-based research at UNBC,
- attracting research funds to UNBC,
- collaborating with other research institutes at UNBC and elsewhere on issues that extend beyond respective boundaries of each institution,
- creating experiential learning opportunities for undergraduate students,
- research training for graduate students and new faculty,
- attracting more graduate students and post-docs to UNBC,
- bringing social researchers together,
- increased funding from Tri-Council and other grants, and
- furthering the research profile of UNBC.

The renewed Bachelor of Education program supports the development of educators by providing supportive and relevant instruction that encourages pedagogical excellence for Teacher Candidates. The renewed BEd program is five semesters in duration, providing in situ and experiential learning in school-based classrooms for four of the five semesters.

Two cross-cutting courses provide program coherence. The first cross-cutting course, EDUC 446: Aboriginal/Indigenous Education, builds on the context knowledge of EDUC 346: Aboriginal/Indigenous Education which is offered in the first semester, and provides ceremony and experiential learning throughout each of the semesters.<sup>1</sup> This course allows students to continuously experience Indigenous Ways of Knowing and Doing throughout the program, moving beyond considering Aboriginal Education as a topic to be studied, toward full integration of Aboriginal perspectives and approaches in all educational aspects.

The second course, EDUC xx1: Reflective Practice Through Inquiry and Portfolio, introduces Teacher Candidates to digital citizenship/literacy and the development of learning portfolios to foster reflection and professional growth. This course will be offered across the five semesters of the BEd program and concludes with the presentation of portfolios following the summative practicum. A potential audience for the portfolio presentations will include first semester Teacher Candidates from the next cohort, school district partner/mentor teachers, and faculty.

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<sup>1</sup> Please note, the final Course Titles have not been determined. Once Course Titles have been approved by the UNBC Senate, they will be forwarded to BCTC.

The renewed BEd program provides opportunities for Teacher Candidates to explore and reflect on topics over time, building competence and confidence in their practice over the five semesters.

## **6. Course Sequence & Content**

The renewed BEd program at UNBC will be a total of 60 credit hours, with credits evenly distributed across five continuous semesters. This quantity of credit hours will place the BEd program at UNBC in line with the offerings of other teacher education programs in BC, while the distribution of credits will allow students to easily plan for program expenses and meet eligibility requirements for student loans and other financial supports.

Full course descriptions for the renewed course offerings are provided in Section 8 below. However, the following provides a summary of the key content areas addressed within each course by semester:

### **Semester One Through Five**

The following two courses cross-cut the entire five-semester program, with content dispersed throughout and tied into the content of other courses.

#### **Full Cohort**

##### **EDUC xx1: Reflective Practice Through Inquiry and Portfolio**

- Intro to ePortfolio & Inquiry
- Reflection – Reflective practitioner
- Transformative inquiry
- Identity – from student to educator
- Evidence informed practice
- Continuous learning / professional & personal growth
- Portfolio – what, why & how
- Digital tools – what, why & how
- Digital documents
- Digital literacy
- Digital citizenship
- Digital assessment tools in the classroom (i.e., FreshGrade, etc.)
- Competency with digital tools / appropriate technologies

##### **EDUC 446: Aboriginal/Indigenous Education**

- Holistic - Aboriginal worldview and perspectives
- Connecting the competencies with First Peoples Principles of Learning
- Anchored in knowledge
- Co-Designing curriculum, embedding First Peoples Principles of Learning
- Project-based learning
- Interview and Elder, Advocate, Aboriginal Community Leader
- Planning a curricular theme with goals in each of the 4 directions - Spiritual, Emotional, Intellectual, Physical

## **Semester One**

### **Full Cohort**

#### **EDUC xx2: Foundations of Education**

- Ethical behaviours
- Integration of foundations of theory, practice
- Pedagogical knowledge & skills – historical, philosophical, psychological, sociological foundations
- Gender, culture, race, social class

#### **EDUC xx3: Pedagogy, Curriculum & Teaching - Theory in Context**

- Overview of BC curriculum
- Understanding of curricular integration
- Progression of skills and abilities, especially in Numeracy and Literacy
- Development of student perspectives, understanding differentiation
- Assessment & evaluation
- Teacher as researcher / learner / leader
- Practical approaches to development & evaluation & curriculum

#### **EDUC 346: Aboriginal/Indigenous Education**

- Development / understanding of cultural & purposeful integration into curriculum to build student knowledge / understanding
- Understanding of oral history
- Knowledge of world views / Indigenous perspectives on historical / current issues

#### **EDUC 390: Observational Practicum**

- Observational practicum – first experience in classrooms
- Observations with mentors addressing ongoing practice issues
- Becoming a peer team
- Reflection, case management, problem solving, assessing resources, professional issues, teacher research

## **Semester Two**

### **Full Cohort**

#### **EDUC 391: Experiential Practicum**

- Experiential practicum – second experience in classrooms with increase engagement according to coaching teacher estimate of candidate readiness
- Observations, supervision, practical experiences in schools – planning & instruction across the curriculum
- Reflective practice – inquiry, problem solving, access resources, professional issues, portfolio development

#### **EDUC 421: Assessment & Motivation**

- Forms of assessment
- Role of assessment
- Link between assessment, evaluation & student learning, motivation, behaviour & development



- Differential assessment & evaluation
- Link between curricular competencies, assessment & evaluation
- Children & adolescents' development
- Theories of development–developmental diversity & identity

### **EY Cohort Only**

#### **EDUC xx4: Curriculum and Instruction in the Humanities K-7 using ADST**

- Development of oral & written language
- Diversity amongst learners in Language & Literacy, including cultural differences
- Curricular expectations for K-7 listening, speaking, reading, writing & spelling
- Progression of skill development / instructional strategies
- ADST as pedagogical stance & instructional strategy
- Social Studies Education K-7, including curriculum content, competencies, resources & materials
- Strategies / integration into cross curricular learning

#### **EDUC xx5: Curriculum & Instruction in Math and Science using ADST**

- K-7 strategies, knowledge of curriculum development, materials, planning, evaluation & assessment
- Building connections with Math / Science curriculum
- Building connections – curriculum guidelines & instructions
- Progression of skill development / instructional strategies
- ADST as pedagogical stance & instructional strategy
- K-7 strategies in Math & Science, including curriculum content, competencies, resources & materials
- Strategies / integration into cross curricular learning

### **SY Cohort Only**

#### **EDUC xx6: Integrating ADST as a Pedagogical Stance**

- Introduction to ADST
- Integration of ADST components as cross cutting, curricular integration

#### **EDUC 361: Curriculum and Instruction in the Secondary Humanities, Part 1 (Humanities Cohort Only)**

- Senior years – grades 8 – 12 Humanities curriculum
- Develop curricular materials
- Fostering cross curricular learning
- Planning, instruction, assessment & evaluation

#### **EDUC 372: Curriculum and Instruction: Mathematics and Science, Part 1 (Math/Science Cohort Only)**

- Senior years – grades 8 – 12 Math, Science and digital component of ADST curriculum
- Develop curricular materials
- Fostering cross curricular learning
- Planning, instruction, assessment & evaluation

### **Semester Three**

#### **Full Cohort**

##### **EDUC 336: Inclusive Education: Success for All**

- Inclusion
- Multicultural education
- Integrating all levels of ability
- Aboriginal / Indigenous education
- Celebrating differences

##### **EDUC 490: Formative Practicum**

- Formative practicum – formative opportunity for independent teaching
- 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
- Integration / awareness of BC curricular areas

#### **EY Cohort Only**

##### **EDUC xx7: Curricular Enactment in Early Years with a Focus on Fine Arts, Literacy and Numeracy**

- Curricular integration of Fine Arts, Music, PE, Drama, Dance, Performance, Health, Imagery, ELA, Wellness, Sustainable Health & Career

##### **EDUC 446: Aboriginal/Indigenous Education**

- Cultural practices
- Culturally reflexive practices
- Cultural awareness

#### **SY Cohort Only**

##### **EDUC 361: Curriculum and Instruction in the Secondary Humanities, Part 2 (Humanities Cohort Only)**

- Accessing, selecting & developing curriculum
- Planning, instruction, & assessment / evaluation methods
- Understanding & integrating ELA / Social Studies & ADST

##### **EDUC 372: Curriculum and Instruction: Mathematics and Science, Part 2 (Math/Science Cohort Only)**

- Accessing, selecting & developing curriculum
- Planning, instruction, & assessment / evaluation methods
- Understanding & integrating Math, Science, ADST

### **Semester Four**

#### **Full Cohort**

##### **EDUC xx8: Career Education**

- My Blueprint, K-12 BC Curriculum Context, Touchstone Project Development, Financial literacy & financial management, career aptitude & planning
- EDUC 413 - interpersonal counselling skills

- Pedagogical content knowledge informed by research

#### **EDUC xx9: Diverse Classrooms**

- Indigenization; Truth and Reconciliation
- Religion
- Immigration
- Language
- Ability
- Pedagogical content knowledge informed by research

#### **EDUC xx10: Mental Health & Wellness**

- Self-directed wellness skills
- Workplace balance, priorities
- Healthy living and nutrition
- Workplace culture
- Student mental health and trauma informed pedagogy and practice
- Tough conversations and professionalism, Code of Ethics and Professional Practice
- Teaching Standards, boundaries, social media
- Pedagogical content knowledge informed by research
- Building support networks and working with colleagues

#### **EY Cohort Only**

##### **EDUC 351: Curriculum and Instruction: Second Language**

- Second Language acquisition and development
- Pedagogical content knowledge informed by research
- Diverse learning needs

#### **SY Cohort Only**

##### **EDUC 441: Innovative Community-Based Approaches to Responsive Education**

- Place-Based Learning, Interdisciplinary Learning, Project-Based Learning, Personalized Learning, Inquiry Based Learning, Experiential Learning, Design Thinking... in context to subject specialty(ies) and out-of-field teaching.
- Pedagogical content knowledge informed by research
- Special Needs

#### **Semester Five**

##### **Full Cohort**

##### **EDUC 491: Summative Practicum**

- Sustained practicum meeting criteria for certifying practicum
- Weekly seminars
- Developing / honing professional skills
- Case management
- Problem solving
- Accessing appropriate resources
- Professional issues, boundaries, social media
- Teaching standards

- Teacher research
- Integration of theory & practice

## 7. Monthly Sequence of Classes

The following charts provide the sequence of courses to be offered as part of the renewed BEd program. The full wireframe of the BEd renewal is included as Appendix B.

YEAR ONE – SEMESTER ONE - 13 WEEKS SEPTEMBER - DECEMBER			
	<b>Week 1 - Full Cohort – EY / SY Orientation / Questioning</b>	<b>Weeks 2 – 13 - Full Cohort – EY / SY Questioning / Exploring</b>	
Courses	<b>EDUC 446</b> <b>Aboriginal/Indigenous Education</b> 5 hours	<b>EDUC 346</b> <b>Aboriginal/Indigenous Education</b> 3 cr	
	<b>EDUC xx1</b> <b>Reflective Practice Through Inquiry and Portfolio</b>	<b>EDUC xx2</b> <b>Foundations of Education</b> 3 cr	
		<b>EDUC xx3</b> <b>Pedagogy, Curriculum &amp; Teaching - Theory in Context</b> 3 cr	
		<b>EDUC 390</b> <b>Observational Practicum</b> 3 cr	
YEAR ONE – SEMESTER TWO - 13 WEEKS JANUARY – APRIL			
	<b>Full Cohort – EY / SY Questioning / Exploring</b>	<b>EY Cohort Questioning / Focusing</b>	<b>SY Cohort Questioning / Focusing</b>
Courses	<b>EDUC 421</b> <b>Assessment &amp; Motivation</b> 3 cr	<b>EDUC xx4</b> <b>Curriculum and Instruction in the Humanities K-7 using ADST</b> 3 cr	<b>EDUC 372</b> <b>Curriculum and Instruction: Mathematics and Science, Part 1</b> 3 cr
	<b>EDUC 391</b> <b>Experiential Practicum</b> 3 cr	<b>EDUC xx5</b> <b>Curriculum &amp; Instruction in Math and Science using ADST</b> 3 cr	<b>EDUC 361</b> <b>Part 1 Curriculum and Instruction in the Secondary Humanities, Part 1</b> 3 cr
			<b>EDUC xx6</b> <b>Integrating ADST as a Pedagogical Stance</b> 3 cr
			<b>EDUC 446</b> <b>Aboriginal/Indigenous Education</b> 5 hours

YEAR ONE – SEMESTER THREE - 13 WEEKS APRIL – JUNE				
	Full Cohort – EY / SY Questioning / Focusing	EY Cohort Questioning / Exploring	SY Cohort Questioning / Exploring	
Course	EDUC 336 Inclusive Education: Success for All 3 cr  EDUC 490 Formative Practicum 3 cr	EDUC xx7 Curricular Enactment in Early Years with a Focus on Fine Arts, Literacy and Numeracy 6 cr  EDUC 446 ABORIGINAL / INDIGENOUS EDUCATION 10 hours	EDUC 372 Curriculum and Instruction: Mathematics and Science, Part 2 6 cr	EDUC 361 Curriculum and Instruction in the Secondary Humanities, Part 2 6 cr
YEAR ONE – SEMESTER FOUR - 8 WEEKS JULY – AUGUST				
	Full Cohort – EY / SY Questioning / Exploring	EY Cohort Questioning / Exploring	SY Cohort Questioning / Exploring	
Course	EDUC xx8 Career Education 3 cr  EDUC xx9 Diverse Classrooms 3 cr  EDUC xx10 Mental Health & Wellness 3 cr	EDUC 351 Curriculum and Instruction: Second Language 3 cr	EDUC 441 Innovative Community-Based Approaches to Responsive Education 3 cr  EDUC 446 ABORIGINAL/INDIGENOUS EDUCATION 5 hours	
YEAR TWO – SEMESTER ONE - 13 WEEKS SEPTEMBER – DECEMBER				
	Week 1 – 12 - Full Cohort – EY / SY Exploring / Focusing		Weeks 13 - Full Cohort – EY / SY Focus / Refocusing	
Course	EDUC xx1 Reflective Practice Through Inquiry and Portfolio 3 Credits  EDUC 491 Summative Practicum 6 cr		EDUC 446 ABORIGINAL / INDIGENOUS EDUCATION 5 hours	

## 8. Course Descriptions and Goals

Included below are the complete descriptions and goals for each of the courses in the renewed BEd program. Complete syllabi are not required at UNBC for academic approval by the UNBC Senate Curriculum committee. At UNBC, individual course syllabi are written by faculty members, drawing on their individual expertise and academic freedom.

## **EDUC XX1-3: Reflective Practice Through Inquiry and Portfolio**

### **Course Description**

This course provides Teacher Candidates with an introduction to and early development of a skillset to sustain an ePortfolio that will record transformative inquiry over the journey of becoming a reflective practitioner. Teacher Candidates will focus on introspection and will have the opportunity to examine their emerging personal and professional identity, as they engage in continuous learning that is focused on their transformation from student to educator. Teacher Candidates will examine a number of digital tools that will allow them to self-assess and document their growth, as well as develop an understanding of current digital literacies to communicate student learning to parents.

### **Course Objectives**

Teacher Candidates will:

- develop both inquiry for self as a learner and inquiry for students as a learning strategy
- use portfolios for reflective practice to engage in ongoing reflection and self assessment
- understand educational and pedagogical content as the foundation to meet Teaching Standards
- understand of a variety of digital tools to enable self and student assessment
- deepen pedagogical strategies to create student motivation and engagement

## **EDUC xx2-3: Foundations of Education**

### **Course Description**

This course is an introduction to the historical, philosophical, sociological and ethical foundations of education. Through this course, students are expected to connect the general foundations of and the present approaches to curriculum policies and practices, in public and independent schools in British Columbia and Canada in general. The professional standards and code of practice for teachers in BC will be interpreted in the light of the major ethical theories. Critical reasoning and ethical decision making in the professional context will be practiced and discussed.

### **Course Objectives**

Teacher Candidates will:

- become familiar with the various historical and philosophical perspectives informing education in British Columbia and Canada
- relate the ideas of early educational philosophers to the foundations of education in BC and Canada
- interpret the major ethical theories and apply them to the professional context of teachers
- acquire a broader understanding of contemporary educational issues related to culture, social class and gender in BC and Canada
- analyze emerging educational policy reforms in the K-7 public schools in British Columbia and Canada
- evaluate arguments on educational foundations as agents for or against change in contemporary Canadian society
- identify their own beliefs about education and reflect on their moral foundations

### **EDUC xx3-3: Pedagogy, Curriculum & Teaching - Theory in Context**

#### **Course Description**

This course provides Teacher Candidates with an introduction to and development of a skillset to fluently engage with BC's curriculum. Teacher Candidates will develop an understanding of curriculum content and competency integration, and develop an understanding of the importance of differentiated instruction to enable student success. Teacher Candidates will also integrate the cycle of assessment and evaluation to inform instruction, and ways to keep students at the center of the learning. Finally, Teacher Candidates will examine the role of teachers as researcher, learners and leaders of learning.

#### **Course Objectives**

Teacher Candidates will:

- understand how to effectively engage with the many parts of BC's curriculum
- utilize differentiated curriculum and instruction that meet the individual learning styles of all students in the classroom
- develop a progression of literacy skills for reading, writing, numeracy and technologies instruction
- develop ways to assess, diagnose and remediate teaching and learning
- begin to form an understanding of assessment in relationship to specific literacies
- be familiarized with Policies, Procedures, Guidelines and Teaching Standards and considering these when providing instruction and assessing students' progress.
- integrate theories regarding Human Development and Learning into their Professional Practice
- understand theory and application for progression of skills

### **EDUC xx4-3: Curriculum and Instruction in the Humanities K-7 using ADST**

#### **Course Description**

This course prepares Elementary Teacher Candidates for the teaching of humanities in K-7. It emphasizes literacy, spoken and written language across subject areas, and social studies pedagogy, while integrating theory and practice with critical reflection. Other concentrations include the development of ADST and First Nations pedagogical knowledge, along with the assessment and evaluation of diverse learners.

#### **Course Objectives**

Teacher Candidates will:

- understand curricular and instructional expectations for language and literacy (reading, writing, speaking, listening, viewing) in K-7
- understand social studies education K-7, including curricular content, instruction, competencies, resources, and materials
- integrate spoken and written language across subject areas
- develop assessment, evaluation, and reporting skills for diverse learners
- develop pedagogical knowledge for social studies, literacy, First Nations pedagogy and issues, and ADST
- integrate theory and practice with critical reflection

- understand theory and application for progression of skills

### **EDUC xx5-3: Curriculum & Instruction in Math and Science using ADST**

#### **Course Description**

Quantitative and scientific literacy are essential competencies for Teacher Candidates to acquire and develop for them to educate students for the world and the future. Teacher Candidates will deepen and broaden their knowledge in these literary areas while developing and refining the skills and mind set required for logical reasoning, analytical thought, problem solving, creative thinking, and ethical decision-making. This learning will be based on the collection, analysis, and effective communication of data in addition to problem solving in situational contexts.

#### **Course Objectives**

Teacher Candidates will:

- understand how to create a learning environment that is conducive to the ADST design process
- develop an enthusiasm in themselves and their students for science and mathematics
- encourage others to engage in action and decision-making on a global scale as educated citizens
- acquire multiple ways to use BC's curriculum, and assessment strategies to create lesson plans, unit plans and experiential & inquiry based learning experiences
- understand theory and application for progression of skills

### **EDUC xx6-3: Integrating ADST as a Pedagogical Stance**

#### **Course Description**

This courses provides Teacher Candidates with opportunities to explore, inquire and understand the value of experiential learning for their students. Teacher Candidates will begin to develop their own pedagogical stances, recognizing the importance of hands-on learning. Experiential learning, as expressed in the BC Ministry of Education's curriculum - Applied Design, Skills and Technologies (ADST), states children need opportunities to build on their own natural curiosity, inventiveness, and desire to create and work in practical ways.

#### **Course Objectives**

Teacher Candidates will:

- understand the context of a challenge for developmentally appropriate learning
- seek insights and solutions to open-ended problems
- develop creative and critical thinking skills
- analyze and fitting multiple solutions to authentic contexts
- facilitate the design thinking process
- use experiential learning to support personalized instruction and assessment
- understand theory and application for progression of skills



## **EDUC xx7-6: Curricular Enactment in Early Years with a Focus on Fine Arts, Literacy and Numeracy**

### **Course Description**

This course provides Teacher Candidates with an introduction to and development of skillset to develop an understanding of the curricular integration of fine arts, music, health and physical education, drama, dance, performance, imagery representation of knowledge, development of emergent and early language literacy, numeracy, wellness, sustainable health and career education. This overarching course will provide Teacher Candidates with methods that invite students to express their learning through the demonstration of personal aptitudes, values and beliefs using a variety of skillsets and explorations identity. This course will emphasize alternate ways of demonstrating learning.

### **Course Objectives**

Teacher Candidates will:

- understand creative ways to embrace and interweave human development and learning
- understand curriculum and instruction in applicable teaching areas
- develop a holistic approach to education and transformative practices
- design multi-curricular approaches and ways of learning
- understand personal health and wellness for Teacher Candidates and students and the impact of developing self-expression for a strong sense of identity and self
- understand theory and application for progression of skills

## **EDUC xx8-3: Career Education**

### **Course Description**

This course provides Teacher Candidates with an understanding of career education, career-life education, and career-life connection. Portfolio development and assessment using My Blue Print and Capstone Project will be featured in this course, in addition to financial and career literacy, interpersonal and intrapersonal skills, and acceptance of diversity (cultural, gender, intellectual, and physical). Theory and practice will be integrated throughout the course to develop pedagogy and assessment practices.

### **Course Objectives**

Teacher Candidates will:

- experience my BluePrint and Capstone Project Development
- develop financial literacy and financial management
- develop career planning and interpersonal counselling skills
- explore issues of gender equity, violence, bullying, appropriate workplace interactions
- understand provincial and federal human right context
- understand administrative, legal, and political frameworks
- develop a knowledge of ethics, standards, and practice of teaching as a profession
- understand Teaching Standards, boundaries and social media in a career context

## **EDUC xx9-3: Diverse Classrooms**

### **Course Description**

Schools and classrooms in BC are becoming more culturally diverse and complex. In this course, Teacher Candidates will address multiculturalism in classrooms, explore issues related to religion and religious diversity, engage in Truth and Reconciliation and what it means to them in a local context, and deepen their understanding of new Canadians in classrooms and their lived experiences. This course will integrate theory and practice to discover how diverse classrooms influence and inform pedagogy, mindset, and assessment strategies. In addition to diverse classrooms, this course will provide Teacher Candidates with skills and theories needed to teach English Language Learners effectively.

### **Course Objectives**

Teacher Candidates will:

- practice and reflect on the development of cultural awareness, sensitivity, and competencies
- celebrate diversity and individual differences
- develop diagnostics, formative and summative assessments, and cultural safety for students in a multicultural learning environment
- analyze theoretical models connecting language with culture and apply them to practice
- identify historical, socioeconomic, and cultural factors affecting multicultural students

## **EDUC xx10-3: Mental Health & Wellness**

### **Course Description**

This course provides Teacher Candidates with skillsets to develop an understanding of well-being for self and for all members of the school community. Teacher Candidates will develop trauma informed pedagogy and practice to support students' development of resilience behaviours and positive mental health, and will examine the meaning of professionalism through an examination of the Code of Ethics and TRB Professional Standards. Workplace culture will be examined through a lens of collaboration and an understanding of the many roles of the educator.

### **Course Objectives**

Teacher Candidates will:

- learn self-directed wellness techniques
- understand the importance of mental wellbeing for all members of the learning community
- examine boundaries and scope of competency in learning environments
- become familiar with research-based risk and protective factors for mental health
- examine ethics, professional standards and practice of teaching as a profession
- understand the administrative, legal and political framework of education in British Columbia and Canada developing the necessary skillsets and strategies to act as a collaborator

### **EDUC 336-3: Inclusive Education: Success for All**

#### **Course Description**

The course addresses individual differences and inclusion based on the premise that all students have individual needs and health of classrooms depends on celebrating difference. Students differ in their experiences, skills, knowledge, perspectives, and cultural beliefs that must be considered when selecting, designing and adapting pedagogical components and strategies for inclusion, the inclusive classroom, and being an inclusive educator. The broader philosophical and pedagogical framework for this course will focus on inclusive teaching strategies across curricula, assessment strategies that support inclusion, and inclusive classroom management strategies.

#### **Course Objectives**

Teacher Candidates will:

- develop a comprehensive overview of inclusivity and learning context
- understand a teacher's role and responsibilities in an inclusive classroom
- develop and refine classroom management strategies leading to success for all
- recognize culturally diverse demographics through a multicultural and Aboriginal/Indigenous educational lens
- develop a competency in the application of Individual Education Plans, Differentiated Learning, and Universal Design for Learning strategies
- understand rights and responsibilities related to inclusive education

### **EDUC 346-3: Aboriginal/Indigenous Education**

#### **Course Description**

This course provides Teacher Candidates with a deep understanding of the TRC Calls to Action by embedding cultural and Indigenous/Aboriginal perspectives to build their own understandings and knowledge. Teacher Candidates will develop an understanding of oral history and the Indigenous perspectives on historical and current issues, and will develop pedagogical strategies to support learners in the classroom.

#### **Course Objectives**

Teacher Candidates will:

- understand human development and learning through a First Nations' lens by engaging with First Nations' pedagogy and learning
- indigenize curriculum and approach
- recognize oral learning and diverse way of knowing
- integrate aboriginal/indigenous history into classrooms
- develop curriculum and instruction strategies that enable the addressing of diverse world view knowledge

## **EDUC 351-3: Curriculum and Instruction: Second Language**

### **Course Description**

This course provides Elementary Teacher Candidates with curriculum and instructional methods for teaching a second language. This second language may be French or a provincially approved language, such as a local Indigenous language. Teacher Candidates will develop strategies, knowledge, and skillsets that will include assessment and evaluation, classroom management, and pedagogical factors related to teaching elementary students a second language. Teacher Candidates will develop a deep understanding of second language acquisition and development, pedagogical content knowledge that is informed by research, and personalizing student learning needs.

### **Course Objectives**

Teacher Candidates will:

- understand and implement techniques, principles, and pedagogy involved in second language acquisition
- understand and implement progression of skills in language development
- develop diagnostics, formative and summative assessments
- develop a climate of cultural safety and celebration of diversity
- integrate theory and practice to second language teaching and learning with practical learning opportunities, educational studies, and pedagogical knowledge in the discipline
- incorporate Indigenous/Aboriginal pedagogy and issues related to historical & current contexts

## **EDUC 361-3: Curriculum and Instruction in the Secondary Humanities, Part 1**

### **Course Description**

The course investigates curriculum and instruction methods in English language arts and social studies in Grades 8-12. This includes accessing, selecting, and developing curricular materials as well as planning, instruction and assessment. Emphasis will be placed on strategies for thematic instruction, cross-curricular teaching, Canadian texts, First Peoples Principles, and language and literacy across the curriculum.

### **Course Objectives**

Teacher Candidates will:

- develop and implement curriculum for Secondary English language arts and social studies
- use a variety of strategies to teach the humanities
- foster cross-curricular learning using the thematic approach
- promote language and literacy across the curriculum
- integrate theory and practice with critical, reflective approaches

## **EDUC 361-6: Curriculum and Instruction in the Secondary Humanities, Part 2**

### **Course Description**

This course is a continuation of EDUC 361 Part 1 and is designed to continue to promote English language arts and social studies across the Secondary humanities curriculum. Additionally, it will promote the use of Canadian and Indigenous texts to explore Social Justice themes and First Nations history and pedagogy.

### **Course Objectives**

Teacher Candidates will:

- extend the development and implementation of Secondary humanities curriculum
- develop further strategies to teach Secondary English language arts and social studies
- explore Social Justice themes through Canadian texts in correspondence with place-based learning emphasis
- focus on First Nations issues in historical and contemporary contexts by way of Indigenous authors

## **EDUC 372-3: Curriculum and Instruction: Mathematics and Science, Part 1**

### **Course Description**

This course is designed to provide secondary Teacher Candidates that have a subject specialty in Mathematics and Science with opportunities to develop their personal pedagogical competencies for teaching in these subject areas. Teacher Candidates will be given opportunities to explore foundational studies in mathematics and science, laboratory practices, discovery/project/place-based learning, and experiential and inquiry methods of teaching. Teacher Candidates will be provided with opportunities for situational and cross-curricular contexts.

### **Course Objectives**

Teacher Candidates will:

- develop a focus on flexible, real-life teaching and learning strategies that will enable them to choose design processes, resources and applications best suited to the needs of their students
- develop skill development in mathematics and science, and assessment and evaluation techniques required for effective teaching of problem-solving thinking processes and strategies to explain and justify mathematical and scientific ideas

## **EDUC 372-6: Curriculum and Instruction: Mathematics and Science, Part 2**

### **Course Description**

This course is a continuation of EDUC 372 Part 1 and is designed to continue the progression of skill development in mathematics and science and evaluation and assessment techniques for Teacher Candidates to explore further and integrate into their subject specific pedagogy. Integrating theory and practice, habits of the mind, professional ethics and standards, and implementation of laboratory safety protocol continues. Experiential and reflexive learning of First Peoples Principles and cross-curricular teaching and learning using ADST will be ongoing themes.

## **Course Objectives**

Teacher Candidates will:

- facilitate the mindset of mathematical and scientific thinking and learning
- create classroom experiences based on the community, shared learning and collegiality to empower them to make sense of the world and encourage students to do the same
- develop research-based knowledge and flexibility in instructional skills
- pursue a deeper and broader study of knowledge to nourish their individual interests and passions
- model enthusiasm that supports the growth and development of their students' understanding and skills

## **EDUC 390-3: Observational Practicum**

### **Course Description**

This course provides Teacher Candidates with the skillsets needed to better understand the complexities of teaching and learning. Teacher Candidates will participate in an observational practicum in K-12 classrooms as well as alternative educational settings. Mentors will guide discussions addressing ongoing practice issues to provide Teacher Candidates opportunities to reflect on and problem solve real life and case study issues. This course will help Teacher Candidates assess current resources, address professional issues, and experience the role of teacher as researcher.

### **Course Objectives**

Teacher Candidates will:

- critically examine human development and learning through practicum experiences
- develop an understanding of the importance of educational and pedagogical content
- identify examples of teachers adapting and modifying instruction to personalize learning needs
- participate in opportunities where theory intersects with practice
- adhere to professional ethics, teaching standards, and complexities of the teaching profession

## **EDUC 391-3: Experiential Practicum**

### **Course Description**

This course provides Teacher Candidates with the skillsets needed to participate in an experiential practicum. During their time in classrooms, Teacher Candidates will participate in planning, teaching, assessing and reflecting on self and students' learning. Teacher Candidates will be immersed in reflective practices that include participating in groups to provide ongoing support and guidance to each other as they participate in reflective practices, inquiry, and problem solving.

### **Course Objectives**

Teacher Candidates will:

- develop an e-Portfolio as repository of their personal growth, inquiries, questions and evidence of increasing professional development as an educator

- critically examine human development and learning through practicum experiences
- understand the cycle of assessment and evaluation to explore individual students' learning needs
- embed First Nations pedagogies and current research informed pedagogies into their practice
- understand the importance of ethics for individuals as well as the community of educators
- ensure wise practices, such as gender equity, are implemented

### **EDUC 421-3: Assessment & Motivation**

#### **Course Description**

This course provides Teacher Candidates with skills in classroom assessment for all levels of ability. This course will help Teacher Candidates understand the deep connection between assessment and evaluation and student learning, motivation and behaviour. Teacher Candidates will explore theories of development for childhood and adolescence, while focusing on understanding the ways that diversity and identity create opportunities for differential learning opportunities as well as differential assessment and evaluation. Teacher Candidates will also explore the importance of motivation and engagement in developing classroom communities of learning.

#### **Course Objectives**

Teacher Candidates will:

- create opportunities for developing engaging and motivating lessons
- understand the importance of embedding the cycle of assessment and evaluation in daily practice to inform teaching, as well as ways to communicate learning
- establish the link between curricular competencies, core competencies and assessment and evaluation
- develop differential assessment and evaluation techniques that meet the needs of diverse learners while developing students' own abilities to assess competencies

### **EDUC 441-3: Innovative Community-Based Approaches to Responsive Education**

#### **Course Description**

This course provides Teacher Candidates with opportunities to research collaboratively, plan, teach, assess and reflect actively on classroom practices with real time coaching from classroom teachers and university instructors. Teacher Candidates will develop deep understandings of ways to embed Aboriginal/Indigenous perspectives into experiential, subject-based learning and classroom organization. This course will help Teacher Candidates explore teacher identity and inquiry into social-emotional aspects of classroom practice, as well as student led inquiry. Application of teaching strategies will link research and theory to practice. Teacher Candidates will also develop personalized pedagogical stances based on current theory and their own experiences.

#### **Course Objectives**

Teacher Candidates will:

- use research to foster place-based, interdisciplinary learning



- experience real life assessment in which Teacher Candidates are participating in a feedback cycle that informs instruction
- personalize inquiry based learning for teachers as well as for students
- participate in experiential learning
- develop pedagogical content knowledge informed by research
- understand open ended learning that allows relevance and success for every classroom student
- identify local contextual factors for learners and incorporating these factors into meaningful classroom learning

### **EDUC 446-3: Aboriginal/Indigenous Education**

#### **Course Description**

This course emphasizes the importance of people, place and land to learning. In this course, Teacher Candidates will have opportunities to engage in experiential learning opportunities, learning about current First Nations pedagogies and issues. Teacher Candidates will be guided to appropriately design curriculum embedding First Peoples Principles of Learning, and will develop curricular themes with goals in each of the four directions—Spiritual, Emotional, Intellectual and Physical.

#### **Course Objectives**

Teacher Candidates will:

- explore First Nations pedagogies and approaches related to historical and current contexts
- develop an understanding of holistic Indigenous worldviews and perspectives
- co-design and co-teach curriculum that embeds the First Peoples Principles of Learning
- engage and embody non-western ways of knowing

### **EDUC 490-3: Formative Practicum**

#### **Course Description**

This course contributes to meeting Teacher Regulation Branch practicum requirements. During the university instruction and in-situ learning of this practicum, Teacher Candidates will develop a deeper understanding of teaching by integrating theory into practice and will have a first opportunity for independent classrooms. Teacher Candidates will document the journey through continued use of ePortfolios to demonstrate and articulate an increasing awareness of practical skillsets. This course will support a deepening awareness and facilitation of BC curriculum.

#### **Course Objectives**

Teacher Candidates will:

- develop excellence in classroom according to the Teaching Standards
- engage with personalized learning and individual needs for both the Teacher Candidate and classroom students
- complete meaningful assessment and maintain appropriate records
- reflect on personal practice, participate in teacher research, and be informed of professional issues
- problem-solve, access resources, and develop student and personal portfolios



- understand the social dynamics of the classroom and complexities of relationships
- understand and respect professional boundaries in all contexts
- record personal growth in e-Portfolios including evidence of effective instruction and classroom management
- merging theory and practice to create and develop pedagogical knowledge
- demonstrate a high level of ethical behaviour as a teaching professional

## **EDUC 491-6: Summative Practicum**

### **Course Description**

This course is a summative practicum that prepares Teacher Candidates to meet Teacher Regulation Branch practicum requirements. During the university instruction and in-situ learning of this summative practicum, Teacher Candidates will develop the necessary experience and knowledge to advance BC curriculum and pedagogical knowledge for learners. Teacher Candidates will be expected to demonstrate a thorough understanding and practice of ethics, standards, and teaching as a profession.

### **Course Objectives**

Teacher Candidates will:

- develop excellence in classroom according to the Teaching Standards
- engage with personalized learning and individual needs for both the Teacher Candidate and classroom students
- complete meaningful assessment and maintain appropriate records
- reflect on personal practice, participate in teacher research, and be informed of professional issues
- problem-solve, access resources, and develop student and personal portfolios
- understand the social dynamics of the classroom and complexities of relationships
- understand and respect professional boundaries in all contexts
- record personal growth in e-Portfolios including evidence of effective instruction and classroom management
- merging theory and practice to create and develop pedagogical knowledge
- demonstrate a high level of ethical behaviour as a teaching professional
- demonstrate competency for independent practice

## **9. Admission Requirements/Withdrawals/Appeals**

### **9.1 Admission Requirements**

#### **Early Years**

Applicants to the BEd Early Years stream must have completed a four-year (minimum 120-credit) Bachelor's degree or equivalent at an accredited post-secondary institution. The following requirements must also be met:

- A minimum GPA of 2.33 (C+) in the most recent 60 credit hours of transferable post-secondary coursework.

- 6 credit hours in English literature and composition with a C+ average, of which at least 3 credit hours must be in English literature (courses in creative, business, or technical writing or communication are not acceptable).
- 3 credit hours in Mathematics (not including Statistics).
- 3 credit hours in a laboratory science—a lab component is not required, but recommended. Laboratory science credit hours are normally selected from Astronomy, Biology, Chemistry, Earth and Environmental Science, Physical Geography, or Physics.
- 3 credit hours in Canadian History or 3 credit hours in Canadian Geography.
- 3 credit hours in Canadian Studies—a course containing significant Canadian content. Canadian Studies credit hours are normally selected from Anthropology, First Nations Studies, Geography, History, Northern Studies, or Political Science courses containing significant Canadian content (upon review, credit hours from other disciplines may be recognized as meeting the Canadian Studies requirement).
- 12 credit hours of upper-division (300- and/or 400-level) course work in one or a combination of the following subjects taught in BC public schools:
  - Anthropology
  - Biology
  - Chemistry
  - Computer Science
  - Dance
  - Earth and Environmental Science
  - Economics
  - English
  - Environmental Science
  - First Nations Studies
  - French
  - Geography
  - Health Studies
  - History
  - Human Kinetics
  - Mathematics
  - Music
  - Physics
  - Political Science
  - Sociology
  - Theatre
  - Visual Art

Courses used to satisfy the above English, Mathematics, laboratory science, Canadian History/Geography, and Canadian Studies requirements cannot also be used to satisfy the requirement of 12 credit hours of upper-division course work.

All required coursework must be completed by April 20, prior to commencement in the program.

Admission to the BEd Elementary Years stream is competitive and has limited enrolment. Satisfying the minimum admission requirements does not guarantee admission.

## Secondary Years

Applicants to the BEd Secondary Years stream must have completed a four-year (minimum 120-credit) Bachelor's degree or equivalent at an accredited post-secondary institution. The following requirements must also be met:

- A minimum GPA of 2.33 (C+) in the most recent 60 credit hours of transferable post-secondary coursework.
- 6 credit hours in English literature and composition with a C+ average, of which at least 3 credit hours must be in English literature (courses in creative, business, or technical writing or communication are not acceptable).
- 3 credit hours in Mathematics (not including Statistics).
- 3 credit hours in a laboratory science—a lab component is not required, but recommended. Laboratory science credit hours are normally selected from Astronomy, Biology, Chemistry, Earth and Environmental Science, Physical Geography, or Physics.
- 3 credit hours in Canadian Studies—a course containing significant Canadian content. Canadian Studies credit hours are normally selected from Anthropology, First Nations Studies, Geography, History, Northern Studies, or Political Science courses containing significant Canadian content (upon review, credit hours from other disciplines may be recognized as meeting the Canadian Studies requirement).
- 24 credit hours of academic course work (inclusive of the credit hour requirements above) in any one of the teachable subjects taught in British Columbia public schools listed below:
  - Biology
  - Business Education
  - Chemistry
  - Computer Science
  - Earth Science
  - English
  - First Nations Studies
  - General Science<sup>1</sup>
  - Geography
  - History
  - Mathematics
  - Physics
  - Social Studies<sup>2</sup>

<sup>1</sup>Applicants with a teachable area in General Science must have completed the 24 credit hours of academic course work in a combination of Biology, Chemistry, and/or Physics courses. Other science courses may be included in the 24 credit hours upon approval.

<sup>2</sup>Applicants with a teachable area in Social Studies must have completed:

- 3 credit hours of Canadian Studies (inclusive of the general Canadian Studies requirement above)
- 3 credit hours of Geography
- 3 credit hours of History
- 15 credit hours in one or a combination of the following:
  - Anthropology
  - Economics

- Geography
- History
- Political Science
- Sociology

Coursework relating to the disciplines above in the areas of Canadian Studies, Cultural Studies, Asian Studies, Gender and Women's Studies, Indigenous Studies, Religious Studies (of a non-doctrinal nature), Classical Studies, Urban Studies, or Environmental Sciences may be considered provided an examination of the course syllabi reveals such a relationship. Approval must be sought from both the British Columbia Ministry of Education, Teacher Regulation Branch, and the UNBC School of Education.

Applicants to the BEd Secondary program should recognize that the credit levels for teachable subjects meet the British Columbia Ministry of Education, Teacher Regulation Branch accreditation requirements, and may not be equivalent to the formal requirements for a UNBC major or minor. Applicants should refer to the appropriate section of the UNBC Calendar in order to ensure that they are meeting all of the course work required to successfully complete UNBC degree requirements.

All required coursework must be completed by April 20, prior to commencement in the program.

Admission to the BEd Secondary Years stream is competitive and has limited enrolment. Satisfying the minimum admission requirements does not guarantee admission.

## 9.2 Withdrawals

The School of Education reserves the right at any time to require any Teacher Candidate to withdraw from UNBC if it believes, on consideration of academic, professional fitness or professional conduct, that the student is unsuitable for the teaching profession.

Unsatisfactory performance in any aspect of the program may be considered reason to require a Teacher Candidate to withdraw from the Program.

Regular attendance is expected of all Teacher Candidates in all courses. An instructor can initiate procedures to reject a Teacher Candidate from attending classes and from final examinations where unexcused absences exceed three hours of scheduled classes in one term.

Teacher Candidates may be required to withdraw from a practicum experience if their performance in their school placement is considered to be unsatisfactory by the Chair or designate (based on written assessments by the Practicum Supervisor and/or Cooperating Teacher).

Teacher Candidates seeking voluntary withdrawal from a practicum placement, whether permanent or temporary, must receive permission to do so from the Chair. Failure to give appropriate notice of withdrawal during a practicum placement, without consultation and approval of the Practicum Placement Coordinator, and/or BEd Coordinator, will result in withdrawal from UNBC's Education Program. Teacher Candidates who withdraw voluntarily from a practicum placement must notify the Practicum Placement Coordinator in writing at least one week in advance of the commencement of the classroom placement.

Teacher Candidates who have withdrawn for any reason from a Classroom Practice & Seminar course, or who wish to re-enter, or re-take, the course must apply to the BEd Admissions and Standards Committee Chair for re-admission. The number of times a Teacher Candidate can be re-admitted to Classroom Practice & Seminar courses is limited to once except in cases where there are dire circumstances beyond the Teacher Candidate's control as set out in the UNBC "Conditions of Academic Standing" (Academic Regulation 49). Teacher Candidates will only be re-admitted to a Classroom Practice & Seminar course when, in the opinion of those responsible for the supervision of the previous attempt, there was evidence of significant progress toward meeting the outcomes for the practicum placement. If re-admission is approved following required or voluntary withdrawal from a practicum and/or program, the Teacher Candidate will normally be re-admitted on probationary status.

### 9.3 Appeals

Appeals are to be first be submitted to the BEd Admissions Committee. If a Teacher Candidate is not satisfied with the outcome of that process, the candidate may then file an appeal with UNBC's Senate Committee on Academic Appeals.

The following is a direct quote of UNBC's Academic Regulation 50, Appeals Process:

All students have the natural and reasonable right to appeal grades given during the term, the final grade of a course, and other academic policies and decisions of the University. The Senate Committee on Academic Appeals is the final adjudicator in such matters. All formal appeals must be made through the Registrar, in writing and with necessary documentation, within 15 working days of the receipt of the decision in question. The student's written appeal must state clearly the decision being appealed, the reason(s) why the decision is considered to be unfair, what decision would be considered fair, and why it would be fair. It is incumbent upon the student to advise the University, via the Office of the Registrar, of their current contact information. All written appeals to the Senate Committee on Academic Appeals should indicate whether an in-person hearing is being requested. Otherwise, cases are adjudicated on the basis of the written submissions.

Further information regarding the procedures of the Senate Committee on Academic Appeals can be found as Academic Regulation 51 in the 2018-2019 UNBC Undergraduate Calendar (<https://www.unbc.ca/sites/default/files/sections/calendar/2018-2019undergraduateacademiccalendar-v3.pdf>.)

## 10. Program Delivery/Class Size & Structure/Practicum Requirements

### 10.1 Program Delivery

The renewed BEd program will be delivered on campus, using a variety of instructional strategies. These instructional strategies include, but are not limited to:

- **Large Group Lecture** with opportunities for breakout seminars to bring together both EY / SY cohorts,

- **Breakout Seminars** with small group discussion on specific topic areas or cohort needs,
- **Workshops** to address short term, intensive experiential learning events that might be skill focused or topic specific,
- **Seminars** with small groups, possibly within EY / SY cohort groupings, to allow for interaction, deliberation, and debate across the program,
- **Case Studies** to explore living cases of actual practice used to position theory within practice and provoke discussion of issues, analyses, and strategizing,
- **Formative Practicum** to sustain field experience opportunities with intentional debrief opportunities for reflection and growth,
- **Classroom observations** within the schools that are scaffolded by faculty or Coaching Teachers,
- **Field experiences** within rural and or remote school and/or community-based settings that will enrich Teacher Candidates' preparation to enter the profession and introduce them to the broader environment in which contemporary educators work, and
- **Sustained, final practicum** to provide experience in schools to meet and exceed existing TRB certification requirements. Teacher Candidates will be supported in advance of this final practicum and will be provided a substantive debrief at the conclusion of the practicum to support reflection and growth.

## 10.2 Class Size and Structure

Class sizes will be small as the initial cohort will consist of approximately 15 Teacher Candidates in EY and 15 Teacher Candidates in SY. It is anticipated that the Bachelor of Education program will eventually be 60 Teacher Candidates—30 EY and 30 SY.

While some courses will be offered to Teacher Candidates in a combined cohort configuration, other courses will be offered cohort specific to meet the requirement for Teacher Certification for Early Years Educators (EY) and Secondary Years Educators (SY).

- Semester One: both cohorts (EY and SY) will be taught together, using a range of instructional strategies presented in Section 8.1.
- Semester Two and Three: both cohorts are together for two courses. EY and SY are separated for curriculum specific courses.
- Semester Four: both cohorts are together for three courses.
- Semester Five: Teacher Candidates will come together to share their portfolios and participate in a Celebration of Learning.

## 10.3 Practicum Requirements

The renewed BEd program follows the guidelines outlined in the British Columbia Teacher Regulation Policy 5 CO3

(<https://www.bcteacherregulation.ca/documents/AboutUs/BylawsPolicies/bylaws.pdf>.)

Teacher Candidates will be supervised by sponsoring teachers and administrators who hold valid Certificates of Qualifications. Expectations for each of the practicum experiences is stated in the Course Descriptions and Goals in Section 6. Please see descriptions for EDUC 390, 391, 490, and 491 for the learning goals for each of the in Situ and Experiential

Learning opportunities, including both the Formative and Summative Practicum (EDUC 490 and 491).

## 11. List of Faculty & Staff with credentials

The following table lists the faculty and staff within the School of Education as of March 2019.

Faculty Member	Rank	Credentials
Wagner, Shannon	Interim Chair, Professor	MSc, PhD
Kitchenham, Andrew	Professor	BEd, MEd, PhD
Fraser, Tina	Associate Professor	PhD
Lautensach, Alex	Associate Professor	BEd, MSc, MScT, PhD
Usman, Lantana	Associate Professor	BEd, MEd, MBA, PhD
Harrison, Ed	Assistant Professor	BEd, MEd, PhD
McDonald, Verna	Assistant Professor	BA, MA, EdD
Whalen, Catherine	Assistant Professor	BEd, MA, EdD
Younghusband, Christine	Assistant Professor	BSc, BEd, MEd, EdD
Kotowich-Laval, Marian	Senior Lab Instructor	MA
Fuller, Bonnie	Instructor	BSc, BEd, MEd
Hay, William	Lecturer	BA, BEd, MEd
Koehn, Deborah	Lecturer	BEd, MEd
Vogelsang, Gretchen	Lecturer	BA, BEd, MEd
Staff Member	Title	
Fraess-Phillips, Alex	Manager	
Edwards, Sheryl	Acting Practicum Placement Coordinator (Prince George)	
Lambright, Sam	Practicum Placement Coordinator (Terrace)	
Mason, Joan	Administrative Assistant (Terrace)	
Wertz, Kimi	Administrative Assistant (Prince George)	

## 12. Faculty Scholarly Research

The following table lists some relevant scholarly research conducted by School of Education faculty members as of March 2019. This is not an exhaustive list of publications and presentations by faculty.

Faculty Member	Sample of Scholarship
Fraser, Tina	<p>Fraser, T., &amp; O'Neill, L. (submitted). I Am Not Represented here: Cultural Frameworks and Indigenous Methodologies for Postsecondary Settings.</p> <p>Fraser, T., O'Neill, L., &amp; Sherry, J. (submitted). The Well-being of Indigenous People: A Collective Approach to Healing.</p> <p>Ragoonaden, K., Fraser, T., Hoffman, R., &amp; Latta, M. (2019, scheduled). A Holistic Exploration of Mindfulness and Indigenous Knowledge. American Educational Research Association, Kamloops, BC.</p> <p>Ragoonaden, K., Fraser, T., Hoffman, R., &amp; Latta, M., Hebert, B., Shayer, L., Budeskin, G., &amp; Beaudry, T. (2019, scheduled). A pedagogy of Well-Being: Introducing Mindfulness to First-Year Access Students. Canadian Society for the Study of Education, Vancouver, BC.</p> <p>O'Neill, L., Fraser, T., Kitchenham, A., &amp; McDonald, V. (2018). Hidden burdens: A review of intergenerational, historical and complex trauma, implications for indigenous families. <i>Journal of Child &amp; Adolescent Trauma</i>, 11(2), 173-186.</p>
Harrison, Ed	<p>Harrison, E. &amp; McDonald, V. (2018). "My Grandparents Used To Flirt Right There!" Active and Experiential Learning for New Teacher Professional Efficacy across Cultures. <i>Journal of Education &amp; Social Policy</i>, 5(2), 119-133.</p> <p>Woods, A. E., &amp; Harrison, E. (2017). <i>Dancing with Learning: Ghosts and Shadows</i>. <i>Journal of Education &amp; Social Policy</i>, 4(4), 135-142.</p> <p>Harrison, E., McKay, P., Spencer, M., &amp; Trimble, B. (2017). A Deeper Understanding of Cultural Safety, Colonising and Seating in a Teacher Education Program: A Preliminary Study. <i>The Australian Journal of Indigenous Education</i>, 46(2), 182-189.</p> <p>Harrison, E., Lautensach, A., &amp; McDonald, V. (2012). Moving From the Margins: Culturally safe teacher education in remote northwestern British Columbia. <i>McGill Journal of Education/Revue des sciences de l'éducation de McGill</i>, 47(3), 323-343.</p>
Hay, Bill	<p>MacKinley-Hay, L., &amp; Hay, B. (2012). Why Is Telling Historical Tales in School Important? <i>English in Middle and Secondary Classrooms</i>, 159.</p>



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Kitchenham, Andrew	<p>Kitchenham, A. D., Fedyk, C., &amp; Koehn, D. (2018) Moving from Cooperating Teacher &amp; Practicum Mentor to Coaching Teacher &amp; Practicum Mentor. WestCAST 2018, Winnipeg, MB.</p> <p>Kitchenham, A. D. (2016). Interactive technologies and Aboriginal learning preferences. <i>Australian Journal of Indigenous Education</i>, 46(1), 1-9.</p> <p>Kitchenham, A. D. &amp; Fraser, T. (2016). Aboriginal education and interactive technologies. In J. Archibald and J. Hare (Eds.), <i>Celebrating K-12 Aboriginal education in British Columbia: Successes in curriculum, pedagogy, and policy</i> (pp. 184-192). Vancouver, BC: UBC Press.</p> <p>Kitchenham, A. D., Fraser, T., Pidgeon, M., &amp; Ragoonaden, K. (2016). Aboriginal Education Enhancement Agreements: Complicated conversations as pathways to success (66 pages). Report submitted to the BC Ministry of Education – Aboriginal Branch, Victoria, BC. Available at <a href="http://www.bced.gov.bc.ca/abed/research/AEEA-Final_Report_June_2016.pdf">http://www.bced.gov.bc.ca/abed/research/AEEA-Final_Report_June_2016.pdf</a>.</p> <p>Kitchenham, A. D. (2015). Transformative learning in the Academy: Good aspects and missing elements. <i>Journal of Transformative Learning</i>, 3(1), 13-17.</p> <p>Kitchenham, A. D. (2013). The preservation of Indigenous language and culture through educational technology. <i>AlterNative: An International Journal of Indigenous Peoples</i>, 19(4), 351-364.</p>
Koehn, Deborah	<hr/> <p>Ware, C., &amp; Koehn, D. (2018). Whuts’oduleh: Learning in a Group. <i>Adminfo</i>, Fall 2018, 3-5.</p> <p>Sanford, K., Koehn, D., Zeindler, M., Steffens., Smith., Benskin., &amp; Orton. (2018). The Familiar and the Strange; Partnering for Education Transformation. WestCAST 2018, Winnipeg, MB.</p> <p>Koehn, D., Fedyk, C., &amp; Kitchenham, A. D., &amp; (2017). The unexamined life: Inquiry-based teaching and learning. WestCAST 2017, Nanaimo, BC.</p> <p>Koehn, D. (2017) Side-by-Side Learning: A Case Study using the Spiral of Inquiry to Lead Learning for Students, Educators, and School Districts. <i>TEL Journal</i>, November 2017.</p>

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Lautensach, Alex	<p>Lautensach, A., &amp; Lautensach, S. (2018). Learning Sustainable Cultural Safety in a Crowded, Warming World. <i>Journal for Sustainability Education</i>, 18, 16.</p> <p>Lautensach, A. (2018). Educating as if Sustainability Mattered. 11th International Conference of Education, Research &amp; Innovation (ICERI), Seville, Spain.</p> <p>Lautensach, A. (2015). Mobilising Curriculum Towards Human Security: The Importance of Biology. 7th International Conference on Education and New Learning Technologies, Barcelona, Spain.</p>
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### 13. Library Resources Review

The comprehensive review of Library resources available to support the renewed Bachelor of Education program is part of the Senate Course revision process at UNBC. That process has been started. Once the School of Education receives Senate approval for the course revisions, which include the formal Library Review, I/Dean Shannon Wagner will forward the notification of Library Review to BCTC.

A letter of support from the Interim University Librarian, Heather Empey, is included as Appendix A and details the library supports available to the School of Education.

### 14. Program Review & Evaluation

The scheduled Structure Dialogue for the Bachelor of Education program was deferred to Spring 2019. Previous Dean CASHS/Acting Chair SoE Blanca Schorcht requested the deferral for the following reasons:

1. The School of Education was undergoing a period of transition.
2. Dr. Shannon Wagner was appointed Interim Dean and Chair on July 1, 2018, and a consultant was hired to assist with programmatic change.
3. UNBC was completing its Academic Planning initiative that impacts department structures and administrative organization.
4. The Academic Planning process may also impact UNBC's satellite programs, including program offerings at the Terrace Campus.
5. Programmatic renewal in the School of Education will consider ways in which UNBC can continue to make teacher education available to more students in different locations. Of particular interest is how to develop flexible models for indigenous students in the North, many of whom have completed their Developmental Standard Term Certificates in First Nations languages and culture and who wish to complete their BEd degrees.

Structured Dialogues are planned for the School of Education at both the Terrace and Prince George campuses in June 2019.

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## Appendix A – UNBC Library Letter of Support

*UNIVERSITY OF NORTHERN BRITISH COLUMBIA*

Geoffrey R. Weller Library  
University of Northern British Columbia  
3333 University Way  
Prince George, BC  
V2N 4Z9



February 12, 2019

Dr. Shannon Wagner  
Interim Dean  
College of Arts, Social and Health Sciences

### **Re: Library Resources Review for B.Ed. program renewal**

I am pleased to provide a letter confirming that the Geoffrey R. Weller Library has adequate resources to support the B. Ed. program at UNBC.

The Library provides support for the B.Ed. program at UNBC through our collection of over 10,000 education-related monographs, over 3000 education-related journals as well as a small collection of curriculum resources in our Education Resources Center (ERC). In addition, we have an agreement with School District #57 whereby UNBC teacher candidates can access the material in the District Learning Commons (DLC) to assist with their planning and courses. Students can access research assistance (synchronous and asynchronous) either at the Reference Desk, through email, chat, or by using our online subject guides. Students are encouraged to consult with the Education liaison librarian through office hours or by appointment.

Finally, the Library also provides assistance, support, and library instruction for distance students and faculty. Infrastructure is in place to ensure that distance students can access resources, obtain assistance (library instruction or assistance with working with library resources), and request materials. This service also manages the delivery of materials to distance students.

Yours truly,

A handwritten signature in blue ink, appearing to read 'Heather Empey', is written over a horizontal line.

Heather Empey  
Interim University Librarian  
Geoffrey R. Weller Library

## Appendix B – Complete Wireframe of the Renewed BEd Program

<b>YEAR ONE – SEMESTER ONE - 13 WEEKS SEPTEMBER – DECEMBER</b>		
	<b>Week 1 - Full Cohort – EY / SY Orientation / Questioning</b>	<b>Weeks 2 – 13 - Full Cohort – EY / SY Questioning / Exploring</b>
<b>Course</b>	<b>EDUC 446</b> <b>Aboriginal/Indigenous Education</b> 5 hours  <b>EDUC xx1</b> <b>Reflective Practice Through Inquiry and Portfolio</b>	<b>EDUC 346</b> <b>Aboriginal/Indigenous Education</b> 3 cr  <b>EDUC xx2</b> <b>Foundations of Education</b> 3 cr  <b>EDUC xx3</b> <b>Pedagogy, Curriculum &amp; Teaching - Theory in Context</b> 3 cr  <b>EDUC 390</b> <b>Observational Practicum</b> 3 cr
<b>Content</b>		<b>EDUC 346</b> <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> <b>EDUC xx2</b> <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> <b>EDUC xx3</b> <ul style="list-style-type: none"> <li>• Overview of BC curriculum</li> <li>• Understanding of curricular integration</li> <li>• Progression of skills and abilities, especially in Numeracy and Literacy</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> <b>EDUC 390</b> <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>
<b>Cross Cutting Course</b>	<b>EDUC xx1</b> <b>Reflective Practice Through Inquiry and Portfolio</b> 3 cr	
<b>Content</b>	<b>EDUC xx1</b> <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>	



<b>Cross Cutting Course</b>	<b>EDUC 446</b> <b>Aboriginal/Indigenous Education</b> 3 cr	
<b>Content</b>	<b>EDUC 446</b> Ceremony & Identity People, Place & Land	
<b>TRB Policy 2.1b</b>	<b>EDUC xx1</b> <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> <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>EDUC 346</b> <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> <b>EDUC XX2</b> <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> <b>EDUC xx3</b> <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> <b>EDUC 390</b> <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>
<b>TRB Policy 5</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>EDUC 346</b> <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> <b>EDUC xx2</b> <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> <b>EDUC xx3</b> <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> <b>EDUC 390</b> <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>
<b>Field</b>		<b>EDUC 390</b> 3 weeks

YEAR ONE – SEMESTER TWO - 13 WEEKS JANUARY – APRIL				
	Full Cohort – EY / SY Questioning / Exploring	EY Cohort Questioning / Focusing	SY Cohort Questioning / Focusing	
Course	<b>EDUC 421</b> <b>Assessment &amp; Motivation</b> 3 cr  <b>EDUC 391</b> <b>Experiential Practicum</b> 3 cr	<b>EDUC xx4</b> <b>Curriculum and Instruction in the Humanities K-7 using ADST</b> 3 cr  <b>EDUC xx5</b> <b>Curriculum &amp; Instruction in Math and Science using ADST</b> 3 cr	<b>EDUC 372</b> <b>Curriculum and Instruction: Mathematics and Science, Part 1</b> 3 cr	<b>EDUC 361</b> <b>Curriculum and Instruction in the Secondary Humanities, Part 1</b> 3 cr
Content	<b>EDUC 421</b> <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> <b>EDUC 391</b> <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>	<b>EDUC xx4</b> <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> <b>EDUC xx5</b> <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>	<b>EDUC xx6</b> <b>Integrating ADST as a Pedagogical Stance</b> 3 cr  <b>EDUC 446</b> <b>Aboriginal/Indigenous Education</b> 5 hours	
			<b>EDUC 361 Part 1</b> <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> <b>EDUC 372 Part 1</b> <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> <b>EDUC xx6</b> <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	<b>EDUC xx1</b> <b>Reflective Practice Through Inquiry and Portfolio</b> 3 cr			

Content	<b>EDUC xx1</b> <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	<b>EDUC 446</b> <b>Aboriginal/Indigenous Education</b> 3 cr		
Content	<b>EDUC 446</b> Ceremony & Identity People, Place & Land		
TRB Policy 2.1b	<b>EDUC 421</b> <ul style="list-style-type: none"> <li>• Human development &amp; learning</li> <li>• Diagnosis &amp; testing</li> </ul> <b>EDUC 391</b> <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>	<b>EDUC xx4</b> <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> <b>EDUC xx5</b> <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>	<b>EDUC 361 &amp; EDUC 372</b> <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> <b>EDUC xx6</b> <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>
TRB Policy 5	<b>EDUC 421</b> <ul style="list-style-type: none"> <li>• Student needs / differentiation</li> <li>• Integration of theory &amp; practice</li> <li>• BC Curricular models</li> </ul> <b>EDUC 391</b> <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>	<b>EDUC xx4</b> <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> <b>EDUC xx5</b> <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>	<b>EDUC 361 &amp; EDUC 372</b> <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> <b>EDUC xx6</b> <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>
Field	<b>EDUC 391</b> 3 weeks		

YEAR ONE – SEMESTER THREE - 13 WEEKS APRIL – JUNE				
	Full Cohort – EY / SY Questioning / Focusing	EY Cohort Questioning / Exploring	SY Cohort Questioning / Exploring	
Course	<b>EDUC 336</b> Inclusive Education: Success for All 3 cr  <b>EDUC 490</b> Formative Practicum 3 cr	<b>EDUC xx7</b> Curricular Enactment in Early Years with a Focus on Fine Arts, Literacy and Numeracy 6 cr  <b>EDUC 446</b> Aboriginal/Indigenous Education 10 hours	<b>EDUC 372</b> Curriculum and Instruction: Mathematics and Science, Part 2 6 cr	<b>EDUC 361</b> Curriculum and Instruction in the Secondary Humanities, Part 2 6 cr
Content	<b>EDUC 336</b> <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> <b>EDUC 490</b> <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>	<b>EDUC xx7</b> <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> <b>EDUC 446</b> <ul style="list-style-type: none"><li>Cultural practices</li><li>Culturally reflexive practices</li><li>Cultural awareness</li></ul>	<b>EDUC 372 Part 2</b> <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> <b>EDUC 361 Part 2</b> <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>	
Cross Cutting Course	<b>EDUC xx1</b> Reflective Practice Through Inquiry and Portfolio 3 cr			
Content	<b>EDUC xx1</b> <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	<b>EDUC 446</b> Aboriginal/Indigenous Education 3 cr			
Content	<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>			

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>
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 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>
Field	<p><b>EDUC 490</b> 4 weeks</p>		

<b>YEAR ONE – SEMESTER FOUR - 8 WEEKS JULY – AUGUST</b>			
	<b>Full Cohort – EY / SY Questioning / Exploring</b>	<b>EY Cohort Questioning / Exploring</b>	<b>SY Cohort Questioning / Exploring</b>
<b>Course</b>	<b>EDUC xx8</b> <b>Career Education</b> 3 cr  <b>EDUC xx9</b> <b>Diverse Classrooms</b> 3 cr  <b>EDUC xx10</b> <b>Mental Health &amp; Wellness</b> 3 cr	<b>EDUC 351</b> <b>Curriculum and Instruction: Second Language</b> 3 cr	<b>EDUC 441</b> <b>Innovative Community-Based Approaches to Responsive Education</b> 3 cr  <b>EDUC 446</b> <b>Aboriginal/Indigenous Education</b> 5 hours
<b>Content</b>	<b>EDUC xx8</b> <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> <b>EDUC xx9</b> <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> <b>EDUC xx10</b> <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>	<b>EDUC 351</b> <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>	<b>EDUC 441</b> <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>	<b>EDUC xx1</b> <b>Reflective Practice Through Inquiry and Portfolio</b> 3 cr		
<b>Content</b>	<b>EDUC xx1</b> <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>		

<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 xx8</b> <ul style="list-style-type: none"> <li>Diagnosing &amp; providing for the educational needs of individual students, evaluation &amp; testing</li> </ul> <b>EDUC xx9</b> <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> <b>EDUC xx10</b> <ul style="list-style-type: none"> <li>Human Development and Learning</li> </ul>	<b>EDUC 351</b> <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>	<b>EDUC 441</b> <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>
<b>TRB Policy 5</b>	<b>EDUC xx8</b> <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> <b>EDUC xx9</b> <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> <b>EDUC xx10</b> <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>	<b>EDUC 351</b> <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>	<b>EDUC 441</b> <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>
<b>Field</b>			

<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 Summative 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 Reflective Practice Through Inquiry and Portfolio</b> 3 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 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>



<p>TRB Policy 5</p>	<p><b>EDUC xx1</b></p> <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> <p><b>EDUC 491</b></p> <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>	<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>Field</p>	<p><b>EDUC 491</b> 10 weeks</p>	