

Phase 2 Summary

Teacher Education Program Renewal

University of Victoria- Faculty of Education

July 14, 2024

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Introduction

This document concludes the work of the Design Committee – Phase 2. It is offered as a starting place for Phase 3 of the renewal efforts. We recommend that the Phase 3 efforts include, but are not limited to, the following:

- Consultations with Phase 1 Critical Friends, using an inquiry approach, to explore and test the [draft blueprint](#) for the 30 unit, UVic post degree, Teacher Education Program with a middle – secondary school focus;
- Consultations with additional Critical Friends;
- Continued consultations with faculty and instructors;
- Completion of the [Tasks Arising from Phase 2](#); and
- Development of the program's distinction amongst the province's eight other teacher education programs. This articulation would serve to inform the development of an image, brand recognition, and a signature pedagogy that would unite courses, learning and instruction.

The audience for this document is Faculty of Education senior administration and faculty members. The primary purposes of this document are to

1. Provide a summary of the renewal efforts, including Phases 1 and 2,
2. Be an archive to harvest content that can be used for consultations, decision making, marketing, etc.; and
3. Inform next steps in the program approval process.

Tasks Arising from Phase 2

Phase 2 of the renewal process started September 2023 and concluded with a three-day intensive design session (January 31 – February 2, 2024).

The following elements remain unfinished and must be attended to prior to any next steps.

1. Edit the [Proposed Bachelor of Education Program with Grade 6 – 12 Focus – Working Blueprint](#).
 - Finalize the criteria for the Pass / Fail grading option to ensure requirements for graduate school admissions, etc. and determine what happens within the flow of the program if a student does not complete a program element or fails a course within a block.

For example, if a student fails a course in Block 2, may they continue in the program? If a student doesn't complete the work within a section of a course (for example Course 5 which is offered in 3 sections across the 7 blocks) may they continue in the program?
 - Ensure Block 7 is academically and professionally robust enough to warrant a return to classes following the final practicum experience and its impact on recommendation for TC certification
 - Confirm with British Columbia Teachers' Council (BCTC) and the Teacher Regulation Branch(TRB) when our students can begin to work within schools for a salary.

The concern is TC complete their final practicum in Block 6 but are required to attend Block 7 to complete their program.

2. Confirm if we can (1) include the pre-course as part of the program fee and (2) require the completion of the pre-course as part of the program requirements.

We have based the pre-course design on practices that are already occurring in the Faculty of Social Work.

3. Draft the criteria for schools to become designated as official [Partner Schools](#)
4. Draft document outlining our [practicum](#) alignment with the BCTC Acceptable Professional Preparation (https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/organizational-structure/boards-commissions-tribunals/bc-teachers-council/cert_standards.pdf).
5. Develop a glossary of terms
6. With respect to the specificity of the domain knowledge needed, the Design Committee held space for specific courses, and in some cases, suggested needed content. The committee felt it is necessary to work collaboratively with - colleagues with particular subject expertise to draft the following courses:
 - Pre-course
 - Course #7 Complexity, Climate & Learning
 - Course #8 English Language Learners
 - Course #12 Inclusive Education
 - Course #13 Teacher as Leader
 - Course #14 Indigenous Education
 - Course #15 Educational Technology
7. Prepare a summary of the renewed program for use in various consult groups – previous consults, new consults, faculty, etc.
 - Consider what / how to best share this information by intention / critical friend grouping.
 - Consider drafting a rationale for why the Faculty of Education set out to renew its program
8. Prepare a visual mapping of the renewed program intentions and the ways in which the intentions map onto the BCTC Teacher Education Approval Standards and BCTC Professional Standards.
9. Consider and revise admissions process / requirements

Principles Guiding the Committees' Work

The renewal efforts for the Teacher Education program adopted a design approach, and to guide that work, the committee developed an iterative set of principles.

These principles include:

- The program seeks to decolonize teaching and learning
- Courses must be woven into a cohesive program through the development of themes introduced during a required pre-course. The pre-course would be available to students

immediately upon acceptance into the program. The pre-course would also be available to partner teachers, faculty, and instructors as professional learning.

- The pre-course could also be offered to educators, external to the program, on a fee basis.
- The programmatic themes, introduced in the pre-course, would be woven across the program and would be as a signal of the program's intentions and distinction.
 - Climate crisis and climate justice
 - Volatility, Uncertainty, Complexity, Ambiguity (VUCA)
 - Decolonization/Confronting Coloniality
 - Privilege
 - Challenging practice
 - Social justice
 - Inquiry
 - Assessment
 - UDL
 - Global, local, and diverse worldviews/ways of knowing
 - Activism, allyship and agency in teaching
 - Digital citizenship
 - Anti-oppressive and anti-racist lenses, cultural competencies
 - Trauma informed practice
 - Healthy, compassionate, and safe communities of practice
 - Personal health and wellness
- Blocks within semesters are held together by **big ideas** which:
 - Express the concepts that run throughout the program and across the courses
 - Provide evidence of program competencies
 - Require evidence of students' understanding in portfolio artefacts
 - Provide **essential questions** that are explored during Advisory Group learning
- Continuity of the program themes rests with an [Advisory Group](#). Each Advisory Group would have an instructor and a small group of students (30). The Advisory Groups / cohorts stay together throughout the program.
- The position of Program Narrator(s) would be created. This person(s) would have the responsibility of connecting the Advisory Groups / cohorts, instructors, and field partners to maintain coherence across the program. It was suggested that Program Narrator hold the position of one of Advisory Group leaders, as well.
- Ongoing field experiences, including practicum experiences, would take place in Designated Partner Schools.
- Each course will contribute demonstrations of learning to the students' digital portfolios. This portfolio will be curated in Semester 4 Block 7 for a Celebration of Learning and a guided Inquiry and shared with incoming students during Block 1 – Course #3 The Activist Teacher.
- The program should be Pass/Fail to encourage collaborative learning. Pass should be determined consistent with graduate school admission requirements.

- Students must complete all course work and program components to successful complete and **pass** the program.

Admissions Process and Requirements

TBD as this was a task outlined in the Tasks Arising from Phase 2 section

Consider the language of flexible admissions which allows for consideration of field needs/program composition, etc.

Givens

- Initial cohort = 90 fulltime students holding BCTC recognized teachable undergraduate degrees
- Program is fulltime, assuming instructors and students are available from 9:00 AM to 3:00PM Monday – Friday.
- The course consists of 30 **units** (1.5 UVic unit = 3.0 semester credits)
 - 24 units distributed over 15 courses
 - 6 units distributed over 2 unpaid practicum experiences
- 30% of the program could be offered online – both to support appropriate pedagogies and to model exemplary online teaching and learning. There is a BCTC precedent for this percentage; please see the delivery options for UBC’s WKTEP offering.
- Courses, other than the pre-course, are situated within blocks that are facilitated by [Advisory Groups/cohorts](#) and enhanced by field experiences.
- Each course = 1.5 **unit** = approximately 36 hours of direct instruction
- Student **unit** allocations are different from Instructor / Faculty workload allocations. Please see [Workload Worksheet by Block](#)
- Courses would be offered in a variety of instructional configurations. Please see [Learning Configurations](#). Appropriate [instructional approaches](#) will be used based on pedagogical and curricular needs. These include face-to-face delivery, online learning, field experiences, place-based learning
- The program meets and exceeds BCTC Program Certification requirements
- The program should be Pass/Fail to encourage collaborative learning. Pass should be determined consistent with graduate school admission requirements.

Becoming a professional: Learning to act with discernment

Teacher Education is a core program of the Faculty of Education, and it is an externally regulated field in the province of British Columbia. Instructors and students (Teacher Candidates – TCs), along partners in schools and university staff, work together develop the ethical, moral, and pedagogical dispositions required to act with discernment in a complex and changing world.

A historic tension exists in the field amongst the theoretical knowledge, applied practice of the profession and the needs of the community in which it is positioned. While this tension has always existed, the need to balance emerging research and knowledge with proven practices

and the professional standards of the external regulatory body, the BCTC, challenges the work of becoming an educator. To address this tension, the renewed Teacher Education program is designed to encourage instructors, students, field partners and others to work collaboratively and consider the most appropriate ways to help student develop the professional dispositions needed to begin their practice in

The continuity and strength of the renewed program rests in the integration and continuous weaving and braiding of the programmatic threads. The [*University of Victoria Indigenous Plan \(2023\): Help to move each other forward*](#) deeply informs the program's understanding of the interconnected of our teaching and learning. Page 1 of the [Draft Blueprint](#) illustrates the flow of the proposed courses, the Big Ideas framing each of the 7 blocks across the 4 semesters, the integration of field components – both formally in schools and informally in other learning contexts, the proposed learning configurations – class groupings, and ways in which the Laws and Principles of the Indigenous Teachings (Indigenous Plan 2023) are embraced and inform each block. It must be recognized that instructors and field partners will require professional learning opportunities to deeply understand ways in which they can integrate the teachings into their own practices.

As Wineberg (2008, p.1) states, “Traditionally professionals were individuals who pursued a learned art in the spirit of public service – only incidentally did they view it as a means to secure a livelihood. Consequently, the professions have long been understood to be moral endeavours, demanding moderation of personal interests in order to provide service to others.”

Delivery Options and Instructional Approaches

Course instructors are encouraged to work collaboratively and consider the various appropriate ways to offer their courses in integrated ways. Team teaching is encouraged. The continuity and strength of this program rests in the integration and continuous weaving and braiding of the programmatic threads. The *University of Victoria Indigenous Plan (2023): Help to move each other forward* deeply informs the program's understanding of the interconnected of our teaching and learning. Please see pages 10-11 https://www.uvic.ca/ovpi/_assets/docs/uvic-indigenous-plan-2023.pdf.

Courses, other than the pre-course, are situated within blocks that include continuous facilitation within Advisory Groups / cohorts and are enhanced by Field Experiences.

The differing learning configurations are offered for consideration. Considerable effort has been taken to address issues of equity amongst the various teaching configurations. Please see the draft [Workload Worksheet](#) for specific course examples.

Suggested Instructional / Learning Configurations include:

- Large Group Class (LGC) – 90 students – face-to-face, online or a blend of both, instructor can determine pedagogical approaches within the large group configuration

- Specialization Seminars Class (SSC) – 45 students - face-to-face or online; typically arranged by middle school / secondary groupings
- Smaller classes (SC) – approximately 20 - 30 students; typically arranged by subject area groupings
- Advisory Groups / cohorts – 30 students
- Field Experiences
- Practicum placements
- In situ learning in designated Partner Schools
- Workshops – for skill-oriented topics and offered for a badge rather than course credit. The concept of badging will require further consideration and development.
- Curriculum Design Lab – facilitated place / time to work on micro-credentials, curriculum materials for practicum, etc.
- Micro credentials – specialized content offered for a badge rather than course credit
- Other options ...

Suggested Instructional / Learning Configurations

Instructional / Learning Configuration by Sample Course	Delivery	Student Ratio	Workload	Rational	Total Program
1 Reimaging Learning	LGC	1:90 1 instructor	2.0	36 hrs	$9 \times 2 = 18$
15 Ed Tech	SC	1:30 1 instructor offering .5 units x 3 sections / block	1.5	36 hrs 3 x 12 hrs	$3 \times 1.5 = 4.5$
10A Specialized Curriculum	SSC	1:45 2 instructors	2.0 2.0	36 hrs (x2)	$2 \times 4 = 8$
6 Design for Learning	LGC SSC	1:90 1 instructor 1:45 2 instructors	1.0 1.5 1.5	12 hrs 24 hrs	$2 \times 4 = 8$
10B Specialized Curriculum	SSC	1:20 (x2) 5 instructors	7.5 (1.5 x 5)	36 hrs (x5)	$5 \times 1.5 = 7.5$
Advisory Group	Cohort	1:30 3 continuous instructors across 7 blocks	1.3	72 hrs 7 x 10 hrs	$7 \times 1.3 = 9$
Placements					$2 + 4 = 6$
Program Narrator (x2)			6.0		
Facilitator			1.5		

Workload Worksheet by Block

	Course #	Delivery	Students	Workload	Units				
BLOCK 1	1 (Reimagining Learning)	Large Group Class (LGC)	1:90	2.0	1.5				
	2 (The Teacher Student)	LGC	1:90	2.0	1.5				
	3 (Activist Teacher)	LGC	1:90	2.0	1.5				
	15 (Ed Tech .5)	Small Class (SC)	1:30 x 3	1.5	0.0				
	Advisory Group	Cohort	1:30 x 3	1.3	0.0				
BLOCK 2	4 (Curriculum, Pedagogy, Assessment)	LGC	1:90	2.0	1.5				
	5 (Learning Across Lifespan)	LGC	1:90	2.0	1.5				
	7 (Climate Complexity .5)	LGC	1:90	0.67	0.0				
	14 (Indigenous Pedagogy)				1.5				
	Advisory Group	Cohort	1:30 x 3	1.3	0.0				
BLOCK 3	6 (Design 4 learning)	LGC (1.0) Specialized Seminar Class (SSC) (2.0) Middle/Secondary	1:90 1:45 x 2	4.5	1.5				
	10A (Interdisciplinary Curriculum)	SSC	1:45 x 2 <table><tr><td>A</td><td>B</td></tr><tr><td>B</td><td>A</td></tr></table>	A	B	B	A	4.0	1.5
	A	B							
	B	A							
	13 (Teacher as Leader .5)	LGC	1:90	0.67	0.0				
	15 (Ed Tech .5)	SC	1:30 x 3	1.5	0.0				
	Advisory Group	Cohort	1:30 x 3	1.3	0.0				
	Initial Practicum	Individual	90		2.0				
Block 4	7 (Climate Complexity .5)	LGC	1:90	0.67	0.0				
	8 (ELL)	LGC (1.0) SSC (2.0)	1:90 1:45 x 2	4.5	1.5				
	9 (Critical & Creative Perspectives)	LGC	1:90	2.0	1.5				
	Advisory Group	Cohort	1:30 x 3	1.3	0.0				
Block 5	10B (Specialized Curriculum)	SSC	[1:20 x 5] x 2 <table><tr><td>Hum</td><td>ADST/ CAR</td></tr></table>	Hum	ADST/ CAR	7.5	1.5		
Hum	ADST/ CAR								

	Course #	Delivery	Students		Workload	Units
			Ma / Sc	PE Health		
			FA	FA		
			PE Health	MA/ Sc		
			ADST/Car	Hum		
	11 (Creating Supportive Learning Communities)	SSC Middle/Secondary	1:45 x 2		4.0	1.5
	12 (Inclusive Education)	SSC Middle/Secondary	1:45 x 2		4.0	1.5
	Advisory Group	Cohort	1:30 x 3		1.3	0.0
Block 6	Final Practicum	Individual	90			4.0
	Advisory Group	Cohort	1:30 x 3		1.3	0.0
Block 7	7 (Climate Complexity .5)	LGC	1:90		0.67	1.5
	13 (Teacher as Leader 1.0)	LGC	1:90		1.34	1.5
	15 (Ed Tech .5)	SC	1:30 x 3		1.5	1.5
	Advisory Group	Cohort	1:30 x 3		1.3	0.0
Other positions	Program Narrator x2				6.0	
	Facilitator Micro Credential				1.5	
Units					52.15	30

Projected budget costings based on the suggested Instructional / Learning Configurations

- 52 workload units @ 8500 x 1.5 units = **\$297,216**
- Costing placement 6 week @ \$1105 per student and 10 week @ \$1934 = \$99450 + \$174060 = **\$273,510**
- Tuition annual \$12,576 for 90 students = **\$1,131,840**

Advisory Groups / Cohorts

The continuity of the program rests with the Advisory Groups / cohorts. It is intended that all teacher candidates would meet on a regular basis with an instructor. Each Advisory Group would have an instructor and a small group of students (approximately 20+). Advisory Groups / cohorts would stay together throughout the program. Workload is assigned to instructors providing Advisory Group facilitation.

The learning intentions of Advisory Groups / cohorts include, but are not limited to:

- Connecting the **Big Ideas** within 7 learning blocks across the 4 semesters of the program
- Supporting the development of students' digital portfolios

- Reintroducing program distinctions introduced in the pre-course
- Maintaining and supporting programmatic elements and threads. Continuing to weave the elements throughout the course work
- Creating and completing the course work and making programmatic connections
- Responding to emergent ideas and concerns
- Beginning the narrative thread of the programmatic weave
- Supporting and exploring the iterative nature of the learning through connections
- Unpacking field experiences and practicum learning
- Supporting self-reflection and well-being
- Connecting the learning with the field to help minimize the course / field disconnect that can occur

Partner Schools

Working in partnership with teachers in designated schools is an essential component of the renewed program. While not all schools hosting practicum students are required to be designated partner schools, the program hopes to forge deeper and sustained reciprocal relationships with schools interested in fostering pedagogies aligned with the UVic Faculty of Education teacher education distinctions.

Designated partner schools will be:

- In one of UVic's local partner districts (SD 61, 62, 63, 64)
- Identified in consultation with school district leaders / administrators each year
- Committed to supporting UVic teacher education and teacher candidates
- Open to welcoming groups/classes of teacher candidates for field experiences

Partner schools support the renewed program by:

- Facilitating field experiences
- Encouraging its teachers to work collaboratively and reciprocally with students and faculty
- Working to understand our programmatic learning intentions
- Being Critical Friends
- Opening their classrooms and learning environments to TCs and instructors for short- and longer-term informal interactions
- Coming to campus to share experiences, learning and celebrations
- Becoming our graduate students
- Hosting courses in their schools / classrooms by supporting in situ learning
- Enrolling in the pre-course as professional learning
- Volunteering their time and expertise as per the BCTF / BCTC Professional Standards

Practicum Requirements

The renewed program draws on existing good practices for practicum placements and requirements.

- Builds on the existing model which emphasizes early and sustained field experiences in addition to practicum requirements
- Continues the practice of coordinating with local school administrators to support identification of appropriate practicum mentor teachers
- For districts out of our local area, continue building relationships with district staff, ensuring teacher education programs in those areas have their placement needs met first
- In all cases, the practicum placements meet or exceed the TEPAS requirements as outline in Section 4 of the [Teacher Education Program Approval Standards](#)
- Offers two practicum experiences, a six-week and ten-week, which meet the TEPAS requirements

Recommendations Arising from the Phase 2 Work

1. Phase 3 should start immediately, building on the work described in this Summary Report
2. Phase 3 must continue to work with Indigenous leaders, educators, and scholars to inform the core identity of the renewed program. Further, Phase 3 must deepen the focus on Call to Action 62 – Truth and Reconciliation and embed ways to Indigenize the curriculum throughout the renewed program. Course 14 – Indigenous Pedagogy must be developed in full consultation with Indigenous colleagues.
3. The glossary of terms must be developed
4. Senior administration needs to consider creating a Department / Division of Teacher Education separate from the Department of Curriculum and Instruction. Hopefully, this consideration will be addressed in the External Program Review Report.
5. A professional learning program will need to be offered for instructors to ensure they are able to create exemplary models of contemporary teaching and learning and align with the pedagogical practices required to support the [BC Curriculum](#).

Glossary of Terms

- Advisory groups
- Allyship
- Cohorts
- Critical friends
- Decolonization/Confronting Coloniality
- Privilege
- Program narrator
- Reciprocity
- Volatility, Uncertainty, Complexity, Ambiguity (VUCA)
- ... to be completed ...

References Informing Our Work

This list will continue to develop. It is offered as an archive of literature that has helped to inform the program design process.

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Micro-credentials Options

The following micro-credentials are suggested here as resources to help inform professional learning and provide portfolio / CV badging opportunities for students.

Reconciliation Through Indigenous Education (MOOC)

<http://edx.org>

This course helps participants envision how Indigenous histories, perspectives, worldviews, and approaches to learning can be made part of the work they do in classrooms, organizations, communities, and our everyday experiences in ways that are thoughtful and respectful.

Reconciliation as a lens for the course emphasizes changing institutional structures, practices, and policies, as well as personal and professional ideologies to create environments that are committed to strengthening our relationships with Indigenous peoples.

This MOOC is comprised of 6 units and is offered October 2017, January 2018, and October 2018.

Indigenous Canada

Dr. Paul Gareau

https://www.coursera.org/learn/indigenous-canada?utm_medium=sem&utm_source=gg&utm_campaign=B2C_NAMER_indigenous-canada_uAlberta_FTCOF_learn_country-US-country-CA&campaignid=13440968592&adgroupid=130160700384&device=c&keyword=indigenous%20studies&matchtype=b&network=g&devicemodel=&adposition=&creativeid=526533617725&hide_mobile_promo&gclid=CjwKCAiAiP2tBhBXEiwACslfnjLWsvCiziJibUnTyNPAkirnmRylj1s_NrnGEUxyGNSNSvfn_I6bRoCf5UQAvD_BwE

Indigenous Language and Culture

<https://continuingstudies.uvic.ca/museums-heritage-and-indigenous-culture/topics/indigenous-language-and-culture/>

The Certificate in Indigenous Language Revitalization (CILR) provides you with a strong foundation of knowledge and skills for local language revitalization initiatives. You will participate in hands-on learning opportunities that are rooted in traditional knowledge, and practices that are accessible to all students.

Facing Human Wrongs

Dr. Vanessa Andreotti

This online, interdisciplinary course addresses the ethical and practical complexities and paradoxes of mainstream approaches to global challenges. It does so by addressing four interrelated denials that enable the reproduction of an enduring colonial system: denial of

colonial violence that underwrites the system; denial of ecological unsustainability; denial of interdependence; and denial of the magnitude of the many “wicked problems” that we face. Generally, if addressed at all, these denials are addressed one at a time, whereas our course brings them together, enabled by the interdisciplinary format.

Courses

Prior to starting the program Access to Pre-Course with Acceptance Into the TEd Program	
Title	Positioning Education with Complexity, Climate, Sustainability & Decolonization Title and content need to be developed
Big Ideas	Teaching within Complexity
Learning Intentions	To be further developed, but includes the following concepts <ul style="list-style-type: none"> • Introduction to Laws & Principles – Indigenous teaching (<i>Helping to move each other forward: Indigenous plan 2023</i>) • Climate crisis • Volatility, Uncertainty, Complexity, Ambiguity (VUCA) • Decolonization • Challenging practice • Social justice • Inquiry • Introduction to programmatic Braiding and Weaving • Assessment
Woven Elements	<ul style="list-style-type: none"> • Teaching as a profession within complexity, climate, and sustainability • Importance of deColonizing curriculum & pedagogy
Suggested Advisory Inquiry Questions	Students are not in Advisory Groups / cohorts yet
Field	None - Online course
Learning Configuration	Online – Facilitated and asynchronous

Semester 1 Block 1 May - June	
Title	#1 Reimagining Learning
Big Ideas	Teacher Identity, Education as a Profession within Complexity, Diversity & decolonization
Learning Intentions	<ul style="list-style-type: none"> • Explores and learns how VUCA (volatility, uncertainty, complexity, and ambiguity) shapes education and approaches to teaching and learning • Understands the relationships between identity, diversity, belonging and becoming a teacher • Becomes familiar with the role of teacher as activist professional, community leader and advocate/ally with diverse communities • Learns to use online tools such as the digital portfolio to map professional progress • Critically examines and critiques assumptions about education and their own privileges • Participates in land-based learning • Self-reflexivity • Explores the application of First Peoples Principles of learning as a tool for disrupting educational beliefs • Develop a range of personal health and wellness strategies to integrate into everyday practice/activities • Learns to use online tools such as a digital portfolio to map professional progress • Begin to integrate Indigenous teachings <ul style="list-style-type: none"> ○ Work together ○ Bring in your good heart & mind
Woven Elements	<ul style="list-style-type: none"> • Artefacts of learning are added to Portfolio of Learning • Teaching as a profession within complexity, climate, and sustainability
Suggested Advisory Inquiry Questions	<ul style="list-style-type: none"> • How can we draw on our learning from the pre-course to inform our professional thinking about complexity, climate, and sustainability within and beyond the classroom? • How do digital technologies inform & impact our work?
Field	Guided classroom observation(s) in partner schools
Learning Configuration	Large group class 1:90

Semester 1 Block 1 May - June	
Title	#2 The Teacher Student Inside and Beyond the Classroom
Big Ideas	Teacher Identity, Education as a Profession within Complexity, Diversity & decolonization
Learning Intentions	<ul style="list-style-type: none"> • To begin in “a good way” with a consideration of the coloniality within the role of teacher and student • To make space for confronting colonialism and privilege, and the disconnection between the human-made and more-than-human world. • Beginning to look with an informed lens & develop a critical understanding of the role of teacher-student and to redefine those roles through a process of “letting go” • Critically explore the structure of the BC Curriculum • Begin to form a stronger and lasting relationship with the more-than-human world • Consider the classroom through a critical lens that considers coloniality and forming relationships that confront colonialism • Learn about Indigenous worldviews, relationship-building with local Indigenous communities, and forming connections with land • Begin to integrate Indigenous teachings <ul style="list-style-type: none"> ○ Work together ○ Bring in your good heart & mind
Woven Elements	<ul style="list-style-type: none"> • Artefacts of learning added to Portfolio of Learning • Teaching as a profession within complexity, climate, and sustainability • Explore & increasingly develop understandings of how VUCA (volatility, uncertainty, complexity, and ambiguity) shapes education and approaches to teaching and learning • Appropriately use online tools to document & map professional progress • Continue to explore the application of First Peoples Principles of learning as a tool for disrupting educational beliefs • Develop a range of personal health and wellness strategies to integrate into everyday practice/activities
Suggested Advisory Inquiry Questions	<ul style="list-style-type: none"> • How can we draw on our learning from the pre-course to inform our professional thinking about complexity, climate, and sustainability within and beyond the classroom? • How does the structure of the BC Curriculum support inquiry?
Field	Guided classroom observation(s) in partner schools
Learning Configuration	Large group class 1:90

Semester 1 Block 1 May - June	
Title	#3 The Activist Teacher
Big Ideas	Teacher Identity, Education as a Profession within Complexity, Diversity & Decolonization
Learning Intentions	<ul style="list-style-type: none"> • To become aware & engaged in education as a political learners & actor • To affirm & practice the role of teachers in fostering a lens of belonging & thriving with a lens of diversity, equity & inclusion • To build capacities for compassionate communication (such as non-violent communications & other approaches • To gain an understanding of the responsibility of teachers to support DRIPA, UN Human Rights of the Child, SOGI, & other aspects of social justice • To develop a trauma informed lens practice in teaching & schooling • To begin to embrace our roles as Allies & Accomplices in community with others, developing a self-compassionate & wellness-based approach • Foster health & wellness for self, colleagues & students • To begin to make the link between theory & professional practice • To begin to integrate Indigenous teachings <ul style="list-style-type: none"> ○ Work together ○ Bring in your good heart & mind
Woven Elements	<ul style="list-style-type: none"> • Artefacts of learning added to Portfolio of Learning • Teaching as a profession within complexity, climate, and sustainability • Appropriately use online tools to document & map professional progress • Continue to explore the application of First Peoples Principles of learning as a tool for disrupting educational beliefs • Develop a range of personal health and wellness strategies to integrate into everyday practice/activities
Suggested Advisory Inquiry Questions	<ul style="list-style-type: none"> • How can we draw on our learning from the pre-course to inform our professional thinking about complexity, climate, and sustainability within and beyond the classroom? • How does the structure of the BC Curriculum support inquiry?
Field	Guided classroom observation(s) in partner schools
Learning Configuration	Large group class 1:90

Semester 1 Block 2 July - August	
Title	#4 Curriculum, Pedagogy and Assessment
Big Ideas	Learning to teach; Learning how people learn; How the BC Curriculum is organized
Learning Intentions	<ul style="list-style-type: none"> • Describe integrated relationship between curriculum, pedagogy, and assessment • Read curriculum documents and apply to learning plans • Create interdisciplinary activities and plans • Use inquiry process for developing critical, creative, and reflective thinking of self and students • Understand competency framework for the BC curriculum • Recognize complexity of educational contexts in planning for learning & in relation to children & youth • Understand effective assessment practices that match learning intentions • Understand the value formative & summative assessment, including assessment as, of & for learning • Develop a disposition to critically analyze curriculum content & teaching practices, & discern the epistemologies / worldviews that inform them • Make links between theory & professional practice • Apply learning to classroom experiences • Begin to integrate Indigenous teachings <ul style="list-style-type: none"> ○ Remember our ancestors & birthright ○ Work together ○ Bring in your good heart & mind
Woven Elements	<ul style="list-style-type: none"> • Artefacts of learning added to Portfolio of Learning • Teaching as a profession within complexity, climate, and sustainability • Continue to explore the application of First Peoples Principles of learning as a tool for disrupting educational beliefs • Develop a range of personal health and wellness strategies to integrate into everyday practice/activities • Importance of deColonizing curriculum & pedagogy
Suggested Advisory Inquiry Questions	<ul style="list-style-type: none"> • How can we draw on our learning from the pre-course to inform our professional thinking about complexity, climate, and sustainability within and beyond the classroom? • How does the structure of the BC Curriculum support inquiry?
Field	Observations in informal / non-school learning settings; On the land
Learning Configuration	Large group class 1:90

Semester 1 Block 2 July - August	
Title	#5 Learning Across the Lifespan
Big Ideas	Learning to teach; Learning how people learn; How the BC Curriculum is organized
Learning Intentions	<ul style="list-style-type: none"> Describe the various methodologies utilized in educational psychology research. Identify the theories and underlying factors in development (ages 5 to 17). Describe development as a process. Demonstrate a clear understanding of the principles of learning and their application in the classroom. Demonstrate awareness of individual differences in cognitive ability and their implications for teaching/learning. Demonstrate knowledge of socio-cultural theories of learning & implications for emergent & reciprocal learning Describe theoretical approaches to student motivation and translate these into classroom practices. Discuss the classroom culture and the way in which it interacts with the learning patterns of children/youth. Identify key concepts of the constructivist view of learning and their implications for classroom practice. Describe theoretical approaches to student motivation and translate these into teaching practice. Apply and demonstrate effective teaching strategies in a mini-lesson. Understanding of Indigenous Pedagogies Applications of First Peoples Principles of Learning Understanding of the learning theories informing Teaching and Learning Make links between theory & professional practice Apply learning to classroom experiences Begin to integrate Indigenous teachings <ul style="list-style-type: none"> Remember our ancestors & birthright Work together Bring in your good heart & mind
Woven Elements	<ul style="list-style-type: none"> Artefacts of learning added to Portfolio of Learning Teaching as a profession within complexity, climate, and sustainability Continue to explore the application of First Peoples Principles of Learning as a tool for disrupting educational beliefs Develop a range of personal health and wellness strategies to integrate into everyday practice/activities Importance of deColonizing curriculum & pedagogy
Suggested Advisory Inquiry Questions	<ul style="list-style-type: none"> How can we draw on our learning from the pre-course to inform our professional thinking about complexity, climate, and sustainability within and beyond the classroom? How does the structure of the BC Curriculum support inquiry?
Field	Observations in informal / non-school learning settings; On the land
Learning Configuration	Large group class 1:90

Semester 2 Block 3 September - November	
Title	#6 Design4Learning
Big Ideas	Planning for Teaching & Learning
Learning Intentions	<ul style="list-style-type: none"> • Explore conceptual, theoretical, and practical understandings of Universal Design for Learning (UD) • Understand and apply knowledge of backwards design (planning with the end in mind) • Practice developing learning units and plans which integrate UDL and outcomes-based design built on BC curriculum competencies and content • Incorporate Indigenous pedagogies and practices, as appropriate, recognizing the importance of a process-oriented design • Analyze, identify, and include appropriate formative and summative assessment strategies • Articulate elements of effective learning design with peers and professionals • Inquiry • Iterative and emerging approaches to curriculum • Learn literacy, fluency, and discernment in reading, understanding and using curriculum • Make links between theory & professional practice • Apply learning to classroom experiences • Begin to integrate Indigenous teachings <ul style="list-style-type: none"> ○ Work together ○ Bring in your good heart & mind ○ Be prepared for the work to come
Woven Elements	<ul style="list-style-type: none"> • Artefacts of learning added to Portfolio of Learning • Teaching as a profession within complexity, climate, and sustainability • Continue to explore the application of First Peoples Principles of learning as a tool for disrupting educational beliefs • Develop a range of personal health and wellness strategies to integrate into everyday practice/activities • Importance of deColonizing curriculum & pedagogy
Suggested Advisory Inquiry Questions	<ul style="list-style-type: none"> • How can we draw on our learning from the pre-course to inform our professional thinking about complexity, climate, and sustainability within and beyond the classroom? • How does the structure of the BC Curriculum support inquiry? • Make intentional links between Course #6 and #10A
Field	Link to practice; In situ learning
Learning Configuration	Large group class 1:90

Semester 1 Block 2; Semester 2 Block 4; Semester 4 Block 7	
Title	#7 Climate, Complexity & Learning – Course title needed This course offered in 3 modules across the program. Each module is .5 Units
Big Ideas	Teacher Identity, Education as a Profession within Complexity, Diversity & decolonization
Learning Intentions	<ul style="list-style-type: none"> • Psychology of climate change • Human & social implications • Becoming a front-line worker • Our culpability • Global and local understandings • Pedagogy & methodologies to foster agency & Sustainable Development Goals (SDG's) • Position with the curriculum • Understanding the impact on and with the physical world • Coping with complex & competing ideas • Thinking beyond the human dimensions • Begin to integrate Indigenous teachings <ul style="list-style-type: none"> ○ Remember our ancestors & birthright ○ Work together ○ Bring in your good heart & mind
Woven Elements	<ul style="list-style-type: none"> • Artefacts of learning added to Portfolio of Learning • Teaching as a profession within complexity, climate, and sustainability • Appropriately use online tools to document & map professional progress • Continue to explore the application of First Peoples Principles of learning as a tool for disrupting educational beliefs • Develop a range of personal health and wellness strategies to integrate into everyday practice/activities
Suggested Advisory Inquiry Questions	<ul style="list-style-type: none"> • How can we draw on our learning from the pre-course to inform our professional thinking about complexity, climate, and sustainability within and beyond the classroom? • How does the structure of the BC Curriculum support inquiry?
Field	Guided classroom observation(s) in partner schools
Learning Configuration	Large group class 1:90

Semester 2 Block 4 November - December	
Title	#8 English Language Learners
Big Ideas	Social justice; Unpacking colonizing education; EDID; Complexity; Post practicum inquiry & debrief within Advisory
Learning Intentions	<ul style="list-style-type: none"> • Introduction to English language learning (ELL) • Second language acquisition theories • Theoretical linguistic considerations for ELLs • Cultural competence in ELL education • Differentiated instruction for ELLs • Language skill development • Collaborative strategies for ELL support • Cultural relevance • Socialization • Refugees & immigration & internal students • Addressing trauma • Make links between theory & professional practice • Apply learning to classroom experiences • Begin to integrate Indigenous teachings <ul style="list-style-type: none"> ○ Work together ○ Bring in your good heart & mind ○ Be prepared for the work to come
Woven Elements	<ul style="list-style-type: none"> • Artefacts of learning added to Portfolio of Learning • Teaching as a profession within complexity, climate, and sustainability • Continue to explore the application of First Peoples Principles of learning as a tool for disrupting educational beliefs • Develop a range of personal health and wellness strategies to integrate into everyday practice/activities • Importance of deColonizing curriculum & pedagogy
Suggested Advisory Inquiry Questions	<ul style="list-style-type: none"> • Post practicum inquiry & debrief within Advisory
Field	Link to practice
Learning Configuration	Large group class Specialization Seminar Class

Semester 2 Block 4 November - December	
Title	#9 Critical Perspectives
Big Ideas	Social justice; Unpacking colonizing education; EDID; Complexity; Post practicum inquiry & debrief within Advisory
Learning Intentions	<ul style="list-style-type: none"> • To gain appreciation & comprehension of how education & schooling are philosophically contested concepts that are both: <ul style="list-style-type: none"> ○ Continuously changing & adapting to contexts ○ Ongoing reflections of centuries-old human concerns. • To grow confidence & skill in critically engaging philosophical, ethical & political issues in education & schooling such as teaching controversial issues, considering the problem of relativism in schooling, & the role of teachers & learners in society. • To gain a strong sense of the political nature of education & the roles of teachers in a pluralistic democracy; • To comprehend theoretical frameworks for understanding oppression & liberation, & confronting colonialism, & describe how they relate to critiquing the purposes of education & schooling. • Address diversity spiritual, cultural, ethical, philosophical perspectives • Begin to integrate Indigenous teachings <ul style="list-style-type: none"> ○ Work together ○ Bring in your good heart & mind ○ Be prepared for the work to come
Woven Elements	<ul style="list-style-type: none"> • Artefacts of learning added to Portfolio of Learning • Teaching as a profession within complexity, climate, and sustainability • Continue to explore the application of First Peoples Principles of learning as a tool for disrupting educational beliefs • Develop a range of personal health and wellness strategies to integrate into everyday practice/activities • Importance of deColonizing curriculum & pedagogy
Suggested Advisory Inquiry Questions	<ul style="list-style-type: none"> • Post practicum inquiry & debrief within Advisory
Field	Link to practice
Learning Configuration	Large group class 1:90

Semester 2 Block 3 September - November	
Title	#10A Interdisciplinary Curriculum
Big Ideas	Planning for Teaching & Learning
Learning Intentions	<ul style="list-style-type: none"> • Understanding inter / trans disciplinary practices • Literacy & numeracy across all disciplines • Learning across the lifespan • L2P components connections • Discern, reflect on & act on cross-cultural & other sociological considerations • Develop assessment repertoire, recognizing different tools / strategies for different context • Curriculum discernment • Make links between theory & professional practice • Apply learning to classroom experiences • Begin to integrate Indigenous teachings <ul style="list-style-type: none"> ○ Work together ○ Bring in your good heart & mind ○ Be prepared for the work to come
Woven Elements	<ul style="list-style-type: none"> • Artefacts of learning added to Portfolio of Learning • Teaching as a profession within complexity, climate, and sustainability • Continue to explore the application of First Peoples Principles of learning as a tool for disrupting educational beliefs • Develop a range of personal health and wellness strategies to integrate into everyday practice/activities • Importance of deColonizing curriculum & pedagogy
Suggested Advisory Inquiry Questions	<ul style="list-style-type: none"> • How can we draw on our learning from the pre-course to inform our professional thinking about complexity, climate, and sustainability within and beyond the classroom? • How does the structure of the BC Curriculum support inquiry? • Make intentional links with Course #6
Field	Link to practice; In situ learning
Learning Configuration	Specialization Seminar Class 1 x 45 x 2

Semester 3 Block 5 January – Mid February	
Title	#10B Specialized Curriculum
Big Ideas	Domain specific curriculum; UDL
Learning Intentions	<ul style="list-style-type: none"> • Recognize specific knowledges of disciplinary areas <ul style="list-style-type: none"> ○ Pedagogies & strategies ○ Assessments are appropriate for disciplines ○ Identify resources that align with and support curriculum • Design appropriate curriculum that embeds First Peoples Principles of Learning, • Identify and act on the tensions that exist between a Backwards-By-Design and outcomes approach to curriculum development and Indigenous approaches that value process. • Recognize & design appropriate learning plans for age, context, abilities & interests • Recognize connections to other disciplinary areas • Begin to imagine assessment tools that accurately reflect curricular competencies in specialized subject area. • Discern, reflect on, and act on cross-cultural and other sociological considerations as they apply to specialized curriculum • Create a year-long vision, unit, and lesson plans, • Develop a disposition to critically analyse curriculum content and teaching practices, and discern the epistemologies/worldviews that inform them. • Apply a culturally responsive lens to curriculum development and teaching. • Make links between theory & professional practice • Apply learning to classroom experiences • Begin to integrate Indigenous teachings <ul style="list-style-type: none"> ○ Work together ○ Bring in your good heart & mind ○ Be prepared for the work to come
Woven Elements	<ul style="list-style-type: none"> • Artefacts of learning added to Portfolio of Learning • Teaching as a profession within complexity, climate, and sustainability • Continue to explore the application of First Peoples Principles of learning as a tool for disrupting educational beliefs • Develop a range of personal health and wellness strategies to integrate into everyday practice/activities • Importance of Decolonizing curriculum & pedagogy
Suggested Advisory Inquiry Questions	
Field	Link to practice informed by practicum placements
Learning Configuration	Specialization Seminar Class 1 x 20 x 5 x 2

Semester 3 Block 5 January – Mid February	
Title	#11 Creating Supportive Learning Communities
Big Ideas	Domain specific curriculum; UDL
Learning Intentions	<ul style="list-style-type: none"> • Identify strategies to deal effectively with adolescents in complex learning environments • To foster anti-bullying, anti-repressive mindset, and identify anti-bias strategies and develop plans for prosocial learning, ally-ship, and community building actions • Discuss childhood its study from historical, socio-cultural, and psychological points of view. • Unlearning the classroom management narrative & confront coloniality embedded in the concept & related approaches • Explore ways in which classroom layouts impact & support compassionate & safe classrooms • Develop skills to building authentic relationships <ul style="list-style-type: none"> ○ Teachers – self ○ Teacher – student ○ Student – student ○ Student - self • Build capacities to promote belonging, ethic of care, radical love in classroom communities • Demonstrate positive teacher responses and effective interventions for dealing with inappropriate student behaviour • Begin to deeply understand & foster the development of self-regulation, a growth mindset, resilience, & mindfulness • Embed the core competencies in classroom communities & teaching practices • Identify strategies to work with students compassionately with a needs based & trauma informed awareness & with cultural understanding. • Begin to integrate Indigenous teachings <ul style="list-style-type: none"> ○ Work together ○ Bring in your good heart & mind ○ Be prepared for the work to come
Woven Elements	<ul style="list-style-type: none"> • Artefacts of learning added to Portfolio of Learning • Teaching as a profession within complexity, climate, and sustainability • Continue to explore the application of First Peoples Principles of learning as a tool for disrupting educational beliefs • Develop a range of personal health and wellness strategies to integrate into everyday practice/activities • Importance of deColonizing curriculum & pedagogy
Suggested Advisory Inquiry Questions	<ul style="list-style-type: none"> • How to make connections between courses and preparations for final practicum experience
Field	Link to practice informed by practicum placements
Learning Configuration	Specialization Seminar Class 1 x 45 x 2

Semester 3 Block 5 January – Mid February	
Title	#12 Inclusive Education
Big Ideas	Domain specific curriculum; UDL
Learning Intentions	<ul style="list-style-type: none"> • ...
Woven Elements	<ul style="list-style-type: none"> • Artefacts of learning added to Portfolio of Learning • Teaching as a profession within complexity, climate, and sustainability • Continue to explore the application of First Peoples Principles of learning as a tool for disrupting educational beliefs • Develop a range of personal health and wellness strategies to integrate into everyday practice/activities • Importance of deColonizing curriculum & pedagogy • Make links between theory & professional practice • Apply learning to classroom experiences
Suggested Advisory Inquiry Questions	<ul style="list-style-type: none"> • How to make connections between courses and preparations for final practicum experience
Field	Link to practice informed by practicum placements
Learning Configuration	Specialization Seminar Class 1 x 45 x 2

Semester 2 Block 3; Semester 4 Block 7	
Title	#13 Teacher as Leader
Big Ideas	Consolidation; Becoming a professional; Discernment; Teacher judgment; Accountability; How to have difficult conversations
Learning Intentions	<ul style="list-style-type: none"> • Position inquiry within complexity and climate drawing on previous learning • Reciprocity and lifespan learning – echoing and amplifying learning, drawing from Course #5 • Exit interviews – harvesting from portfolios with discernment – sharing learning with field partners, instructors & incoming students • Develop a professional learning plan • Begin to integrate Indigenous teachings <ul style="list-style-type: none"> ○ Work together ○ Bring in your good heart & mind ○ Be prepared for the work to come
Woven Elements	<ul style="list-style-type: none"> • Artefacts of learning added to Portfolio of Learning • Teaching as a profession within complexity, climate, and sustainability • Continue to explore the application of First Peoples Principles of learning as a tool for disrupting educational beliefs • Develop a range of personal health and wellness strategies to integrate into everyday practice/activities • Importance of deColonizing curriculum & pedagogy
Suggested Advisory Inquiry Questions	<ul style="list-style-type: none"> • How can we position our learning within Complexity and Climate and share it as professional learning for incoming Teacher Educators during Course #3 The Activist Teacher?
Field	Link to practice; reciprocity with field partners
Learning Configuration	Large group class 1:90

Semester 1 Block 2 July - August	
Title	#14 Indigenous Pedagogy – Course title needed
Big Ideas	Learning to teach; Learning how people learn; How the BC Curriculum is organized
Learning Intentions	<ul style="list-style-type: none"> • ...
Woven Elements	<ul style="list-style-type: none"> • Artefacts of learning added to Portfolio of Learning • Teaching as a profession within complexity, climate, and sustainability • Continue to explore the application of First Peoples Principles of Learning as a tool for disrupting educational beliefs • Develop a range of personal health and wellness strategies to integrate into everyday practice/activities • Importance of deColonizing curriculum & pedagogy • Make links between theory & professional practice • Apply learning to classroom experiences
Suggested Advisory Inquiry Questions	<ul style="list-style-type: none"> • How can we draw on our learning from the pre-course to inform our professional thinking about complexity, climate, and sustainability within and beyond the classroom? • How does the structure of the BC Curriculum support inquiry?
Field	Observations in informal / non-school learning settings; On the land
Learning Configuration	Large group class 1:90

Semester 1 Block 1; Semester 2 Block 3; Semester 3 Block 7	
Title	#15 Educational Technology – Course title needed This course offered in 3 modules across the program. Each module is .5 Units
Big Ideas	Establishing & maintaining a healthy & professional digital identity
Learning Intentions	<p>In consultation with our colleagues in Educational Technologies, this course will include, but not be limited to:</p> <ul style="list-style-type: none"> • Digital literacies • Digital identities • Digital portfolios • Appropriate and professional use of social media • Appropriate digital tools and practices in schools • Addressing PISA report – smartphones & distracted learning • Pedagogies for online, distributed, and blended learning • Google classroom and other classroom tools in BC and beyond • Assistive technologies and the role of SET BC • Learns to use online tools such as a digital portfolio to map professional progress • Begin to integrate Indigenous teachings <ul style="list-style-type: none"> ○ Work together ○ Bring in your good heart & mind ○ Be prepared for the work to come
Woven Elements	<ul style="list-style-type: none"> • Artefacts of learning added to Portfolio of Learning • Teaching as a profession within complexity, climate, and sustainability • Appropriately use online tools to document & map professional progress • Continue to explore the application of First Peoples Principles of learning as a tool for disrupting educational beliefs • Develop a range of personal health and wellness strategies to integrate into everyday practice/activities
Suggested Advisory Inquiry Questions	<ul style="list-style-type: none"> • How can we draw on our learning from the pre-course to inform our professional thinking about complexity, climate, and sustainability within and beyond the classroom? • How does the structure of the BC Curriculum support inquiry?
Field	Guided classroom observation(s) in partner schools
Learning Configuration	Small Class 1:30 x 3