

Draft Blueprint (July 2024) Web version

University of Victoria – Faculty of Education - Proposed Teacher Education Program with Grade 6 – 12 Focus

30 Units Four semesters 12 Months		Semester 1 - May to August e.g., May 7 to June 27; July 3 to August 20, 2025 Break Aug 20 to Sept 3, 2025 60 days x 6 hours = 360		Semester 2 – September to December 4 weeks course – 6 weeks practicum – 4 weeks course e.g., Sept 3 to 18, 2025 (12 days x 6= 72 hours) Practicum Oct 6 to Nov 14, 2025 (6-weeks) Nov 24 to 9, 2025 (12 days x 6 = 72 hours)		Semester 3 - January to April Break Dec 9 to Jan 4, 2026 Jan 5 to Feb 13, 2026 (30 days x 6 = 180 hours) Feb 23 to May 15 10-week practicum		Semester 4 - May to June e.g., May 25 to 29, 2026 5 days x 6 hrs =36
		Block 1 May / June 30 days x 6 hours = 180 5 units x 36 hours = 180	Block 2 July / August 30 days x 6 hours = 180 5 units x 36 hours = 180	Block 3 September to November 2 units x 36 hours = 72 3 units placement (6 weeks)	Block 4 November / December 2 units x 36 hours = 72	Block 5 January – Mid February 30 days x 6 hours = 180 5 units x 36 hours = 180	Block 6 Mid-February to mid-March; Spring Break 2 weeks); Mid-May 4.5 units placement (10 weeks)	Block 7 May 25 – 29 (if week intensive) 1.5 units x 36 hours = 36
Big Idea(s)		Teacher Identity, Education as a Profession within Complexity, Diversity & Decolonization	Learning to teach; Learning how people learn; How the BC Curriculum is organized	Planning for Teaching & Learning	Social justice; Unpacking colonizing education; EDID; Complexity; Post practicum inquiry & debrief within Advisory	Domain specific curriculum; UDL	Beginning to act with discernment; Embracing complexity; Embodying Equity, Diversity & Inclusion	Consolidation; Becoming a professional; Discernment; Techer judgment; Accountability; How to have difficult conversations
Course Title		#1 Reimagining Learning #2 The Teacher Student inside & beyond the classroom #3 The Activist Teacher #15 Educational Technology (.5 units) Advisory Groups / cohorts / cohorts (approximately 8 hours across Block 1)	#4 Curriculum, Pedagogy & Assessment #5 Learning Across the Lifespan #7 Complexity, Climate & Learning (.5 units) #14 Indigenous Pedagogy Advisory Groups / cohorts (approximately 8 hours across Block 2?)	#6 Design4Learning #10A Interdisciplinary Curriculum #13 Teacher As Leader (.5 units) #15 Educational Technology (.5 units) Initial practicum (3 units) Advisory Groups / cohorts (approximately 8 hours across Block 3)	#7 Complexity, Climate & Learning (.5 units) #8 English Language Learners #9 Critical Perspectives Advisory Groups / cohorts (approximately 8 hours across Block 4)	#10B Specialized K to 12 Curriculum & Pedagogy #11 Creating Supportive Learning Communities #12 Inclusive Education Advisory Groups / cohorts (approximately 8 hours across Block 5)	Final practicum 10 weeks – 4.5 units Advisory Groups / cohorts (approximately 8 hours across Block 6)	#7 Complexity, Climate & Learning (.5 units) #13 Teacher as Leader (1 unit) #15 Educational Technology (.5 units) Advisory Groups / cohorts Celebrations of Learning Inquiry into Practice – shared with incoming TEd cohort in Course #3
Field		Guided classroom observation(s) in partner schools	Observations in informal / non-school learning settings; On the land	Link to practice; In situ learning; Initial practicum	Link to practice	Link to practice informed by practicum placements	Final Practicum	Link to practice; reciprocity with field partners
Learning Configuration		Course #1 – LGC Course #2 – LGC Course #3 – LGC Course #15 (.5) – SC Advisory Grp – 30 / Cohort	Course #4 – LGC Course #5 – LGC Course #7 (.5) – LGC Course #14 – LGC Advisory Grp – 30 / Cohort	Course #6 – LGC Course #10A – SSC Course #13 (.5) – LGC Course #15 (.5) – SC Initial practicum Advisory Grp – 30 / Cohort	Course #7 (.5) – LGC Course #8 – LGC & SSC Course #9 – LGC Advisory Grp – 30 / Cohort	Course #10B – SSC Course #11 – SSC Course #12 – SSC Advisory Grp – 30 / Cohort	Final Practicum Advisory Grp – 30 / Cohort	Course #7 (.5) – LGC Course #13 – LGC Course #15 (.5) – SC Advisory Grp – 30 / Cohort

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Indigenous Plan 2023 - Teachings		<ul style="list-style-type: none">• Work together• Bring in your good heart & mind	<ul style="list-style-type: none">• Remember our ancestors & birthright• Work together• Bring in your good heart & mind	<ul style="list-style-type: none">• Work together• Bring in your good heart & mind• Be prepared for the work to come	<ul style="list-style-type: none">• Work together• Bring in your good heart & mind• Be prepared for the work to come	<ul style="list-style-type: none">• Work together• Bring in your good heart & mind• Be prepared for the work to come	<ul style="list-style-type: none">• Work together• Bring in your good heart & mind	Remembering the Laws & Principles & embedding them amongst our professional and person practices
Learning Intentions		#1 Reimagining Learning <ul style="list-style-type: none">• Explores & learns how VUCA shapes education & approaches to teaching & learning• Understands the relationships between identity, diversity, belonging & becoming a teacher• Becomes familiar with the role of teacher as activist professional, community leader & 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 & 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	#4 Curriculum, Pedagogy & Assessment <ul style="list-style-type: none">• Describe integrated relationship between curriculum, pedagogy & assessment• Engage with curriculum documents & apply to learning plans• Create inter/trans disciplinary activities & plans• Use inquiry process for developing critical, creative, & reflective thinking of self & 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	#6 Design4Learning <ul style="list-style-type: none">• Exploring conceptual, theoretical & practical understandings of UDL• Understanding & applying knowledge of backwards design (planning with the end in mind)• Practicing developing learning units & plans which integrate UDL & outcomes-based design built on BC curriculum competencies & content• Incorporating Indigenous pedagogies & practices, as appropriate, recognizing the importance of a process-oriented design• Analyzing, identifying & including appropriate	#7 Complexity & Climate #8 ELL <ul style="list-style-type: none">• Demonstrate an understanding of established theories and learn to apply these -- Second language acquisition theories, cultural competence, cultural relevance, UDL and differentiated instruction• 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; school and media influences; relationship development• Refugees & immigration & internal students• Ministry policies in BC• Addressing trauma	#10B Specialized K to 12 Curriculum & Pedagogy, Assessment & Pedagogy <ul style="list-style-type: none">• Recognize specific knowledges of disciplinary areas<ul style="list-style-type: none">○ Pedagogies & strategies○ Assessments appropriate for disciplines○ Identify resources that align with curriculum• Design appropriate curriculum that embeds First Peoples Principles of Learning, reflected in assessment practices• Identify & act on the tensions that exist between an outcomes approach to curriculum development & Indigenous approaches• Recognize & design appropriate learning plans for age, context, abilities & interests• Recognize connections to other disciplinary areas• Begin to imagine assessment tools that		#7 Complexity & Climate #13 Teacher As Leader <ul style="list-style-type: none">• Position inquiry within complexity and climate drawing on previous learning• Reciprocity & lifespan learning – echoing & amplifying learning, drawing from Course #5• Exit interviews – harvesting rom portfolios with discernment – sharing learning with field partners, instructors & incoming students• Develop a professional learning plan #15 Educational Technology (.5 units)

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		<ul style="list-style-type: none">Develop a range of personal health & wellness strategies to integrate into everyday practice/activitiesLearns to use online tools such as a digital portfolio to map professional progress #2 The Teacher-Student inside & beyond the classroom <ul style="list-style-type: none">To begin in “a good way” with a consideration of the coloniality within the role of teacher & student & to make space for confronting colonialism & privilege & the disconnection between the human-made & more-than-human world.Being to look with an informed lens & develop a critical understanding of the role of teacher-student & to redefine our roles through a process of letting goCritical explore the structure of the BC CurriculumBegin to form a stronger and lasting relationship with the more-than-human world	<ul style="list-style-type: none">Understand the value formative & summative assessment, including assessment as, of & for learningDevelop a disposition to critically analyze curriculum content & teaching practices, & discern the epistemologies / worldviews that inform themMake links between theory & professional practiceApply learning to classroom experiences #5 Learning Across the Lifespan <ul style="list-style-type: none">Describe the various methodologies utilized in educational psychology research.Identify the theories and underlying factors in developmentDescribe development as a process.Demonstrate a clear understanding of the principles of learning and their application in the classroom.	<p>formative & summative assessment strategies</p> <ul style="list-style-type: none">Articulating elements of effective learning design with peers & professionalsInquiryIterative & emerging approaches to curriculumLearning literacy, fluency & discernment in reading, understanding & using curriculumMake links between theory & professional practiceApply learning to classroom experiences #10A Interdisciplinary Curriculum, Assessment & Pedagogy <ul style="list-style-type: none">Understanding inter / trans disciplinary practicesLiteracy & numeracy across all disciplinesLearning across the lifespanL2P components connections	<ul style="list-style-type: none">Make links between theory & professional practiceApply learning to classroom experiences #9 Critical Perspectives <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 contextsOngoing 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;	<p>accurately reflect curricular competencies in specialized subject area and align with Indigenous principles.</p> <ul style="list-style-type: none">Discern, reflect on, & act on cross-cultural & other sociological considerations as they apply to specialized curriculumCreate a year-long vision, unit & lesson plans,Develop a disposition to critically analyse curriculum content & teaching practices, & discern the epistemologies/worldview s that inform them.Apply a culturally responsive lens to curriculum development and teaching.Make links between theory & professional practiceApply learning to classroom experiences #11 Creating Supportive Learning Communities <ul style="list-style-type: none">Identify strategies to deal effectively with adolescents in complex learning environmentsTo foster anti-bullying, anti-repressive mindset, &		

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		<ul style="list-style-type: none">Consider the classroom through a critical lens that considers coloniality & forming relationships that confront colonialismLearn about Indigenous worldviews, relationship-building with local Indigenous communities, & forming connections with land. #3 The Activist Teacher <ul style="list-style-type: none">To become aware & engaged in education as a political learners & actorTo affirm & practice the role of teachers in fostering a lens of belonging & thriving with a lens of diversity, equity & inclusionTo build capacities for compassionate communication (such as non-violent communications & other approachesTo gain an understanding of the responsibility of teachers to support DRIPA, UN Human Rights of the Child, SOGI, & other aspects of social justiceTo develop a trauma informed lens practice in teaching & schooling	<ul style="list-style-type: none">Demonstrate awareness of individual differences in cognitive ability & their implications for teaching/learning.Demonstrate knowledge of socio-cultural theories of learning & implications for emergent & reciprocal learningDescribe theoretical approaches to student motivation & translate these into classroom practices.Discuss the classroom culture & the way in which it interacts with the learning patterns of children/youth.Identify key concepts of the constructivist view of learning & their implications for classroom practice.Describe theoretical approaches to student motivation & translate these into teaching practice.Apply and demonstrate effective teaching strategies in a mini-lesson.	<ul style="list-style-type: none">Discern, reflect on & act on cross-cultural & other sociological considerationsDevelop assessment repertoire, recognizing different tools / strategies for different contextCurriculum discernmentMake links between theory & professional practiceApply learning to classroom experiences #13 Teacher As Leader <ul style="list-style-type: none">Ethics, policies, laws, TRB standards, BCTF Code of EthicsDescribe & explain the organization & administration of schools in BC & the roles students, parents, teachers, administrators, school & district support staff, & the community play in provincial governanceIdentify the influence of legislation, policies, & practices on professional decision-makingPropose professional & ethical responses to educational, cultural, & social dilemmas in education based on how	<ul style="list-style-type: none">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	<p>identify anti-bias strategies & develop plans for prosocial learning, ally-ship & community building actions</p> <ul style="list-style-type: none">Discuss childhood its study from historical, socio-cultural, & psychological points of view.Unlearning the classroom management narrative & confront coloniality embedded in the concept & related approachesExplore ways in which classroom layouts impact & support compassionate & safe classroomsDevelop skills to building authentic relationships<ul style="list-style-type: none">Teachers – selfTeacher – studentStudent – studentStudent - selfBuild capacities to promote belonging, ethic of care, radical love in classroom communitiesDemonstrate positive teacher responses & effective interventions for dealing with inappropriate student behaviourBegin to deeply understand & foster the development of self-		

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		<ul style="list-style-type: none">To begin to embrace our roles as Allies & Accomplices in community with others, developing a self-compassionate & wellness-based approachFoster health & wellness for self, colleagues & studentsTo begin to make the link between theory & professional practice #15 Educational Technology (.5 units) In consultation with our colleagues in Educational Technologies, this course will include, but not be limited to: <ul style="list-style-type: none">Digital literaciesDigital identitiesDigital portfoliosAppropriate and professional use of social mediaAppropriate digital tools and practices in schools; critical assessment of technologiesPedagogies for online, distributed and blended learningGoogle classroom and other classroom tools in BC and beyond	<ul style="list-style-type: none">Understanding of Indigenous PedagogiesApplications of First Peoples Principles of LearningUnderstanding of the learning theories informing Teaching and LearningMake links between theory & professional practiceApply learning to classroom experiences #7 Climate, Complexity & Learning <ul style="list-style-type: none">Psychology of climate changeHuman & social implicationsBecoming a front-line workerOur culpabilityGlobal and local understandingsPedagogy & methodologies to foster agency & Sustainable Development Goals (SDG’s)Position with the curriculum	<p>these matters are addressed in the district & school policies</p> <ul style="list-style-type: none">Practice professional attitudes such as critical inquiry, reflection & self-assessment in their professional practiceIdentify & reflect on the principles, values, goals & beliefs of their professional practice #15 Educational Technology (.5 units) <ul style="list-style-type: none">Digital literaciesDigital identitiesDigital portfoliosAppropriate and professional use of social mediaAppropriate digital tools and practices in schoolsPedagogies for online, distributed and blended learningGoogle classroom and other classroom tools in BC and beyondAssistive technologies and the role of SET BCLearns to use online tools such as a digital portfolio to map professional progress		<p>regulation, a growth mindset, resilience, & mindfulness</p> <ul style="list-style-type: none">Embed the core competencies in classroom communities & teaching practicesIdentify strategies to work with students compassionately with a needs based & trauma informed awareness & with cultural understanding #12 Inclusive Education <ul style="list-style-type: none">Importance of deColonizing curriculum & pedagogyMake links between theory & professional practiceApply learning to classroom experiences		

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		<ul style="list-style-type: none">Assistive technologies and the role of SET BCConsider ways to support & encourage students when learning and accessing new technologies	<ul style="list-style-type: none">Understanding the impact on and with the physical worldCoping with complex & competing ideasThinking beyond the human dimensions #14 Indigenous Learning <ul style="list-style-type: none">Importance of deColonizing curriculum & pedagogyMake links between theory & professional practiceApply learning to classroom experiences					
BCTC TEPAS	Section 1 – D, D & D – online, f2f, blended	Section 1 – Design, Development & Delivery – online, f2f, blended Section 1 – D, D & D – Human dev & learning – Course #3 Section 1 – D, D& D – Theories & practices – Course #1, 2, 3 Section 1 – D, D & D – diverse cultures, spiritual, ethical & philosophical nature of society – Courses #1,2,3 Section 1 – D, D & D – anti-racism & anti-oppression – Courses #1,2,3	Section 1 – D, D & D – online, f2f, blended Section 1 – D, D & D – planning, instruction, assessment, relationships, rigor, etc. – Courses #4, 5, 14 Section 1 – D, D & D – anti-racism & anti-oppression – Course #4 Section 1 – D, D & D – Indigenous pedagogies – Course #14 Section 3 – C, K, P, & P D –	Section 1 – D, D & D – online, f2f, blended Section 1 – D, D & D – Practicum Section 1 – D, D & D – planning, instruction, assessment, relationships, rigor, etc. – Courses #6, 10A, 13 Section 3 – C, K, P, & P D – curricular areas – Course #10A Section 3 – C, K, P, & P D – assessment – Courses #6,	Section 1 – D, D & D – online, f2f, blended Section 1 – D, D & D – theories & practices – Course #9 Section 1 – D, D & D – planning, instruction, assessment, relationships, rigor, etc. – Courses #8, 9 Section 1 – D, D & D – planning, instruction, assessment, relationships, rigor, etc. – Course #9 Section 3 – C, K, P, & P D –	Section 1 – D, D & D – online, f2f, blended Section 1 – D, D & D w/in BC Legislation Section 1 – D, D & D – human dev & learning – Course #11 Section 1 – D, D & D – planning, instruction, assessment, relationships, rigor, etc. – Courses #10B, 11, 12 Section 1 – D, D & D – planning, instruction, assessment, relationships, rigor, etc. – Course #11	Section 1 – D, D & D – Practicum Section 1 – D, D & D – online, f2f, blended	Section 1 – D, D & D w/in BC Legislation Section 1 – D, D & D – online, f2f, blended Section 1 – D, D & D – planning, instruction, assessment, relationships, rigor, etc. – Course #13 Section 1 – D, D & D – anti-racism & anti-oppression – Course #13 Section 1 – D, D & D – ethics, standards, practices – Course #13 Section 3 – C, K, P, & P D – resource, legal statues, etc. - Course #13

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		Section 1 – D, D & D – ethics, standards, practices – Course #3 Section 3 – Content Knowledge, Pedagogy, & Professional Dispositions – technology – Course #15 Section 3 – C, K, P, & P D – diversity, safe, anti-racist, social justice - Courses #1, 2, 3 Section 3 – C, K, P, & P D – cultural identity, value Indigenous Pedagogies & Unappropriated Indigenous Knowledge, TRC - Courses #1, 2, 3 Section 3 – C, K, P, & P D – reflective approach, etc. - Courses #1, 2, 3 Section 3 – C, K, P, & P D – mental health, well-being- Course #3	curriculum and pedagogy – Course #4 Section 3 – C, K, P, & P D – curricular areas – Course #4 Section 3 – C, K, P, & P D – assessment – Course #4 Section 3 – C, K, P, & P D – child dev, social beings, etc.– Course #5 Section 3 – C, K, P, & P D – cultural identity, value Indigenous Pedagogies & Unappropriated Indigenous Knowledge, TRC - Course #14 Section 3 – C, K, P, & P D – resource, legal statues, etc. - Courses #4, 5 Section 3 – C, K, P, & P D s – reflective approach, etc. – Course #5	10A Section 3 – C, K, P, & P D – technology – Course #15 Section 3 – C, K, P, & P D – resource, legal statues, etc. - Course #6 Section 3 – C, K, P, & P D – curriculum and pedagogy – Course #4	diversity, safe, anti-racist, social just - Course #9	Section 1 – D, D & D – anti-racism & anti-oppression – Course #11 Section 1 – D, D & D – disabilities & diverse abilities– Courses #11, 12 Section 3 – C, K, P, & P D – curriculum and pedagogy – Course #10B Section 3 – C, K, P, & P D – curriculum and pedagogy – Course #4 Section 3 – C, K, P, & P D – curricular areas – Course #10B Section 3 – C, K, P, & P D – assessment – Course #10B Section 3 – C, K, P, & P D – child dev, social beings, etc.– Course #11 Section 3 – C, K, P, & P D – technology.– Course #15 Section 3 – C, K, P, & P D – safe & inclusive – Courses #11, 12 Section 3 – C, K, P, & P D – diversity, safe, anti-racist, social just – Courses # 11, 12 Section 3 – Content Knowledge, Pedagogy, & Professional Dispositions –		

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		Block 1 May / June 30 days x 6 hours = 180 5 units x 36 hours = 180	Block 2 July / August 30 days x 6 hours = 180 5 units x 36 hours = 180	Block 3 September to November 2 units x 36 hours = 72 3 units placement (6 weeks)	Block 4 November / December 2 units x 36 hours = 72	Block 5 January – Mid February 30 days x 6 hours = 180 5 units x 36 hours = 180	Block 6 Mid-February to mid-March; Spring Break 2 weeks); Mid-May 4.5 units placement (10 weeks)	Block 7 May 25 – 29 (if week intensive) 1.5 units x 36 hours = 36
						mental health, well-being- Course #11		
TE Competency Focus		Pers and Prof Worldviews (1) Growth mindset (2) Complexity (4) Collab and Community Cultural respect (6) Collaboration and connections (7/8) Pedagogy Change agent (10)	Pers and Prof Worldviews (1) Growth mindset (2) Collab and Community Cultural respect (6) Pedagogy Disciplinary concepts (9) Assessment, planning, pedagogy (11) How learners learn (12)	Pers and Prof Growth mindset (2) Professionalism (3) Collab and Community Communication (5) Collaboration and connections (7/8) Pedagogy Disciplinary concepts (9) Assessment, planning, pedagogy (11) How learners learn (12)	Pers and Prof Worldviews (1) Growth mindset (2) Complexity (4) Collab and Community Cultural respect (6) Pedagogy Change agent (10) How learners learn (12)	Pers and Prof Worldviews (1) Growth mindset (2) Collab and Community Cultural respect (6) Pedagogy Disciplinary concepts (9) Assessment, planning, pedagogy (11) How learners learn (12)	Pers and Prof Professionalism (3) Collab and Community Communication (5) Collaboration and connections (7/8) Pedagogy Disciplinary concepts (9) Change agent (10) Assessment, planning, pedagogy (11) How learners learn (12)	Pers and Prof Worldviews (1) Professionalism (3) Collab and Community Communication (5) Collaboration and connections (7/8) Pedagogy Change agent (10)
BCTC Prof Standards		1. Student success 2. Ethics and integrity 9. Truth and Reconciliation	3. Student growth and development 5. Planning, instruction, and assessment 6. Broad knowledge base 9. Truth and Reconciliation	1. Student success 2. Ethics and integrity 4. Parents and families 5. Planning, instruction, and assessment 6. Broad knowledge base Practicum (all nine standards)	1. Student success 3. Student growth and development	3. Student growth and development 4. Parents and families 5. Planning, instruction, assessment 6. Broad knowledge base 9. Truth and Reconciliation	1 – 9 Practicum (all nine standards assessed)	2. Ethics and integrity 7. Professional Learning 8. Contribute to profession
Student Program Units (30)	0	5	5	7	3.5	5	4.5	1.5
Workload								