

2026
2027

Dimensions of Professional Practice:

A Guide to Teacher Education at UVic

Name: _____

Welcome to Teacher Education at UVic!

Vision Statement for Teacher Education

Graduates of teacher education programs at the University of Victoria are professionals who believe in the lifelong transformative power of learning and who actively promote the principles of justice, equity, respect, and safety within a diverse and democratic society.

Territorial Acknowledgement & Responsibilities

We acknowledge and respect the Ləkʷəŋən (Songhees and Xwsepsəm/Esquimalt) Peoples on whose territory the university stands, and the Ləkʷəŋən and W̱SÁNEĆ Peoples whose historical relationships with the land continue to this day. We recognize the enduring presence and knowledge systems of the Ləkʷəŋən and W̱SÁNEĆ Peoples and understand that our learning, teaching, and community responsibilities take place on these lands.

We uphold our accountability to the teachings shared throughout **Xwkwəŋəŋistəl | W̱CENENISTEL | Helping to move each other forward (UVic Indigenous Plan 2023-2028)** and to the Ləkʷəŋən and W̱SÁNEĆ Peoples in all that we do. Throughout this guide, you will find prompts that connect to these teachings.

The plan is grounded in Coast Salish laws, teachings, and languages. These teachings invite reflection and responsibility in how we learn, teach, and work together, and may resonate with diverse values and principles. As the late Dr. Skip Dick reminds us, while it is important to respect and honour the teachings from these territories, it is also important to honour our own cultures, histories and teachings.

Teacher candidates are expected to demonstrate a sustained commitment to understanding and respecting the histories, perspectives, and contemporary realities of First Nations, Inuit, and Métis Peoples. Learning to teach involves attending to both personal and collective responsibilities to students, to communities, and to the lands and waters that sustain us.

Grounded in this context, we are excited to welcome you into a profession shaped by care, responsibility, curiosity, and lifelong learning. This guide is designed to support you in making the most of your time in Teacher Education at the University of Victoria by connecting coursework, field experiences, and professional learning, and supporting reflective, scaffolded professional growth.

The **Dimensions of Professional Practice** is the UVic Teacher Education framework that describes how professional learning and growth are fostered within our programs. Throughout your learning, you will be supported in developing, demonstrating, and documenting these dimensions of professional practice over time and across learning contexts.

The **Professional Standards for BC Educators** set out the provincial expectations for conduct and practice during teacher education and into professional practice. Teaching is a complex and demanding profession, and success in the program requires ongoing development of the interpersonal, cognitive, ethical, and organizational competencies reflected in these standards. Throughout this guide, you will explore how the Professional Standards are enacted through coursework, field experiences, and professional conduct, supporting your growth as a reflective, ethical, and engaged member of the teaching profession.



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Part 1:

**Foundations for
Professional Learning**

Xwkwənanəstəl | W̱CENENISTEL

Helping to move each other forward

The University of Victoria's Indigenous Plan, **Xwkwənanəstəl | W̱CENENISTEL | Helping to move each other forward**, was developed in consultation with Indigenous Elders, Knowledge Keepers, students, staff, faculty, and community partners. The plan is grounded in Indigenous teachings and languages and invites reflection on responsibility in how we learn, teach, and work together.

The questions that follow are offered as prompts for reflection rather than expectations or requirements. These teachings are connected to your learning in the program and inform how you engage with the **Dimensions of Professional Practice** across coursework and field experiences.

The four teachings below are presented in ləkʷəŋən, SENĆOŦEN and English. To hear these teachings spoken, visit <https://www.uvic.ca/ovpi/ways-of-knowing/language/index.php>

Questions to prompt reflection:

Héʔəkʷə cə čəlénən łtə
HÁEQ ŁTE OL TFE ČELÁÑEN ŁTE

Remember our ancestors and birthright

How do I understand my relationship to the lands, waters, and peoples where I am learning? How do I act with respect and responsibility in this place?

Nə́c əmaat kwəns čəʔi

ČANEUEL OL

Work together

Who am I learning with, and how am I sharing responsibility for learning?

Nə́wes šxʷ cən ʔaý šqweləqʷən

ÁMEKT TFEN ÍY, ŠKÁLEÇEN

Bring in your good heart and mind

How am I showing up in moments of uncertainty, tension, or care, and what can I learn from these moments?

Leʔt šxʷ helə ʔə cə məkʷ sčəʔi səʔ

S,HOL ET MEQ EN ENÁ SE SCÁ

Be prepared for the work to come

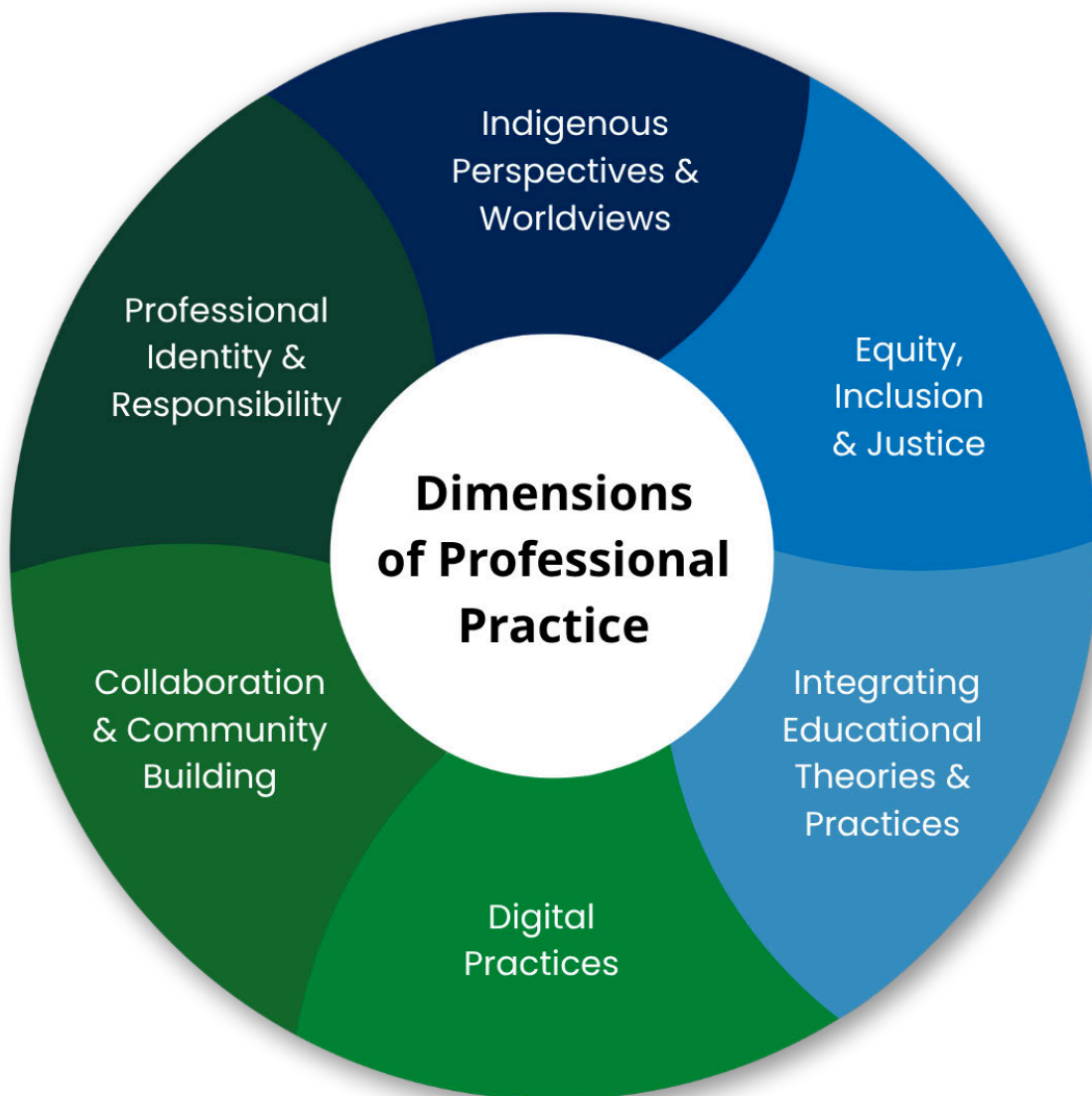
How am I preparing myself and the places where I practice for teaching as long-term, evolving work?

Consider: How might these teachings continue to guide my learning, relationships, and responsibilities throughout the program?

Dimensions of Professional Practice

The **Dimensions of Professional Practice** describe the knowledge, commitments, and ways of being that frame UVic's Teacher Education programs. The two competency statements beneath each dimension describe how teacher candidates enact and develop these commitments through their practice, professional decision-making, and relationships with learners, colleagues, and communities.

The **Dimensions of Professional Practice** are aligned with the **Professional Standards for BC Educators** and support the development of professional knowledge, ethical responsibility, and practice across contexts.



Professional Identity & Responsibility

- Developing a professional identity and commitment to lifelong learning through reflective practice
- Making ethical, thoughtful decisions and acting with integrity to create respectful learning communities

Indigenous Perspectives & Worldviews

- Integrating Indigenous worldviews, pedagogies, and ways of knowing into learning and teaching
- Applying decolonizing approaches to create culturally responsive and equitable learning environments

Equity, Inclusion & Justice

- Developing an awareness of personal worldview and how this relates to others' worldviews
- Becoming an informed change agent within the class, school, community and society by embedding social and global justice in practice

Integrating Educational Theories & Practices

- Applying inquiry-driven approaches to learning that connect educational theories and practices in meaningful ways
- Designing learning experiences that integrate and build upon students' foundational literacy and numeracy proficiencies

Collaboration & Community Building

- Collaborating and creating opportunities for empathetic communication, respectful listening, and facilitating challenging conversations with individuals and groups
- Creating learning environments that promote belonging and meaningful connections with broader communities

Digital Practices

- Developing an intentional and professional digital identity
- Using digital technologies in informed, critical, and purposeful ways to support learning and assessment

Aligning Indigenous Teachings with the Dimensions of Professional Practice

These Indigenous teachings offer ethical and relational orientations to professional practice that ground and inform how the Dimensions of Professional Practice are understood and enacted. They also align with the **Professional Standards for BC Educators**, supporting the development of professional identity, responsibility, and ethical practice over time.

Indigenous teaching:	Hé?əkw ʔə cə čələŋən łtə HÁEQ ŁTE OL TFE ČELÁŊEN ŁTE <i>Remember our ancestors and birthright</i>
Guiding orientation:	Teaching is shaped by history, place, and responsibility, and carries forward what has come before.
Connected Dimensions of Professional Practice:	• Indigenous Perspectives & Worldviews • Equity, Inclusion & Justice • Integrating Educational Theories & Practices
What this invites in practice:	• Attending to place and context • Noticing whose knowledge is centred and whose might be missing • Acting with awareness of historical and ongoing responsibility

Indigenous teaching:	Nəc əmaat kʷəns čəʔi ČANEUEL OL <i>Work together</i>
Guiding orientation:	Teaching is collective, relational work sustained through shared responsibility.
Connected Dimensions of Professional Practice:	• Collaboration & Community Building • Professional Identity & Responsibility • Integrating Educational Theories & Practices
What this invites in practice:	• Learning alongside others • Valuing mentorship, dialogue, feedback, and inclusive participation • Viewing teaching as relational, community-based work

Indigenous teaching:	Leʔt šxʷ helə ʔə cə məkʷ sčəʔi səʔ S,HOL ET MEQ EN ENÁ SE SĆA <i>Be prepared for the work to come</i>
Guiding orientation:	Teaching is long-term, evolving work that requires commitment and ongoing learning.
Connected Dimensions of Professional Practice:	• Professional Identity & Responsibility • Integrating Educational Theories & Practices • Digital Practices
What this invites in practice:	• Preparing for complexity • Engaging in reflection and inquiry • Remaining adaptable as contexts and practices change

Indigenous teaching:	Nəwəs šxʷ cən ʔaʔ šqʷeləqʷən ÁMEKT TʔEN ÍY, ŠKÁLEQEN <i>Bring in your good heart and mind</i>
Guiding orientation:	Teaching is an ethical, relational practice shaped by presence, care, and intention.
Connected Dimensions of Professional Practice:	• Indigenous Perspectives & Worldviews • Equity, Inclusion & Justice • Collaboration & Community Building
What this invites in practice:	• Showing up with care and humility • Listening deeply and engaging respectfully across difference • Making thoughtful professional judgements in moments of uncertainty or tension

Equity, Inclusion & Justice Across Practice

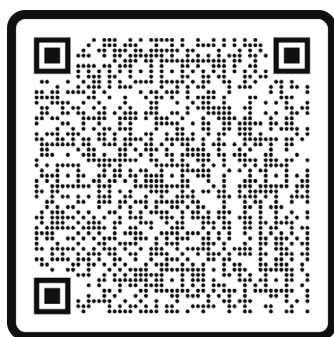
Equity, inclusion, and justice are central to professional learning in teacher education at the University of Victoria and are enacted across all **Dimensions of Professional Practice**. This work involves ongoing attention to how learning environments are shaped by relationships, contexts, and systemic inequities.

As you engage with coursework and field experiences, you are encouraged to reflect on how your own worldview influences your understanding of learning and your interactions with others. This includes engaging in dialogue about difference and injustice and considering how your actions contribute to inclusive and respectful learning communities.

Equity and inclusion are enacted through everyday decisions. These include responding to student diversity, attending to whose voices are present or missing, and considering how learning experiences support belonging and participation for all learners.

Through a reflective and practice-based approach, you are supported in developing professional practices that promote fairness, foster belonging, and contribute to inclusive learning environments. In this way, attention to equity, inclusion, and justice informs how the **Dimensions of Professional Practice** are understood and enacted across contexts.

Developing this work also involves actively seeking out resources, perspectives, and supports that deepen your understanding and inform your practice. Engaging with these resources helps move beyond awareness to meaningful, informed action in classrooms and communities. As an example, a team of Indigenous, Black, and People of Colour (IBPoC) educators developed the **Anti-Racism Education Guide for Teachers**, which offers further perspectives and resources to support this work.



Scan the QR code with your phone camera to see the **Anti-Racism Education Guide for Teachers**.

Reflection as Professional Practice

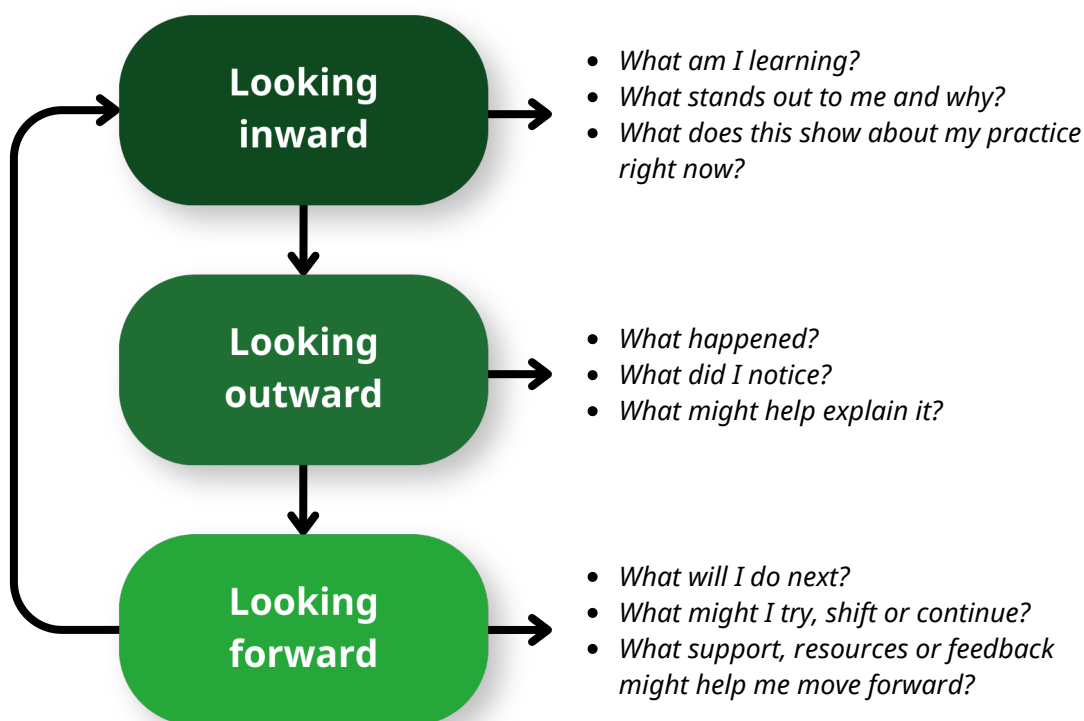
Reflection is central to how professional learning develops across the **Dimensions of Professional Practice**. Reflection is an ongoing process that involves looking outward to the contexts, relationships, and experiences that shape learning, looking inward to one's beliefs, actions, and assumptions, and looking forward with a commitment to growth and improvement.

Reflection also supports the integration of theory and practice. By engaging with experiences in K-12 settings alongside ideas from coursework, teacher candidates can make informed instructional decisions and develop as reflective practitioners, while aligning their practice with professional responsibilities and the **Professional Standards for BC Educators**.

Reflection is strengthened through dialogue and feedback within learning communities. Engaging with diverse perspectives and worldviews supports deeper understanding and invites teacher candidates to consider how their thinking and practice are shaped in relation to others. Guided by Indigenous Plan teachings, this process emphasizes listening with care, shared responsibility, and respectful engagement in relationships. Through dialogue and feedback, teacher candidates refine their planning and instructional approaches, strengthening their capacity to respond thoughtfully and ethically.

Reflection supports noticing, understanding and responding in practice.

Questions to prompt reflection:



WSÁNEĆ Moons

This image reflects teachings from the WSÁNEĆ peoples that connect time, place, and relationships across the year. Rather than a linear calendar, it invites attention to seasonal cycles, responsibilities, and the interconnectedness of lands, waters, and living beings.



Artwork reprinted with permission from Briony Penn and WSÁNEĆ School Board

As you move through this program, consider how your learning and teaching are shaped by the places where you live, learn, and practice. To learn more about the WSÁNEĆ moons, please visit wsanec.com/latest-news/. If you would like to know more about the pronunciation of each moon cycle, please visit youtube.com/watch?v=TmwKdi5oQLI.

2026

SEPTEMBER

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
30	31	1	2	3	4	5
6	Labour Day 7	International Literacy Day 8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	National Day for Truth & Reconciliation 30	1	2	3

2026

OCTOBER

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
27	28	29	30	1	2	3
4	5 World Teachers' Day	6	7	8	9	10 World Mental Health Day
11	12 Thanksgiving Day	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

2026

NOVEMBER

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	Remembrance Day 11	12	13	14
15	16	17	18	19	Transgender Day of Remembrance 20	21
22	23	24	25	26	27	28
29	30	1	2	3	4	5

2026

DECEMBER

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
29	30	1	2	3 International Day of Persons with Disabilities	4	5
6	7	8	9	10 Human Rights Day	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25 Christmas Day	26 Boxing Day
27	28 Boxing Day Bank Holiday	29	30	31 New Year's Eve	1 New Year's Day	2

2027

JANUARY

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
27	28	29	30	New Year's Eve 31	New Year's Day 1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
International Day of Education 24	25	26	International Holocaust Remembrance Day 27	28	29	30

2027

FEBRUARY

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15 Family Day (BC)	16	17	18	19	20
21	22	23	24 Pink Shirt Day	25	26	27
28	1	2	3	4	5	6

February is Black History Month in Canada

2027

MARCH

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
28	1	2	3	4	5	6
7	International Women's Day 8	9	10	11	12	13
14	15	16	17	18	19	20
International Day for the Elimination of Racial Discrimination 21	World Water Day 22	23	24	25	Good Friday 26	27
28	29	30	International Transgender Day of Visibility 31	1	2	3

2027

APRIL

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
28	29	30	31	1	2 World Autism Awareness Day	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22 Earth Day	23	24
25	26	27	28	29	30	1

2027

MAY

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
2	3 BC Education Week & National Mental Health Week	4	5 Red Dress Day/National Day of Awareness for MMIWG	6	7	8
9	10	11	12	13	14	15
16	17 International Day Against Homophobia, Biphobia & Transphobia (IDAHOBIT)	18	19	20	21	22
23	24 Victoria Day (BC)	25	26	27	28	29
30	31	1	2	3	4	5

2027

JUNE

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
30	31	1	2	3	4	5 World Environment Day
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21 National Indigenous Peoples Day (Canada)	22	23	24	25	26
27 Canadian Multiculturalism Day	28	29	30	1	2	3

June is Pride Month and National Indigenous History Month in Canada

2027

JULY

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

27	28	29	30	1 Canada Day	2	3
4	5	6	7	8	9 Nunavut Day	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

2027

AUGUST

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	4

2027

SEPTEMBER

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

29	30	31	1	2	3	4
5	Labour Day 6	7	8 International Literacy Day	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30 National Day for Truth & Reconciliation	1	2

2027

OCTOBER

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
26	27	28	29	30 National Day for Truth & Reconciliation	1	2
3	4	World Teacher's Day 5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

2027

NOVEMBER

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
31	1	2	3	4	5	6
7	8	9	10	11 Remembrance Day	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	1	2	3	4

2027 DECEMBER

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
28	29	30	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24 Christmas Eve	25 Christmas Day
26 Boxing Day	27	28	29	30	31 New Year's Eve	1 New Year's Day

2028

JANUARY

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	1	2	3	4	5

2028

FEBRUARY

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21 Family Day (BC)	22	23 Pink Shirt Day (BC)	24	25	26
27	28	29	1	2	3	4

February is Black History Month in Canada

2028 MARCH

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
27	28	29	1	2	3	4
5	6	7	8 International Women's Day	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31 International Transgender Day of Visibility	1

2028

APRIL

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
2	3	4	5	6	7	8
9	10	11	12	13	Good Friday 14	15
16	17	18	19	20	21	Earth Day 22
23	24	25	26	27	28	29
30	1	2	3	4	5	6

Part 2:

Connecting Theories & Practices

Demonstrating the Dimensions of Professional Practice

The reflective questions and examples on the following pages are designed to help you notice, reflect on, and document your professional learning across both coursework and field experiences. They are illustrative rather than exhaustive and recognize that professional practice develops over time and looks across contexts. The elements described in this section are interconnected and provide opportunities to enact the **Dimensions of Professional Practice** across coursework, field experiences, and professional relationships.



Professional Identity & Responsibility

This dimension highlights how professional practice is developed in relation to learners, contexts, and communities.

- Developing a professional identity and commitment to lifelong learning through reflective practice
- Making ethical, thoughtful decisions and acting with integrity to create respectful learning communities

What this could look like:

- Engaging in reflective writing that explores growth, challenges, and assumptions
- Participating respectfully and responsibly in discussions and collaborative learning
- Setting and revisiting professional learning goals
- Being prepared, reliable, and responsive in learning environments
- Seeking guidance when facing uncertainty or ethical questions
- Adjusting practice based on feedback, reflection, and new learning

Indigenous Plan connection:

Nə́wes šxʷ cən ʔaý šqʷeləqʷən

ÁMEKT TʔEN ÍY, ŠKÁLEÇEN

Bring in your good heart and mind

This teaching invites reflection on how you show up in your professional practice.

How am I showing up in moments of uncertainty, tension, or care, and what can I learn from these moments?

Questions to guide professional learning:

- *How is my understanding of myself as a professional educator developing?*
- *How have reflection, feedback, or moments of uncertainty shaped my learning?*
- *How do my actions reflect professionalism, care, and integrity in this learning community?*
- *What ethical questions am I encountering, and how have I responded?*
- *How am I using feedback, conversations, and learning experiences to inform what I do next?*

Indigenous Perspectives & Worldviews

This dimension highlights how professional practice is developed in relation to Indigenous perspectives, relationships to place, and responsibilities in learning and teaching.

- Integrating Indigenous worldviews, pedagogies and ways of knowing into learning and teaching
- Applying decolonizing approaches to create culturally responsive and equitable learning environments

What this could look like:

- Engaging with Indigenous authors, speakers, and course materials in assignments and discussions
- Reflecting on personal position and responsibility as a future educator
- Engaging with Indigenous perspectives in assignments and discussions in ways that reflect care, context, and responsibility
- Incorporating Indigenous perspectives in planning and assignments
- Noticing whose knowledge is represented (or missing) in classroom materials
- Attending to local context, protocols, and relationships in teaching and planning

Indigenous Plan connection:

Hé?əkw̓ ʔə cə čəlénən łtə
HÁEQ ŁTE OL TTE ČELÁNEN ŁTE
Remember our ancestors and birthright

This teaching invites reflection on history, place,
and responsibility in professional practice.

*How do I understand my relationship to the lands, waters, and
peoples where I am learning? How do I act with respect and
responsibility in this place?*

Questions to guide professional learning

- How am I learning about Indigenous worldviews and ways of knowing?
- What responsibilities do I have as an educator working on Indigenous lands?
- How is this learning challenging or expanding my thinking?
- How am I approaching Indigenous perspectives with respect and care?
- What opportunities do I notice for culturally responsive or decolonizing practice?
- When is it appropriate to observe and learn and when is it my responsibility to lead?

Equity, Inclusion & Justice

This dimension highlights how professional practice is shaped by attention to equity, inclusion, and justice in relation to learners, contexts and communities.

- Developing an awareness of personal worldview and how this relates to others' worldviews
- Becoming an informed change agent within the class, school, community and society by embedding social and global justice in practice

What this could look like:

- Engaging respectfully in discussions about equity, inclusion, and justice
- Reflecting on how your decisions and language shape equity, inclusion, and justice
- Reflecting on one's own perspectives, assumptions, and responsibilities in educational contexts
- Listening to diverse perspectives and making space for others
- Attending to equity, inclusion, and justice in assignments and planning
- Taking intentional steps to support fairness and inclusion in practice

Indigenous Plan connection:

Nə́wes šxʷ cən ʔaý šqʷeləqʷən

ÁMEKT TʔEN ÍY, ŠKÁLEÇEN

Bring in your good heart and mind

This teaching invites reflection on how you engage with others in conversations about difference, fairness, and justice.

How am I showing up in moments of uncertainty, tension, or care, and what can I learn from these moments?

Questions to guide professional learning

- *How does my own worldview influence how I understand course content?*
- *What does equity and inclusion look like in educational practice?*
- *How do I respond to diverse needs, perspectives & experiences in my interactions and decisions?*
- *Whose voices are present, and whose might be missing or less heard?*
- *How do I contribute to a sense of belonging in this learning community?*
- *What opportunities do I notice to support fairness, inclusion, and positive change?*

Integrating Educational Theories & Practices

This dimension highlights how professional practice is developed through connecting ideas from coursework with experiences across contexts and communities.

- Applying inquiry-driven approaches to learning that connect educational theories and practices in meaningful ways
- Designing learning experiences that integrate and build upon students' foundational literacy and numeracy proficiencies

What this could look like:

- Making explicit connections between coursework ideas and field experiences
- Using assignments and planning tasks to explore how theories are taken up, adapted, or challenged in practice
- Reflecting on lesson or unit design with attention to literacy, numeracy, and learner needs
- Trying out ideas from coursework and noticing how they work in different contexts
- Reflecting on what supported learning, what was challenging, and what you might adjust
- Using observation, dialogue, and feedback to deepen understanding and inform next steps

Indigenous Plan connection:

Leʔt šxw helə ʔə cə məkʷ sčəʔi səʔ

S,HOL ET MEQ EN ENÁ SE SCÁ

Be prepared for the work to come

This teaching invites reflection on ongoing learning, responsibility, and readiness in professional practice.

How am I preparing myself and the places where I practice for teaching as long-term, evolving work?

Questions to guide professional learning

- *How am I making connections between ideas from coursework and my experiences in practice?*
- *Where do I notice alignment or tension between theory and what I observe or experience?*
- *How are literacy and numeracy showing up across my learning and teaching experiences?*
- *How am I using what I am learning to inform my planning and decision-making?*
- *What am I noticing about learners that is shaping my thinking about practice?*
- *How is this learning helping me decide what to do next?*

Collaboration & Community Building

This dimension highlights how professional practice is developed through relationships, collaboration, and shared responsibility in learning communities.

- Creating learning environments that promote belonging and meaningful connections with broader communities
- Creating opportunities for empathetic communication, respectful listening, and facilitating challenging conversations with individuals and groups

What this could look like:

- Participating actively and respectfully in class, group, and community-based learning experiences
- Sharing responsibility and contributing thoughtfully to collaborative work
- Giving and receiving feedback in ways that support learning and relationships
- Working collaboratively with peers, educators, and others in different learning contexts
- Listening carefully and responding thoughtfully in conversations and meetings
- Engaging respectfully in moments of disagreement or uncertainty, with attention to relationships and learning

Indigenous Plan connection:

Nəwəs ʃxʷ cən ʔaý ʃqʷeləqʷən

ÁMEKT TʔEN ÍY, ŚKÁLEÇEN

Bring in your good heart and mind

This teaching invites reflection on how you show up in your professional practice.

How am I showing up in moments of uncertainty, tension, or care, and what can I learn from these moments?

Questions to guide professional learning

- *How do I contribute to a respectful, inclusive learning community?*
- *What am I learning about collaboration through working with others?*
- *How do I engage in challenging conversations with care and openness?*
- *How am I learning with and from others in different contexts and communities?*
- *How do I practice listening, responsiveness, and shared responsibility in my interactions?*
- *How is this learning shaping how I work with others and what I do next?*

Digital Practices

This dimension highlights how professional practice is developed through thoughtful, responsible, and context-responsive use of digital technologies.

- Developing an intentional and professional digital identity
- Using digital technologies in informed, critical, and purposeful ways to support learning and assessment

What this could look like:

- Using digital platforms to collaborate and reflect
- Using digital platforms to compile, curate and share evidence of learning
- Critically examining the role of technology in education
- Communicating professionally in online learning spaces
- Choosing digital tools intentionally to support learning
- Communicating professionally through email or shared platforms
- Considering privacy, access, and student needs

Indigenous Plan connection:

Leʔt šx^w helə ʔə cə mək^w sčəʔi səʔ

S,HOL ET MEQ EN ENÁ SE SCÁ

Be prepared for the work to come

This teaching invites reflection on responsibility and ongoing learning in professional practice.

How am I preparing myself and the places where I practice for teaching as long-term, evolving work?

Questions to guide professional learning

- *How am I developing and representing myself as a professional in digital spaces?*
- *How do digital tools support learning, collaboration, and communication in different contexts?*
- *How do I decide when and why to use (or not use) digital technologies?*
- *How am I using digital tools to support learning, assessment, and engagement?*
- *What ethical, privacy, or access considerations are shaping my digital choices?*
- *How am I modelling responsible, respectful, and inclusive digital practices?*

Learning Across Contexts

The program experiences described in this section are designed to support your learning across coursework and field experiences. As you engage in Link2Practice and campus-based learning, you are encouraged to notice connections, ask questions, and reflect on how these experiences contribute to your developing professional practice.

These experiences provide opportunities to enact the **Dimensions of Professional Practice** in relation to learners, contexts, and communities.

Link2Practice

Link2Practice is a core component of the University of Victoria's Teacher Education Program. Beginning in the fall term, it provides ongoing opportunities to learn within school contexts, supporting connections between coursework and lived experience in classrooms.

Through partnerships with School Districts 61, 62, and 63, Link2Practice supports observation, engagement, and the development of teaching responsibilities. Early and sustained immersion in school settings supports relationship building, reflective practice, and a deeper understanding of learners.

Features of Link2Practice include:

- Weekly school experiences each Wednesday throughout the fall term
- Collaborative professional dialogue grounded in pedagogy, learner support, and reflection
- After-school seminars, led by practicing teachers, strengthening connections between school-based and university learning
- A major course assignment (Professional Resource Project), drawing directly on classroom experiences and professional inquiry

Elementary Program focus: Sustained Classroom Engagement

In the Elementary Program, placements are designed to support sustained engagement in a single classroom over time. This allows you to build relationships, observe learner growth, and participate in teaching within a consistent learning environment.

- Building relationships with students over time
- Observing classroom dynamics and learner development
- Supporting small-group and whole-class learning
- Learning alongside a Partnering Educator

Secondary Program focus: Cross-Disciplinary and Contextual Learning

In the Secondary Program, Link2Practice provides opportunities to learn across disciplines and teaching contexts. This supports understanding how teaching practices shift across subject areas while remaining grounded in shared principles of learning.

- Experiencing teaching and learning across multiple disciplines
- Observing a range of pedagogical approaches
- Engaging with diverse learners and classroom settings
- Identifying strategies that transfer across contexts

Learning Through Participation

Link2Practice is grounded in partnership, shared learning, and professional responsibility. Across both elementary and secondary contexts, these experiences play an important role in shaping your development as an educator. You are encouraged to engage with curiosity, care, and openness, contributing to the learning communities you join while continuing to reflect on and adapt your practice. These experiences support ongoing professional learning through reflection, dialogue, and action as you develop your practice across contexts.

Connecting Link2Practice and Coursework

Link2Practice is designed to work in close relationship with coursework rather than as a separate experience. Your weekly school-based learning provides shared experiences that you are encouraged to bring into classes through discussion, reflection, inquiry, and assignments. These connections are central to how the **Dimensions of Professional Practice** are developed and enacted across coursework and field experiences.

Across the program, coursework invites you to:

- Reflect on experiences in school contexts and connect them to ideas from coursework
- Use Link2Practice experiences as starting points for inquiry, planning, and analysis
- Notice how ideas explored on campus are taken up, adapted, or challenged in practice
- Make connections between learners, curriculum, assessment, inclusion, and professional responsibility

While these connections may look different across courses, a consistent expectation is that you will actively notice, reflect on, and bring your experiences into your learning, while also carrying questions and insights from coursework back into practice. Together, these experiences support ongoing professional learning through reflection, dialogue, and action across contexts.

Collaboration & Community Building

Teaching is a relational, collaborative, and ethically grounded profession. In UVic Teacher Education, learning is intentionally organized through cohort experiences and collaborative group work. These contexts reflect how teachers work in practice and support the development of shared responsibility, professional judgement, and reflective engagement. Collaboration and community building are central to enacting the **Dimensions of Professional Practice** in relational and shared learning contexts.

Cohorts

Your cohort is the community of teacher candidates you learn alongside throughout the program. Learning in a cohort supports continuity, trust, and the development of a shared professional language over time.

Within courses, you will also work in small groups for inquiry, planning, discussion, and applied learning. These experiences provide opportunities to explore ideas collaboratively, learn from diverse perspectives, and develop the interpersonal and organizational skills needed in teaching.

Collaborative learning supports:

- Professional relationships and communication
- Reflection and inquiry
- Inclusive and ethical engagement with others
- Shared responsibility and accountability

Professional Expectations in Collaborative Work

Participation in cohorts and groups is an important part of professional learning and responsibility. Group work provides opportunities to enact the **Dimensions of Professional Practice** and the **Professional Standards for BC Educators**, particularly those related to professionalism, collaboration, care, and responsibility.

Across collaborative contexts, teacher candidates are expected to:

- Contribute consistently and equitably to shared work
- Engage respectfully, listen actively, and communicate with care and curiosity
- Support inclusive participation and attend to group dynamics
- Prepare for meetings and shared learning activities
- Demonstrate professional conduct, ethical judgement, and academic integrity
- Reflect on feedback and take responsibility for personal and collective growth

When Challenges Arise

Collaborative work can be complex. Differences in perspectives, communication styles, and approaches are part of professional learning and provide opportunities to develop judgement, responsibility, and relational skills. When concerns arise, you are encouraged to:

1. Reflect first.

Consider the nature of the concern (e.g., communication, responsibility, expectations) and your role in the situation.

2. Address concerns directly and respectfully.

Begin by speaking with the person or group involved, focusing on shared learning goals.

3. Seek guidance and support when needed.

Instructors or program staff can support reflection and next steps. Seeking support is part of professional responsibility.

Relational Practice in Group Work

The questions below support reflection on shared responsibility, communication, and relationships in collaborative work. Drawing on Indigenous Plan teachings such as *Work together* and *Bring in your good heart and mind*, they invite groups to approach learning and challenge with care and respect.

About Shared Work

- How are responsibilities being shared, and does this feel equitable? How do we know?
- What agreements or processes would support us in working more effectively together?

About Learning and Growth

- What are we learning through this process, beyond the final product?
- How does this experience connect to our development as future educators?

About Communication & Inclusion

- Whose voices are we hearing most, and who might need more space?
- What would support us in listening more carefully to one another?

When Challenges Arise

- Can we pause and clarify the concern before moving to solutions?
- How can we respond in ways that support both learning and relationships?

Receiving Feedback as Professional Practice

Receiving and using feedback is an essential part of professional learning.

- Listen fully and take time to process feedback
- Summarize or paraphrase to confirm your understanding
- Seek to understand diverse perspectives; ask clarifying questions and continue listening
- Ask for concrete examples or suggestions
- Acknowledge and appreciate the feedback
- If you feel uncertain or defensive, pause and reflect on what may be shaping that response
- Identify what you can act on now and where you may need further support or clarification
- **Bring in your good heart and mind** — As you receive feedback, how are you listening with care, openness, and respect for the relationships involved, while remaining committed to learning and growth (yours and others')?
- **Be prepared for the work to come** — How can this feedback inform the next steps you take in developing your professional practice?

*“The purpose of feedback is not to shame my previous self,
but to educate my future self”*

- Adam Grant, 2024

Professional Identity & Responsibility

Professional Conduct & Boundaries

Teacher Education is a professional learning environment grounded in trust, respect, and ethical responsibility. Teacher candidates are expected to demonstrate professional judgement, care for others, and accountability across both campus-based and field contexts. This includes alignment with the Professional Standards for BC Educators, which guide ethical conduct, professional relationships, and responsibility in practice.

This includes communicating respectfully, maintaining appropriate boundaries with students and colleagues, protecting confidentiality, and exercising discretion in both in-person and digital spaces. Professional conduct is understood as a developing practice, strengthened through reflection, feedback, and situational awareness.

As a teacher candidate, you are responsible for familiarizing yourself with the policies and procedures that guide coursework, field experiences, and professional conduct. These policies support shared expectations, professional responsibility, and ethical practice within the program and its partner school communities. Program policies are available through the **UVic academic calendar** and on **UVic Brightspace**. You are expected to review these materials regularly and to seek clarification when needed.

Attendance as a Relational & Professional Practice

Learning in teacher education is inherently relational. It develops through sustained participation in shared inquiry, dialogue, collaboration, and reflective practice with peers, instructors, and field partners.

Attendance is therefore more than a formal requirement; it reflects accountability to your learning community and the collective work of the class. Being present demonstrates respect, reliability, and commitment to shared learning.

Teacher candidates are expected to attend all scheduled classes and communicate proactively when attendance is affected. Instructors retain professional discretion regarding missed learning, participation, and assessment eligibility. Professional expectations, such as attendance and participation, reflect the relational and ethical commitments described in the **Dimensions of Professional Practice**.

Professional Expectations

Teacher candidates are expected to approach attendance in classes with the same professionalism required in school contexts. This includes:

- Prioritizing attendance and punctuality
- Engaging fully and responsibly
- Communicating proactively and respectfully when attendance is affected

Consistent participation is essential for both individual learning and the integrity of the group experience. Failure to meet expectations may affect a candidate's ability to meet course outcomes or complete the program.

Absences

Absences may occur due to circumstances beyond a student's control, such as illness, bereavement, or unforeseen family responsibilities. Discretionary absences (e.g., travel, avoidable appointments, or work conflicts) are not considered appropriate, as they do not align with professional expectations.

Regardless of cause, frequent, recurring, or poorly communicated absences will jeopardize course completion or program progression, particularly in experiential or field-based learning contexts.

Communication About Absence

Clear and timely communication is a key part of professional and relational responsibility.

- Notify instructors as soon as possible when an absence is unavoidable
- Communicate respectfully and professionally
- Share relevant information about how you will remain engaged with course learning

While detailed personal information is not required, proactive communication supports trust and shared responsibility. Additional documentation or processes may be required in line with course, program, or university policy.

Missed Learning and Make-Up Work

Because much learning in teacher education is experiential, missed learning cannot always be replicated.

- Instructors retain discretion regarding whether alternative learning opportunities are available.
- Any alternative work is intended to support learning outcomes, not replace participation
- Students are responsible for connecting with peers and engaging independently with shared materials following an absence.

Students should not assume that alternative or supplemental learning opportunities will be provided. Meeting course requirements, including attendance expectations, remains the student's responsibility.

Ongoing or Unexplained Absences

Frequent or uncommunicated absences may result in:

- Difficulty meeting learning outcomes or satisfactorily completing coursework or field experience
- Meetings with instructors or program coordinators
- Development of a support or accountability plan
- Referral to program supports where needed

Attendance in teacher education is an ethical and relational practice. By committing to presence, communication, and shared responsibility, and by meeting the formal attendance requirements of the University, teacher candidates contribute to a learning community grounded in trust and professionalism, foundations essential to the work of teaching.

Support, Resources & Professional Responsibility

Teacher Education involves complex learning and change, and experiencing challenge or uncertainty is a normal and valuable part of the process. Seeking guidance or support is a professional responsibility, not a sign of failure.

Teacher candidates are encouraged to reach out to instructors, program staff, or university support services when questions or concerns arise related to learning, wellbeing, accessibility, or participation in the program. Early communication supports shared problem-solving and ongoing professional development.

The University of Victoria offers a wide range of academic, wellness, and accessibility supports to help you thrive throughout your program. The **Centre for Accessible Learning (CAL)** works in partnership with students to reduce barriers to learning through accommodations, learning strategies, and access to additional supports.

Your well-being is an important part of your professional practice. The **Student Wellness Centre** provides confidential mental, physical, and spiritual health services, including counselling, medical care, and wellness support. Students are encouraged to access these supports as part of developing sustainable personal and professional practices throughout the Teacher Education Program.



Appendices:

Templates & Additional Resources

Unit Planning as Professional Learning

The Unit Planning Guide is designed to support you in planning, experimenting, and reflecting on your developing practice through the planning process itself. It provides a flexible structure for thinking about learners, curriculum, competencies, assessment, and learning design, while allowing you to enter the planning process from different starting points depending on context, course focus, or field experience. This guide includes guiding questions to support your thinking as you work through the elements of planning. A blank unit planning template is available on the Teacher Education Program Brightspace site.

This guide supports you to:

- Connect the **BC Curriculum**, including Big Ideas, content, curricular and core competencies, and assessment
- Plan with learners in mind, based on who your students are and what supports their learning
- Support learning over time by thinking beyond isolated lessons
- Engage with Indigenous perspectives through attention to place, relationships, and the **First Peoples Principles of Learning**
- Connect ideas from coursework to practice and consider how they are taken up, adapted, or challenged
- Make professional learning visible by connecting planning to the **Dimensions of Professional Practice** and **Professional Standards for BC Educators**
- Support reflection and professional dialogue with peers, instructors, and mentors
- Use planning as an evolving process, adapting as your understanding and practice develop

Using the unit planning guide

You can use this guide in multiple ways, depending on your purpose and context. For example, you might:

- Begin with learner needs or classroom observations, and then connect to curriculum and competencies
- Start with a Big Idea or Essential Question introduced in coursework and explore how it could be enacted in practice
- Plan across disciplines to support interdisciplinary learning
- Begin with a competency focus (e.g., communication, critical thinking, personal and social responsibility) and design learning experiences that support its development across subject areas
- Start with assessment, and plan backward to design learning experiences that support students in demonstrating growth over time
- Use learner work, feedback, or moments of uncertainty as a starting point for revising or re-thinking a unit already in progress
- Work collaboratively with peers to support shared planning, dialogue, and interdisciplinary thinking
- Use it during practicum to communicate your thinking and decision-making to yourself, your mentor(s), and your field advisor

Unit Planning with Cues

Unit Title:	Subject Area(s):	Grade:	Number of Lessons:
Connecting with the learners			
Rationale Why am I designing this unit? How does it connect to the needs/abilities of the learners? Why is it important to student learning/the curriculum?			
Connecting with the curriculum			
Core Competencies Which of the Core Competencies are being addressed in this unit? How will I do this? How will I help learners notice and name them?			
Communication - Communicating - Collaboration	Personal & Social - Personal Awareness & Responsibility - Positive Personal & Cultural Identity - Social Awareness & Responsibility	Thinking - Creative Thinking - Critical & Reflective Thinking	
Big Ideas: Which curricular Big Ideas am I addressing and how are these connections demonstrated in my planning? What evidence will I gather?		Essential Questions: What thought-provoking questions will foster inquiry, meaning-making, and connections? Where do they appear in my lesson/learning plans?	
Curricular Competency Learning Standards: What curricular competencies will learners gain skills in doing in this unit?		Content Learning Standards: What content standards from the curriculum will students be expected to know and understand in this unit?	
First Peoples Principles of Learning: Which of the First Peoples Principles of Learning am I addressing and integrating in this unit? How am I doing this in authentic and intentional ways?			
Connecting with assessment			
Formative - What information/evidence will be gathered to support adjustments to instruction and feedback to students during learning experiences? - Where do I include opportunities for self- and peer-assessment? - How does my formative assessment plan prepare students for summative assessment? How will I share this formative feedback with the students?		Summative - How will students demonstrate their knowledge, ability and understanding in diverse ways? - How do these include an opportunity to demonstrate the core competencies, learning standards and link back to the big ideas and essential questions? - Where do I include opportunities for self- and peer-assessment?	

Unit Planning Guide

Engaging in learning design		
Learning Sequence	Learner Activity	Considerations
- What specific learning experiences will help learners develop the standards and competencies identified in the unit? - What are the intentions for each lesson? How do they link back to the ideas, questions and competencies identified in the unit?	- What will students be doing to develop the competencies, skills and knowledge identified in the unit? - What will I be doing to support student learning during the lesson?	- What resources and technologies are required? - What opportunities are provided for reflection and feedback? - How does this lesson connect to previous and future lessons? How is the sequence clear?
Learning Intention(s):		
Learning Standard/Core Competency Focus:		
Learning Intention(s):		
Learning Standard/Core Competency Focus:		

Connecting Unit & Lesson Planning

Unit planning and lesson planning are closely connected and inform one another over time. A unit plan provides a broader view of learning, identifying Big Ideas, competencies, learning standards, and assessment across a sequence of lessons. Lesson plans focus on how that learning is experienced, supported, and adapted in specific classroom moments. Each lesson both draws from and contributes to the unit.

Unit planning helps you:

- Clarify the purpose and direction of learning
- Identify connections across Big Ideas, competencies, and assessment
- Anticipate how learning may develop over time

Lesson planning helps you:

- Respond to learners in the moment
- Enact, adapt, and refine ideas from the unit plan
- Gather evidence of learning and inform next steps

The relationship between unit and lesson planning is iterative rather than linear. As you teach, observe, and reflect, your lesson plans may lead you to revisit and revise your unit. In this way, planning becomes an ongoing process of inquiry, responsiveness, and professional judgement.

You may move between unit and lesson planning in different ways, for example:

- Using the unit plan to guide lesson design across a sequence
- Revising the unit plan based on what you notice in individual lessons
- Identifying connections between lessons to support continuity and coherence for learners

Together, unit and lesson planning support you in connecting curriculum, learners, and assessment while developing your professional practice over time.

Ways into Lesson Planning

Lesson planning builds from ongoing learning across a unit and what you are noticing about learners. It typically begins by connecting to the direction of the unit and to evidence of learner understanding, and then shaping learning in response.

When planning a lesson, you might begin by considering:

- How the lesson connects to Big Ideas, competencies, and learning standards
- What you have observed about learners' understanding, questions, or needs
- How the lesson will extend, reinforce, or revisit learning
- How learning will be supported and made visible

The lesson planning guide supports these decisions by helping you think through how learning will unfold while remaining responsive to learners, the broader unit, and ongoing assessment. The blank template can be found on the Teacher Education Program Brightspace site.

Lesson/Learning Plan Guide

Subject: <i>Identify subject and/or block</i> Lesson Title: <i>Phrase that captures the topic & number</i>	Grade: Date:
Big Idea(s) • What will the learners <i>understand</i>? • What is the <i>essential question</i>?	Curricular Competencies & Content • What will learners be able to <i>do</i>? • What will learners <i>know</i>?
Connecting with your learners and their prior knowledge and linking this lesson to the unit, curriculum, and ongoing learning	
Learning Intention(s) and Assessment • How is the connection to the larger unit made visible to learners? • How will I design opportunities for learners to demonstrate their understanding of the intention(s)? • How are core competencies being intentionally developed, noticed, or named? • How will I engage learners in self- and peer-assessment? • How will I incorporate formative assessment throughout the lesson?	Supporting the Learning Community • How will the First Peoples Principles of Learning inform the design and experience of the lesson? • What resources, materials and technologies do I need to access or develop? • What adaptations, modifications and considerations do I need to meet the needs of learners?
Engaging with learners and supporting learners to engage with one another, with ideas, and with feedback on learning	
Teacher Activity • How am I making the learning intention(s) clear? • How can I 'hook' students into the learning? • What questions can I ask to discover how learning is going (formative assessment)? • How will I connect to the learning intentions? • How will I summarize or review? • How will I know learners have demonstrated the intention(s)? • What summative assessment is this building toward?	Learner Activity • What will learners be doing so there are opportunities for them to acquire new information, ideas and strategies? • How are the core competencies noticed and named? • Are there multiple ways for students to acquire and practice new learning? • How will students "cement" their learning? What techniques will help them reflect, personalize and stretch their thinking? • How will they give/receive feedback on their learning?
Reflecting on the learning and planning next steps	
My Reflection • What went well? How do I know? • What do I need to remember, consider, and apply in future learning plans? • What would I change for next time? Why?	Next Steps • How will I check for understanding in the next lesson? • How do I connect to subsequent learning plans? • What follow up do I need to do?

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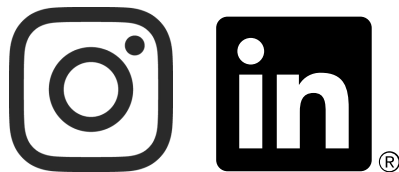
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