Special Faculty Meeting

CREATE

Tuesday, September 15, 2009
2:00-3:30 pm
Room 310

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AGENDA

1. CREATE Teacher Education Program discussion

Notice of Motion: To approve in principle, the teacher education program structure advanced by the CREATE committee (12 month after degree and dual degree) and the CREATE curriculum development committee proceeding with detailed course development based upon the current planning.

Background Notes

CREATE Program Development

This Special Faculty Meeting is being called to discuss the CREATE Program Planning completed to date and to support the CREATE Curriculum Development Committee as it refines the proposal over the coming 6 months.

The CREATE Program Development Committee has most recently been composed of Cay Holbrook, Pat Mirenda (ECPS), Gaalen Erickson, Tony Clarke, Anne Phelan (EDCP), Deirdre Kelly, Claudia Ruitenberg (EDST), Wendy Carr, Margot Filipenko, Carl Leggo (LLED), Dalene Swanson, Sydney Craig and Rita Irwin (TEO). While the CREATE committee started meeting 3 years ago, there have been changes to the committee each year. We thank Joy Butler, Jennifer Vadeboncoeur, Shelley Hymel, Daniel Vokey, and Mona Gleason for their work on the committee. Meeting weekly or bi-weekly for the last year and bi-weekly or monthly in the previous two years has been a huge commitment of time and energy and each one of these individuals deserves our deepest appreciation. Trusting this committee with the extremely important work of our Faculty is a tall order and although much has been done, refinements will certainly take place. The soon to be formed CREATE Curriculum Development Committee will take the framework developed by the CREATE Program Development Committee and begin the more intense work of writing new course outlines. A number of people from the CREATE Program Commmittee plan to continue to this next stage while several new people will likely join them. The next stage will also involve continuing discussions with individuals, departments, the Faculty, the Faculties of

Arts and Science, special interest groups, school districts, the Ministry, and other higher education institutions that may partner with us.

We are now at an important juncture. With a full first draft of the program written, and a Faculty Forum as well as a Field Forum having taken place in June 2009, we're now ready for the next stage of program development with the CREATE Curriculum Development Committee to begin.

Tentative Timeline

September-November	- Teacher Education governance proposal considered (a separate document): Department & Faculty meetings will take place in preparation for vote
September-January	- New course development (CREATE Curriculum Development Committee) - Meetings with a variety of stakeholders
February – March	- Faculty review - Meetings with a variety of stakeholders continues
April – May	- Faculty approval - Meetings with a variety of stakeholders continues
September – November	- Senate process & approval - Meetings with a variety of stakeholders continues
July 2011	- First Implementation of Revised Program (12 month)
September 2012	- First implementation of dual degree program

Highlights of Proposed B.Ed Programmatic Changes

The proposed elementary and secondary degree programs are:
1. *Five-year dual degree program* (BA/BEd; BSc/BEd; BHKin/BEd; BFA/BEd, etc). We are exploring entry into the BEd in year 3.

2. *12-month after degree BEd program*: Students will be admitted based on successful completion of an arts or science degree with appropriate prerequisites.

3. *Five-year BEd for NITEP students* (continuation of current program option).

The main 'credit' changes within the proposed BEd program are:

a) One credit = one hour (no 0 or partial credit experiences)
b) 60 credit 12 month after degree program
c) 60-68 education credits in dual degree program.
d) Dual degree programs would assume Arts and Science electives are covered within Education courses thereby shortening the total credits from 180 (120+60) to approximately 170-173 (depending upon the Arts and Science program).

Note: The current 12-month program has the equivalent of 87 instructional credits even though students take 61-65+ credits.

The key programmatic changes include:

a) An emphasis on inquiry and research throughout the program.
b) An emphasis on diversity, and social and ecological justice.
c) A mandatory course on aboriginal education plus an infusion of aboriginal perspectives throughout the program.
d) Varied practicum experiences including a community-based practicum and an enhanced practicum (another grade level, another school, etc).
e) Increased opportunities for international and national practicum placements.
f) Secondary students will only need one teachable subject area but may choose to have two concentrations

What have we learned from our current program that we are continuing?

a) elementary cohort structure will continue
b) secondary cohort structure will be strengthened and expanded (broad themes and/or secondary subject areas)
c) capstone course with e-portfolio will enable stronger program synthesis while also meeting the ASR (with BCCT)
d) faculty research will be linked to cohorts
e) faculty research will form the basis of many learning experiences
f) inquiry based approaches will be strengthened
g) hiring adjunct teaching professors (secondments) according to the cohort they are assigned

The Call for Renewal:
Teacher Education in a Research Intensive University

CREATE Program Re-Imagining Committee
May 2009

The Mission of Teacher Education at UBC

The charge of teacher education at a research-intensive university is to prepare teachers for their responsibilities as *educators in both local and global contexts*. To achieve this goal, the Faculty of Education at the University of British Columbia provides programs in both initial and continuing teacher education that foreground *disciplined professional inquiry* while complementing the best of current classroom practice with *the results of recent research on teaching and learning*. Therefore, the Faculty is committed to preparing teachers who will be knowledgeable, skilful, flexible, and compassionate members of the profession guided by a sense of *social and ethical responsibility* in relation to their students and the wider society.

To achieve this mission, teacher educators at UBC are aware that enacting global citizenship necessitates a *dialogical approach to issues of social and ecological justice, equity, sustainability and social action*. It is through dialogue that inquiry becomes a hallmark of teacher education and development. Teacher candidates need to *inquire systematically into their own practice*, with an eye toward enhancing learning experiences for all students in school settings and other learning environments and an eye toward understanding *teaching as a moral activity* guided by ideals of human good, conceptions of what is educationally valuable, and views about how persons ought to treat one another. Systematic inquiry is essential because it provides *tools to observe and analyze judgements about curriculum and pedagogy*. The UBC program is designed to engender in beginning teachers a strong sense of professional inquiry and appreciation of the importance of research in understanding teaching and learning. Finally, although we are committed to preparing our teacher candidates for BCCT certification, perhaps more importantly, we are inspired by ways of being and becoming and by serving the educational community in ways consistent with a research-oriented faculty. Thus, we are committed to critically examining our practices, and to bringing research to bear upon our programs

Core Thematics

The charge of teacher education at a research-intensive university is to prepare teachers for their responsibilities as educators in both local and global contexts.

The Faculty of Education at the University of British Columbia provides programs of both initial and continuing teacher education that foreground disciplined professional inquiry. Teacher Educators at UBC consider inquiry to be a hallmark of teacher education and development. We encourage teacher candidates to inquire systematically into their own practice, with an eye toward enhancing the learning experiences of all students in schools and other learning spaces. Inquiry is important because it provides systematic tools to observe and analyze curricular and pedagogical judgments.

The Faculty is committed to preparing teachers who will be knowledgeable, skilful, flexible,

and compassionate members of the profession guided by a sense of social and ethical responsibility in relation to their students and the wider society. Enacting global citizenship would necessitate a dialogical approach to issues of social and ecological justice, equity, sustainability and social action.

A primary focus of teaching is a consideration of the unique and diverse characteristics of learners and how learner characteristics have an effect on learning. The Faculty is committed to preparing teachers who are able to create effective, safe, and inclusive learning environments for all students. We acknowledge the need for a variety of teaching approaches that respect and respond to learners' unique needs across a range of ability.

Aboriginal education is a priority. The UBC Faculty of Education has an opportunity to show leadership in Aboriginal education for all teacher education by infusing Aboriginal epistemologies into their curricula. Individuals applying to the UBC teacher education program will need to have a commitment to Aboriginal education given its strong focus in the program.

Teaching is a moral activity because it is guided by ideals of human good, conceptions of what is educationally valuable, and views about how persons ought to treat one another. Teaching is political for it always addresses the distribution of power, status, resources, and opportunities. With these assumptions in mind, inquiry becomes a significant professional development activity for educators at all stages in their careers.

The UBC program is designed to engender in beginning teachers a strong sense of professional inquiry and appreciation of the importance of research in understanding teaching and learning.

Working with the BC College of Teachers, the UBC Attainment of Standards Report outlines the intersections between the standards and our program. Although we are committed to preparing our teacher candidates for certification, perhaps more importantly, we are inspired by ways of being and becoming and by serving the educational community in ways consistent with a research-oriented faculty. We are committed to critically examining our practices, and to bringing our research to bear upon teaching and upon UBC's teacher education program.

We envision a culture of teacher education capable of flexibility and relevancy to diverse populations including, for example, cultural, linguistic, gender, sexualities and socioeconomic diversity and learning differences; a culture that promotes informed conversations and debates across a range of intellectual traditions and paradigms about what is desirable in education; and finally, a culture that recognizes that the source of its solidarity is not a shared identity but rather a shared responsibility to educate for the sake of a deliberative, democratic society and a sustainable future.

Conceptual Touchstones:
Envisioning a Culture of Teacher Education

Teachers are faced with the great and difficult task of helping students understand the multiple forces at work in their lives. As faculty of a university-based teacher education program we intend to help teacher candidates prepare for their responsibilities by inviting them into a community of scholars and practitioners that cares for, questions and transforms understandings of human life variously represented by the disciplines. Preserving thought, cultivating judgment and engaging action are three proposed conceptual touchstones as we engage in program conceptualization and development. By creating a stronger culture of teacher education, that is, a community of scholars that cares for, questions and transforms understandings of human life, we hope to involve ourselves and our teacher candidates in careful thought, independent judgment, and engaging action that not only recognizes what has been and what is, but imagines what ought to be or could be and works toward that future.

On Preserving Thought

Each discipline within education relies upon a knowledge base that is understood and critiqued among scholars and practitioners. Preserving thought, in this view, is about understanding a discipline from a pedagogical perspective and therefore being able to teach that knowledge base critically and imaginatively. For teachers this means understanding how to use discourses such as classroom management, whole language, and developmentally appropriate practice in a way that fits with their philosophical perspective. Perhaps more importantly, as teacher candidates recognize and question the discourses (particular ways of describing, discussing, and debating teaching, learning, and curriculum) that they bring with them and those they encounter in their university course work and field experiences, they begin to create their professional identities and practices.

We are committed to teaching as a matter of 'identity' rather than 'role'. While role speaks to the various functions or behaviours, identity speaks to the values, beliefs, deep commitments and investments that underlie teachers' judgments and actions. While acknowledging that teacher candidates and teachers are caught between constraint (limits of discourse) and judgment, we wish to engage teacher candidates in thought about those constraints with a view to cultivating their capacity for judgment and action.

On Cultivating Judgment Within Communities of Inquiry

Cultivating the capacity to judge ethically how we ought to act in relation to others on particular occasions involves mutually supportive and interactive processes of community engagement, practical inquiry and personal reflection. In doing so, teacher candidates are able to examine perceptions that may form *bias* such as cultural stereotyping. In this program, teacher candidates are invited to join many different communities of inquiry representing the

different—sometimes compatible, sometimes conflicting—perspectives upon education and the human condition represented by faculty allegiances within disciplines and fields of scholarship. That is to say, they are invited to take part in different discursive constructions of educational domains. Recognizing that learning arises as much from conversations *across* as well as *within* communities and corresponding paradigms of inquiry, we hope to foster a culture of teacher education in which commitment to one perspective, disciplinary or otherwise, is taken as the condition, and not a substitute, for engagement with alternative points of view.

Communities of inquiry not only facilitate the generation of a larger pool of possible ideas for action during deliberation, they also remind teacher candidates of the web of relations in which they will have to act as teachers. The existence of other teacher candidates, classroom teachers and teacher educators reflects the larger professional community to which they will belong.

The context of field experience is crucial to practical inquiry. While formulated knowledge or theory contributes to teacher candidates' understanding of each pedagogical relation or situation, their seeing is always in particular and cannot be determined in advance. The experience of a particular child can remind and reinforce the teacher candidate's understanding of child development and the importance of, for example, social emotional learning and literacy. This is the play of practical wisdom at work: a back and forth movement between particular experiences and general conceptual understandings: between a prospective teacher's understanding of a particular child and her knowledge of cognitive development; between identifying appropriate ways for that child to learn to read and her more general, theoretical understanding of literacy.

On Engaging Action

Teacher candidates will be introduced to an understanding of teaching as *praxis*. Praxis is concerned with ethical action and the ultimate end of *praxis* is to act well, to lead a good and worthwhile life, an activity that inevitably involves relationships with other people and the intertwining of ends and means. Teaching is largely a *praxis* activity: not unlike good parents, good teachers help their students discover their own worthwhile lives by helping them acquire the requisite knowledge, skills and dispositions or virtues to succeed in the various aspects of life. As such, teachers discover the means and ends in context, in relationship. Teaching understood as *praxis* involves forming webs of relationships. Educational *praxis* cannot be determined in advance, but must be discovered in particular relationships, contexts and situations.

Program Notes

Creating a culture of teacher education with the conceptual touchstones of preserving thought, cultivating judgment, and engaging action is inherently about creating a learning culture in which teacher educators, teacher candidates, and school advisors are in a web of relationships committed to praxis throughout the program. The conceptual touchstones should permeate a culture of teacher learning from pre-service through in-service to post-service. A culture of teacher education resides, after all, in a commitment to inquiry—a commitment to learning.

A consideration of learning in teacher education invites the following questions:

1. How do teacher candidates (and beginning teachers) learn and conceptualize the complexities of their work? How do they cultivate discernment?

2. What is the range of opportunities teacher candidates have to evaluate and articulate their growth?

3. What range of educational experiences would allow for teacher candidates to understand the complex conditions of education and to live creatively within the world of teacher education?

4. What range of criteria do instructors and school advisors draw upon to think about, evaluate, and transform development in learning and teaching?

5. What is the range of ideas, theories, and bodies of knowledge that guide instructors in their courses and that guide school advisors in orchestrating field experience?

6. What strategies for renewal and rigour does the teacher education program offer to its instructors and school advisors?

As a university-based teacher education program we have the opportunity to be educational leaders in reframing the culture of teacher education at an exciting time in the history of teacher education.

Program Strands

Keeping the learner at the center of all teacher education activities, five thematically based program strands follow from three conceptual touch stones: preserving thought, cultivating judgment, and engaging action. The CREATE committee kept these strands in mind as they developed the learning experience descriptions. For quick reference, the five strands are outlined below. Please keep in mind that the program strands are curriculum strands for the program, and through the learning experiences we hope to foster cross-departmental teaching/collaborations.

The learner is central to our planning in each of the strands and the associated learning experiences. This program places a great emphasis on the needs of students as individuals and within communities of learners; on teacher-student relationships; and on creating a safe, welcoming, and effective environment for diverse learners. Through the proposed learning experiences, and considering the five thematic program strands, this teacher education program directs attention to the student, particularly his or her level of development and level of engagement; and underscores the teacher's responsibility to optimize learning and engagement for every student in his or her care.

Languages, Literacies and Cultures

Since the school is a *social* language-using community, it is particularly important to develop deep insights into the relationships between language and learning, language and identity, and language and cultures. Being informed about the uses and misuses of language—from explicit verbal and cyber bullying to the more subtle and tacit messages embedded in language practices— allows educators and learners to understand how language mediates messages and encodes ideologies. Critical literacy— the ability to assess texts in order to understand the relationships between power and domination that inform those texts — is particularly relevant in education that is concerned with issues of global and social justice. Language and literacy education has evolved from an early focus on reading, whole language, and phonics-based approaches to include a much broader perspective of literacy as thinking, valuing and interacting according to social and cultural norms or within particular discourses. As globalization increases, the range of languages spoken in most communities will increase significantly so future teachers will be asked to work in linguistically complex communities. Teachers have not only to be aware of these effects, but also to be knowledgeable about how to act effectively to support students' language development in the emerging global context. Much debate continues to swirl around what it means to be literate and how literacy should be taught, but minimally the term means the ability to participate in meaning-making through written language in a variety of contexts and associated social practices, with awareness of how language makes meaning in those contexts. Enhancing educators' knowledge about language and its role in learning, together with changing expectations about children's propensity to understand and engage with text, should be an important component of the teacher education program. We urge teacher educators and educators to move beyond debates about the best instructional approach and consider more carefully students' diverse

cultural backgrounds, knowledge and resources in order to empower them for multiliterate futures we cannot yet imagine.

Teacher candidates prepare their students to access, construct and evaluate text in all its forms: for example, oral, print, audio, visual, digital and multi-modal. Students are exposed to different modes of meaning yet do not necessarily know how to discriminate among or understand the various images, messages and information forms with which they are bombarded. The ability to make sense of emerging literacies is no longer optional but, rather, essential for today's students and educators. Technologically mediated instruction can act as a powerful tool to amplify or mediate pedagogical inequities. It can also catalyze the engagement of multiliteracies. Such a notion captures the modern context of increasing local plurality and global immigration flows as well as the variety of text with which today's students interact.

Curriculum, Pedagogy and Assessment

Understanding curriculum 'as complicated conversation' is a way for educators to engage in questions, inquiries, debates and discussions about knowledge that is dynamic and changed through participation. It is here that curriculum, pedagogy and assessment become an interdisciplinary or transdisciplinary field of engagement.

In an age of hypermedia, interactive networks and other cyberculture technologies, pedagogy has turned to personalized learning and cooperative networked learning. People are learning independently *and* collectively. Pedagogically teachers are facilitating groups of students learning together rather than positioning students as receivers of transmitted knowledge. In their collective circulation, generation and critique of knowledge, learners are engaging in democratic participation.

For many in education, curriculum areas are aligned with the academic disciplines defined by Ministries of Education. For teacher educators, academic disciplines are living traditions that are ever changing and in many instances are found in interdisciplinary contexts. It is here that an additional dilemma resides. Curriculum specialists wish to help teacher candidates understand the living traditions of their academic disciplines in ways that will keep these disciplines engaged in present and future ideas (rather than past conceptions), issues, and debates. Knowledge (and each discipline) is changing and teacher educators, teacher candidates, school advisors, and students in schools need to embrace curriculum as complicated conversation with a view toward an evolution or revolution of their own curriculum practices.

Pedagogies are taken up in relation to a teacher's understandings about how knowledge is constructed and how children and youth develop and learn. What counts as knowledge and knowing—and whether it is transmitted, acquired, or constructed—is a central debate in teaching. Learning, and what counts as learning, is also contested terrain. Is learning an observable change in behaviour? Is learning an individual process of constructing knowledge? Is learning a social process of utilizing the conceptual tools of a society to construct knowledge? Is learning complex such that the learner and the learned, the knower and the known, the self and the other are co-evolving and co-implicated? Engaging teacher candidates in these debates enables them to inquire into historical and current discussions related to teaching as an intellectual and an ethical endeavour, a process that requires that they reflect upon their own

position in relation to these debates as a standpoint from which to perceive their future students.

In teacher education, we value a wide array of assessment that helps teacher candidates make informed judgments both about student learning and about utilizing future pedagogical approaches, and designing future instruction to provide enabling conditions for future learning. An important part of assessment is formal numerical measurement. Although this assessment should be included in teacher education learning experiences, numerical forms of assessment are frequently based on specific assumptions about knowing, learning, and measurement that tend to be a matter of public debate, rather than an a priori truth. Ultimately, assessment strategies are integrally linked to every aspect of curriculum, pedagogy, inquiry and field experience in a teacher education program.

Diversity and Social Justice

Attention to both diversity and social and ecological justice is important. The B.C. Ministry of Education (2004) reminds us that "diversity is an overarching concept that . . . refers both to our uniqueness as individuals and to our sense of belonging or identification within a group or groups. Diversity refers to the ways in which we differ from each other. Some of these differences may be visible (e.g., race, ethnicity, gender, age, ability), while others are less visible (e.g., culture, ancestry, language, religious beliefs, sexual orientation, socioeconomic background). Honouring diversity is based on the principle that if these differences are acknowledged and utilized in a positive way, it is of benefit to the quality of our learning and working environments" (p. 7). We need to attend closely, however, to how diversity is framed. If it is assumed that difference resides in the individual, it can be easy to see difference as deficit and lose sight of the socially constructed nature of difference, structural inequities and historical power imbalances. By contrast, we mean to see difference and diversity as (usually) a valued resource, bearing in mind the importance of collective action and institutional change in efforts to realize this positive vision. This also needs to be accompanied by an honest acknowledgement of the continuing and painful legacy of colonialism and other forms of oppression. This is why we couple a discussion of diversity with social justice, a concept that reminds us that certain groups in our society have experienced both systemic and attitudinal barriers that have prevented full and equitable participation in schooling and other key institutions.

There are multiple, contested ways of thinking about educating for social justice. Broadly speaking, justice has been linked to the concept of equality of educational opportunity, variously defined as: (a) equality of access to the school system, (b) equality of treatment within school, (c) equality of learning outcomes, or (d) equality of results (e.g., equal access to life chances as adults). More recently, three broad categories have emerged: *retributive* (equality of access); *(re)distributive* (equality of treatment, learning outcomes, and results); and *recognitive* (justice that underscores the importance of recognizing differences *and* commonalities among cultural groups). Our teacher education program asserts that social justice is a matter of redistribution as well as recognition. Who gets how much and what kind of schooling is still an important issue.

The kind of education that children receive—and who decides—is equally vital. An anti-oppressive approach to teaching for social justice encompasses at least three main elements.

The first, a critical analysis of social and institutional inequities, involves an assessment of who benefits and who loses in the maintenance of the status quo. For example, assessment can become an institutional tool for exclusion (intentionally or not).

The second element is a commitment to principled action to achieve social justice. Educators who aim to teach for social justice highlight the socially situated nature of all knowledge claims and the political interests embedded in the formal and informal curriculum. They work to create classrooms where students can think about where they stand on social issues and how they might take action as teachers. Ecological or environmental justice finds its place within different disciplinary areas (e.g. environmental injustice that includes minority group rights, non-sustainable development and globalization, trans-boundary waste trade, and environmental racism). The denial of human rights for individuals in particular environments is often linked to race and class issues and can also be linked to expectations regarding gender, sexualities and ability.

The third element is a willingness to question one's own understanding of social justice while listening to the perspectives of others. Staying open to alternative perspectives can serve to keep one's analysis, words, or actions from congealing into new orthodoxies. Self-examination may lead educators to risk offending people whom they have been aligned in the past, yet it is this reflexivity that is essential. It can remind educators that they themselves are always involved in the very institutional practices that they may be questioning or trying to alter. A neglect of ecological or environmental justice may be a case in point. The seriousness of the structural and conceptual/moral problems we face as a society and as citizens of the Earth's ecosystems, demands a visionary and holistic response that considers the interconnectedness of all 'injustices' and oppressions, their intersections and relationships to each other, whether economic, ideological, political, social, global and/or ecological. As educators aim for social and ecological justice as a vision of a better world, they need to attend to the process of teaching/learning as a partial enactment of the vision they are trying to build. In other words, teaching for social and ecological justice is both a process and a goal.

Field Experiences

Debates abound regarding the value of early versus late field experiences, the role of school/university partnerships, and the professional preparedness of school advisors. Yet, from the teacher candidate's perspective, the field experience is often cited as the most significant element of their program. However, a teacher candidate's singular focus on his or her field experiences can almost be overwhelming for on-campus instructors who work with teacher candidates prior to those experiences. The teacher candidates are anxious not only to apply what they have learned but also to accumulate a store of teaching methods from their school advisors. Teacher candidates often discern the field experience as providing access to the 'real.'   In constructing a teacher education program, we need to be mindful that the field experience is first and foremost a site for cultivating perception, of learning to see rather than solely providing access to the 'real,' however that might be conceived by the teacher candidate.

Teacher education programs rely on teacher candidates to merge the knowledge they develop in university classrooms with the knowledge they develop as they engage in practicum experiences in schools. Teacher candidates long to apply what they have learned about working with different students and about addressing the needs of diverse learners. They benefit from being able to experience theories in practice through developing relationships and working with particular children and youth. The power of field experiences is in the "living" of teaching, the human sense that is developed by spending time in educational settings with children and youth, and the concrete expression of theories and practical ideas that are first introduced on campus.

Using case inquiry, problem-based learning inquiry, or research-based approaches, teacher candidates are able to create meaning in context as they are confronted with the specifics of time, place and circumstance of a particular situation. In this way, teacher candidates are challenged to go beyond their initial perceptions of each case by moving from an individual response, to a conversation with peers, classroom teachers and pupils, the research literature, and popular culture, and finally to an analytical place that exemplifies ethical judgment and action. By engaging teacher candidates in this kind of deliberation about practice, the hope is that they will come to understand that teaching is never about following a procedure or method but is instead all about perception and experimentation.

Inquiry and Dialogical Understanding

Dialogical understanding and inquiry are integrally connected. Inquiry may be understood as theoretical, practical and artful ways of creating, perhaps interrogating, meaning through recursive, reflective, responsive yet resistant forms of engagement. Some may even speak of living inquiry as embodied encounters that have continuous engagements with the world. Regardless, inquiry is a living practice examining our personal, political and/or professional lives. It systematically provides strategies for reflection and reflexivity in every aspect of professional development. Ideally, teacher candidates will identify "inquiry projects" that can become small action research projects as they progress through their program. If this is not possible, then the dialogical understanding and inquiry-laden processes pursued across the program will assist the teacher candidates in their understanding of every aspect of the program.
Dialogue is a productive means of building collaborative meaning with the goal being to engage with diverse points of view within a group in order to come to new understandings that no one person held before and could not have created alone. Dialogue does not strive for one single truth but rather multiple partial truths, and even for conflicting truths. For many, dialogue is a space in which collective learning nurtures a sense of fellowship and creativity. The conditions for starting and developing a dialogue often include suspending assumptions, taking time to talk and listen, while providing unobtrusive leadership and flexibility with topics. Dialogue occurs when teacher candidates are involved in a mutual quest for understanding. The suspension of assumptions and judgments is difficult but necessary because it allows participants to listen. It is in listening to others and to oneself that the actual process of exploration takes place. In a teacher education program, teacher candidates must

view each other as colleagues or peers with a common interest in working together. Then dialogue becomes a means to move to a higher, more thoughtful level of discourse where, through openness to one another we begin to define and re-define ourselves.

For teacher development, teacher candidates need to understand the power of connectedness as they cultivate their capacity to notice what is happening around them. After all, the importance of dialogue is inherently a value commitment to engagement: that is, an engagement with problems embedded in practice that reflect the relational, moral and political dimensions of our contexts and our profession. While shared and reciprocal understandings can be generated, so too can some collective perspectives on meaning based on the experiential knowledge of those participating in a program of those practitioners associated with the program as well as of policy-makers and experts.

Through a commitment to dialogical understanding and complicated conversations, systematic inquiry will lead to a teacher education program that values the diverse perspectives of teacher candidates, field-based experts, university faculty, policy-makers, and others who care about education, and enables the development of future teachers who are responsive to the diverse needs of students in our changing world.

Experiences

The following learning experiences are suggested for elementary and/or secondary options. We begin with combined elementary and secondary learning experiences before moving to separate elementary and secondary learning experiences. Moreover we start this section by describing a series of four inquiry seminars as these are critical to the overall research/inquiry orientation of the program. We elaborate by providing three possible examples of how the inquiry seminars may be approached. Following the inquiry seminar descriptions, additional learning experiences are described (credit allocations are suggested). These learning experiences (modules, courses, field experiences, etc) are listed in alphabetical order for the purpose of this review.

<u>Elementary *and* Secondary Learning Experiences</u>

Inquiry Seminar Intro, I, II, III (4 terms; 18-24 students per section)
"An effective initial teacher education programme supports a research disposition and climate that "provides opportunities for candidates to investigate their practices" (ACDE Accord, 2006). The Inquiry Seminar is designed to engender in teacher candidates a strong sense of professional inquiry and an appreciation of the importance of research in understanding teaching and learning. Teacher candidates will learn to engage in practice-based and other forms of inquiry in a systematic and critical manner. Inquiry may include, but not be limited to, empirical investigation emphasizing close observation and other forms of data generation, reflection, analysis, and reporting. By so engaging, teacher candidates will demonstrate understandings and skills acquired during learning experience work, generate fresh understandings of a particular area of educational study, and demonstrate their capacity to move beyond learning experience content to develop a deeper understanding of a particular issue or topic. Students will also contribute to ongoing efforts towards teaching and learning at field sites.

Inquiry seminars play an integral role in the teacher education programme, echoing the content base of other learning experiences in a given term. Over the duration of the program, teacher candidates will work through various cycles of inquiry—questioning, observing, reflecting, discerning—becoming increasingly conscious of their own learning while becoming skilled at engaging the learning of others. A synthesis of the various cycles will be reflected in teacher candidates' professional portfolios, prepared during the final stages of the programme.

Inquiry Seminar Examples

EXAMPLE 1: Teacher-candidate focused

Term 1: School/Field Portrait (Collaborative)
School/Field Portraits provide teacher candidates the opportunity to explore what it might mean to work in schools and other educational sites. A portrait is a written and/or visual representation of the site organized around a given theme. Themes might include: respecting cultural difference, supporting multiple literacies, and addressing students with special needs. Teacher candidates learn about and represent the roles and responsibilities of site personnel, as well as their issues and concerns, by shadowing and interacting with them and by use of interviewing, surveys, observations and document analysis.

Term 2: Child/Youth Study
Child/Youth Studies ask teacher candidates to look closely at a child or youth and to link what they learn from observations and interviews to learning experience readings, discussions and lectures on social-emotional, cognitive, physical, moral, emotional, and imaginative growth. The goal is to understand one child's or youth's thinking and learning, motivation to learn and commitments, aspirations, behaviours, and interpersonal relations as they experience and negotiate the landscape of the school.

Term 3: Teacher Research (Collaborative)
Teacher Research invites teacher candidates to inquire into their own and other school/community practices in collaboration with others (including students, other teacher candidates, teachers, community leaders, parents), with the intent of understanding and perhaps changing curriculum and pedagogy, and engaging in ongoing learning about practice. Such projects are primarily concerned with the exigencies of everyday life in schools and other educational institutions. Teacher candidates take responsibility for identifying the question or problem driving the project, in collaboration with significant others at the field site.

Term 4: Independent Inquiry of Choice
Independent Inquiries are driven by the teacher candidate's own questions, developing areas of interest and/or areas of need. The projects are situated within a specific area of study such as social studies, elementary language arts, special education, or history of education. In-depth study in the identified area should be worthy of the term "specialization." Teacher candidates will formulate a proposal for the independent inquiry of their choice and submit the proposal for approval to the seminar leader. On completion of the inquiry, teacher candidates will present the 'findings' in oral and written form.

EXAMPLE 2: Case-based

In this instance the inquiry seminar is organized around the study of cases that present "real-life" learning and teaching scenarios and issues to be analyzed, discussed, and (temporarily) resolved. Case based work involves a cycle of framing the inquiry, carrying out library research, engaging in extensive critical dialogue, and deciding on appropriate action, all of which are recorded and reported.

Term 1: Understanding Practice: Teacher candidates learn to move between the particulars of educational contexts and the larger social and cultural discourses influencing the purposes of education in those contexts. Cases will examine historical and contemporary understanding of education.

Term 2: Taking up Practice: Cases will address development, learning and culture with particular attention to disciplinary and interdisciplinary curriculum practices. Several cases will be situated, for example, around the pedagogy and assessment of mathematics, language arts, art, music and social studies.

Term 3: Dis(orienting) Practice: Cases will examine the needs of diverse learners, indigenous peoples and education, authority and relationships in the classroom, power, politics and curriculum, and troubling common-sense theories of learning & learners.

Term 4: Entering Professional Practice: This inquiry seminar will be dedicated to the creating and examining the teacher candidate's program synthesis e-portfolio. While the e-portfolio will detail the BCCT standards, it will also be an opportunity for cohorts to bring together their thematic orientations (if they are guided by any) and/or to review the understandings gained throughout the program.

EXAMPLE 3: Inquiry Focused on Teaching for Social Justice as a Theme

This example assumes a cohort (community of inquiry) approach in an after-degree teacher education program centered on the theme of teaching for social justice.

Preamble: One advantage of working in a cohort or community of inquiry is the ability to focus learning experiences—and inquiry into those learning experiences—around a theme through such mechanisms as: a cohort-wide orientation and other periodic activities; instructors sharing major assignments across two or more learning experiences; collaborative projects; early and sustained connections between teacher candidates' on-campus learning and field experiences; school-based seminars and end-of-program conferences that bring teacher candidates together with school and faculty advisors, and other university instructors.

Within a thematic focus on social justice, teacher candidates will think about their identities vis-à-vis who is privileged and who is disadvantaged across a variety of contexts. They will consider the identities of their students and the neighbourhoods of the schools where they will teach. They will link beliefs to action within the contexts of classroom teaching and working in schools. They will consider various theories of social change, including the role of teacher and school in the change process. Teacher candidates will ponder such questions as: In what ways, implicitly or explicitly, do various teaching practices (e.g., managing a classroom or facilitating a discussion of controversial issues) support or intervene in an inequitable status quo? How do various markers of teachers' identities—gender, race, social class, or sexuality—shape what and how they teach?

The role of the teacher educator in the inquiry process includes helping teacher candidates to frame or reframe inquiry topics in light of current research, policy debates, and conceptual tools. The teacher educator aims to: (a) enhance the teacher candidates' awareness of the institutional practices and power dynamics within schools that sustain or challenge inequality; and (b) deepen their understanding of how these power dynamics play out within classrooms and schools through systematic analysis of data collected or generated with a social justice question in mind.

Details: Although organizing one, big, sustained inquiry project for each teacher candidate might not be possible, cohort organizers would have in mind the following structured phases of inquiry, which might play out across a number of smaller--yet possibly linked--inquiry projects. The phases of inquiry include: (a) posing a question, (b) reading and learning about literature that examines that question, (c) anticipating and addressing ethical issues, (d) generating data (through close observation, analysis of texts or media representations, informal interviews with parents, compilation of basic statistics, videotaping student-teacher interaction, and so on), (e) reflecting and analyzing, (f) taking transformative action (that challenges an inequity and results in further study and action), and (g) making inquiry results public through such means as school-based seminars, an end-of-program conference, and the e-portfolio.

From a social justice perspective, teacher candidates will be encouraged to view children and youth, family and community members as knowledgeable co-inquirers. This approach would from the outset raise questions about who creates what knowledge and for what purposes. In terms of specific inquiries: who analyzes the data generated? Whose voices are heard, and whose might be silenced? These questions could be explored, for example, in the proposed "Education, Knowledge and Curriculum" learning experience.

Teacher candidates can elect different initial inquiry options. For example, they might elect to describe and critically evaluate: (a) a policy document (e.g., a school district's safe schools policy); (b) a curricular document (e.g., English 12 First Peoples); or (c) a learning resource that pertains to teaching for social justice (e.g., the BC Ministry of Education's *Making Space: Teaching for diversity and social justice throughout the K-12 curriculum)*. Teacher candidates will explore the ways their pedagogical decisions are shaped by their understanding of who their prospective students are. How, for example, will they adapt a social studies unit on poverty according to the social class composition of the class they will be teaching? How will they take into consideration instructional and assessment strategies adapted to a range of student learning styles and levels of ability?

Teacher candidates will observe an experienced teacher teach a lesson, paying particular attention to how students' diverse social locations and various power asymmetries shape patterns of classroom interaction. Based on their observations, they will retrospectively create the plan for the lesson, reflect on their observational field notes, and discuss both of these with the in-service teacher. Teacher candidates will conduct a semi-structured interview with an experienced teacher about teaching for social justice (challenges, strategies, examples).

Inquiry assignments later in the program will link inquiry to an awareness of arenas and possibilities for action and individual (and, later, collective) agency. For example, in a follow-up to the observation of a lesson, teacher candidates will propose alternative ways to address some elements of social justice within the lesson. Their suggestions in the "re-created lesson" will focus on what was taught (e.g., which new resources to use) or how it was taught (e.g., how to divide the class into groups that take into account the language makeup of the class).

Toward the end of the program, a culminating project will ask teacher candidates to reflect on what they have learned across the various smaller inquiry projects (some of which have been done collaboratively, others individually). Teacher candidates will explore how they will work with what they have learned as they consider their first few years of teaching.

Other Elementary and Secondary Learning Experiences

Aboriginal Education (3)   This learning experience provides opportunities for students to understand British Columbian and Canadian history and the effects of colonization related to Aboriginal people; to appreciate the Aboriginal educational efforts and challenges of school districts, First Nations schools, Aboriginal communities, educational professional associations, and governments; and to develop strategies for improving the conditions and contexts to enable Aboriginal education and Aboriginal learners to prosper.

Children with Special Needs (3)   This learning experience will focus on individual learning and differences between individual learners. Specifically the learning experience will address the needs of students with disabilities and how to address labelling, identity, planning and implementing effective inclusive classroom strategies. How can we establish effective classroom environments that support all students regardless of ability level? How do teachers effectively meet the needs of students with a wide variety of learning characteristics? How does a psychoeducational assessment and an Individual Education Plan (IEP) support student learning?

Classroom Discourses (2)   This learning experience looks at the ways in which patterns of language use are socially sanctioned and how they affect our judgment of what constitutes acceptable contributions to classroom discourse. What norms, values and ideologies are transmitted through language? What is the power inherent in language choice and language attitudes? In what ways can a close examination of language in use illuminate the significance and implications of social, cultural, and political practices? In what ways can we inculcate inclusivity in our language practices and empower students for multiliterate futures?

Communication and Relationship Skills (1)   Communication and interpersonal relations are critical for teaching success. Using an inquiry approach, teacher candidates work in small groups to identify interpersonal and behaviour challenges that they face in the classroom and develop effective communication and relationship strategies that can enhance their capacity to work effectively in diverse interpersonal situations, with students, teachers and parents. Recognizing *teaching as group facilitation*, specific competencies include skills for setting up and conducting small groups for effective classroom learning, using communication skills to effectively manage student behaviour, and establishing optimal inter-staff relationships.

Development and Culture (1) Beliefs about how humans develop within and across cultures have direct implications for how we teach. In this (cluster), students engage in self-study and critical review of a range of theories and models of development across the life span. How does an understanding of cognitive, social and biological/neurological development impact instruction and learning outcomes? What aspects of typical/atypical development can inform instruction for students with diverse needs and from a variety of cultural backgrounds? How does social-emotional-moral development and the socio-cultural context of learning impact school success? How do teachers recognize students with social-emotional stressors or mental health needs and how do they provide appropriate support and/or referrals?

Diverse Learners (2)   This learning experience addresses the learning needs of students from diverse cultural and language backgrounds (including aboriginal students), as well as students who vary in terms of gender, race, class and/or culture. How can we effectively teach "diverse learners" in a single classroom setting? How can we recognize and address issues within the classroom that create positive versus negative classroom environments in relation to diversity? How can we support the development of student social responsibility and respect for human rights in a diverse society?

Education, Knowledge and Curriculum (1) Ideas about curriculum and pedagogy cannot be disconnected from ideas about knowledge and truth. After all, who would argue that teachers should teach their students false ideas rather than true ones, and things they merely believe or guess rather than things they know? But as soon as we talk about "knowledge" and "truth," questions arise: Can teachers teach anything that is absolutely true, or only what has not been proven false yet? How do they determine what counts as "true," and how can they help students think critically about whether what they learn is true? Moreover, since no school can teach everything there is to know in the world, choices have to be made about the knowledge that is included in and excluded from the curriculum. What knowledge has been considered of most worth, and how has this shaped curriculum decisions? What constitutes a discipline? How do Aboriginal conceptions of knowledge and truth differ from European conceptions, and what conceptions of knowledge and truth do people hold elsewhere in the world? How are ideas about knowledge and truth changing in the context of online search engines, informational websites, and other digital media, and how are educators to respond?

Education and Media (1)   This learning experience examines the intersections between education and media. Given the pervasiveness and influence of media in our daily lives, teachers need to consider them alongside public schooling as sites of education and miseducation of children and youth. How do news and entertainment media serve as informal public pedagogies of citizenship, consumer culture, and so on? How do children and youth engage and resist popular culture? How might teachers use popular culture as a pedagogical resource? How do film and other media affect ideas about teachers and teaching? What models of media education are needed given the current media system?

Education, School and Society (1)   This learning experience inquires into the nature of schooling as an institution in a pluralist and democratic society and its relations with government, the economy, family, and religion. How have ideas about the social purposes of schooling—including the preparation of democratic citizens, workers, and moral individuals—changed over time? What different ideas about social and ecological justice have informed the purposes of schooling, and how have these ideas been shaped by and reflected in policy?

Ethics and Teaching (1)   The professional standards that educators in British Columbia are expected to meet include many ethical concepts, such as "care," "trust," "honesty" and "integrity." However, what does a "caring relationship" look like, and how can educators balance the demands of fairness with the demands of care? What ethical dilemmas do

educators face, and based on what ethical principles or other grounds do they make decisions in such situations? This learning experience explores ethics beyond the "codes of ethics" prescribed by professional organizations, as *ethos* or disposition. Students will be asked to examine their moral values, where these values come from, and how they reconcile these values with professional demands in concrete situations. Through this examination students will gain insight into what they, as teachers, stand for and how they conceive of their role as agents of positive change.

Learning and Instruction (1)   Teachers do more than guide students in their learning; they structure the learning environment in such a way that all students are engaged in learning? How do teachers set goals and objectives for learning? How do they optimize motivation and success in all students? How do they provide feedback that enhances future learning? How do advances in media and technology impact teaching and learning, including providing support for learners with special needs?

Principles of Assessment (1)   Assessment is a vital part of instruction, not only providing information on how well students are learning, but also on how students are learning and how next to teach them. How do teachers evaluate students? How do teachers plan and conduct effective assessments? How do teachers interpret and then use results of assessments? How do teachers use data on student performance to guide instructional decisions? What is data-based decision making in instruction?   This learning experience focuses on technical and socio-political knowledge that teachers need to conduct effective assessments in classroom contexts and to communicate effectively the results of those assessments to parents and students. Technical aspects of assessment include developing an understanding of measurement principles for the construction of classroom assessments; understanding the nature, role and construction of criterion and norm reference assessments; understanding the nature of assessment strategies appropriate for diverse learners and the role of other school professionals in assessment; adaptations in assessment which acknowledges diversity of learners. It is also important that teachers develop the capacity to engage knowledgeably in public discourse about assessment within an accountability context. To this end, socio-political aspects of assessment are also considered, including the historical constructions of ability, achievement and intelligence and their relationship to notions of assessment; the political nature of accountability; and understanding assessment as a sociological construct. And includes the following content:

> ***Classroom Assessment***   *This learning experience focuses on the <u>formative</u> aspects of assessment, specifically assessment for learning and assessment as learning, and the <u>summative</u> aspects of learning, specifically assessment of learning in the classroom context. Building on an understanding of the principles of assessment, how can appropriate, differentiated and sound assessment be built in classroom contexts? How and what should be assessed and in what ways should assessment be conducted to support the development of self-assessing learners? What are the range of strategies (formal, informal, and instructionally-embedded—such as observations, discussions, running records, performance, projects, portfolios, journals, tables of specifications, teacher-made tests, standardized tests, rubrics, peer assessment, self assessment, student-led conferencing) that support learning, and provide feedback to both students and teachers for improvement?*

How can assessment information be used for curricular decision-making and teacher self-evaluation? How is assessment of learning information effectively communicated to students, parents, others? When is grading necessary and how can it be done fairly?

TECHNOLOGY AND E-PORTFOLIOS (1) This learning experience examines digital technology in education. What are the components of a comprehensive program and how are they integrated across the curriculum? How might teacher-candidates create eportfolios to demonstrate their learning throughout the program and illustrate their fulfillment of the UBC-ASR for the BCCT?

Elementary and Secondary Field Experiences

Community Engagement (1) 1 day/week in schools (or 2-3 weeks). Field experience is a critical component of the Bachelor of Education program. The range of experiences outlined below provide opportunities for students to first observe and then gradually engage directly in planning, teaching, assessment and reporting activities, with efforts to engage all students in learning, addressing diverse needs, developmental levels and behavioural challenges. Inquiry into learning (one's own and pupil learning) is expected to be the centerpiece of these experiences. This experience will likely be limited to the dual degree program.
This is a proposed experience for the dual degree program. It would be offered early in the degree (or before formal admittance to the BEd) and allow students the opportunity to understand and experience learning communities broadly conceived (e.g., digital learning contexts) and how different approaches to learning may be optimal for some students.

School Based Field Experience I – Introductory Experience (1) 1 day/wk in field placement or other educational contexts (2-3 weeks). Field experience is a critical component of the Bachelor of Education program. The range of experiences outlined below provide opportunities for students to first observe and then gradually engage directly in planning, teaching, assessment and reporting activities, with efforts to engage all students in learning, addressing diverse needs, developmental levels and behavioural challenges. Inquiry into learning (one's own and pupil learning) is expected to be the centerpiece of these experiences. This introductory experience provides an orientation to educational settings. The intention of these experiences is to engage teacher candidates in substantive questions and conversations about learners and learning in a variety of settings. For example: Where does teaching and learning take place? How does teaching and learning take place across learners?

School Based Field Experience II – Short Practicum (2) 2-3 wks in schools. This field experience is a sustained 3-week period of teaching practice that includes initial planning, teaching, and assessment of learning. Central to this experience is the question: How does teaching and learning take place across time and across students? How do teachers evaluate learning to inform instruction? An important part of this experience will be the opportunity for teacher candidates to establish a relationship with a mentor teacher. Teacher candidates will be expected to take on initial teaching responsibilities within classroom (or equivalent educational) settings.

School Based Field Experience III - Extended Practicum (13) 9-10 wks in schools. This field experience is a sustained 10-week period of teaching practice. Teacher candidates will take on increasing curriculum and teaching responsibilities throughout the learning experience of this practicum, finding ways to engage *all* students in learning. As part of this experience, they will be expected to respond to the interplay between a system of schooling, an educative agenda, and the individual and collective needs of diverse learners. The extended practicum will also require teacher candidates to address issues of classroom management, classroom discourse, and to engage in evaluation and reporting practices associated with pupil learning.

Enhanced Field Experience (1) 3-4 weeks. Following the extended practicum, the enhanced practicum is intended to provide an alternate experience that extends teacher candidate experiences. The experience builds on our current international practicum placements, the our alternative placements in such venues as museums, space centre, aquarium, etc. All teacher candidates would participate in this enhanced practicum.

Elementary Learning Experiences

The following learning experiences are limited to the elementary option. While teacher candidates will take an introductory experience in each of the subject areas they teach, the dual degree students will take two additional courses in a concentration (e.g. special education, EAL, early childhood, etc). The dual degree students will also be encouraged to develop a teaching concentration in their Arts & Science courses and if possible to extend their BEd concentration. This will allow teacher candidates an opportunity for generalist *and* specialist preparation.

Literacy Practices and Assessment: Elementary (3) This learning experience examines the interrelationship and development of language/s and literacy/ies among learners. The learning experience also addresses multi-modal, digital and informational literacies. Aboriginal literacies will be explored along with the notion that learner backgrounds and experiences shape his/her identity and enhance language learning. How is meaning constructed in multi-lingual classrooms? How can we create educational practices and environments that will lead to 'productive diversity?'

ART C & P (1.5)   This learning experience examines the interrelationship and development of the visual arts among learners. How is meaning created through artistic performance? What is the relationship between media, techniques, instructional strategies and forms of meaning? How is culture an integral part of the visual arts learning? How does one plan for and deliver an integrated approach to teaching, learning and assessing the visual arts?

English as an Additional Language (1.5) This learning experience examines various curriculum models and approaches for teaching EAL learners within multi-level, multi-cultural classrooms. A range of techniques designed to promote language learning and

communicative competence are explored as are the needs and attributes of EAL learners.

FRENCH C & P (1.5)   This learning experience explores curriculum organization and principles and methodology applied to teaching French as a second/additional language in various elementary program contexts: core, immersion, intensive, and programme francophone. The learning experience emphasizes the history, philosophy and theories of language acquisition and education. What are the texts and strategies of a multi-dimensional, communicative-experiential curriculum? How is culture an integral part of language and language learning? What is the role of grammar for communication? How does one plan for and deliver an integrated approach to teaching, learning and assessing in French.

MATHEMATICS C & P (1.5) This learning experience examines the development of mathematics among learners. What are the components of a comprehensive program and how are they integrated across the curriculum? How can teacher-candidates create learning environments that are relevant, realistic, richly situated and authentic? How do children construct ideas through problem solving?

MUSIC C & P (1.5)   This learning experience examines the development of music among learners. How is meaning created through musical performance? What is the relationship between techniques, instructional strategies and forms of meaning? How is culture an integral part of the musical learning? How does one plan for and deliver an integrated approach to teaching, learning and assessing the music?

PHYSICAL EDUCATION C & P (1.5) What are the social, cultural and practical issues associated with elementary physical education? What are the components of a comprehensive program and how are these integrated across the curriculum? What are the techniques used to differentiate instruction and assess learning?

SCIENCE C & P (1.5)   This learning experience examines the development of science among learners. What are the components of a comprehensive program and how are they integrated across the curriculum? How can teacher-candidates create learning environments that are relevant, realistic, richly situated and authentic? How do children construct ideas through problem solving?

SOCIAL STUDIES C & P (1.5) How can we understand community and citizenship within an increasingly diverse and interdependent global society? How can we understand ourselves in relation to the past, the environment and society? What are the components of a comprehensive program and how are these integrated across the curriculum?

Secondary Learning Experiences

The following learning experiences are limited to the secondary program.

Literacy Practices and Assessment: Secondary (3) This learning experience explores the role of language and literacy discourses and practices across the secondary curriculum. The intention is to develop deep, critical awareness of the nature and functions of language in social and personal life fostered through interaction with text in its many forms. Students are challenged to describe language systematically in ways that support its effective use across a wide range of contexts. Students also explore the nature and potential of talk, writing, reading, performance, visual representations, language differences and multi-media in disciplinary academic learning. A range of curricula, methods, resources and assessment approaches are examined.

NOTE: Secondary Curriculum and Pedagogy   Students will need a major in one teachable area, however they may also have concentrations in two teachable areas. (If teacher candidates wish to have two concentrations instead of one major, Curriculum & Pedagogy II (elective) will need to be in the second area). The following three Curriculum and Pedagogy learning experiences are given the generic name of curriculum and pedagogy and are meant to be placeholders for specialized learning experiences in each of the disciplines: Art, Business Education, Computing Studies, English, Drama/Theatre, French, Home Economics, Mathematics, Music, Physical Education, Science, Social Studies, Technology Studies, and other languages [Chinese, Punjabi, Korean, etc].

Curriculum and Pedagogy I (3): XXX
This learning experience introduces teacher candidates to a variety of practices and principles within their subject area. Questions that may be asked include: 1) What is counted as knowledge and knowing? 2) How is learning considered to take place - transmission, acquired or constructed? 3) What is counted as learning? 4) What is considered worth knowing? 5) What is the role of the teacher?

Curriculum and Pedagogy II (3): YYY
This learning experience provides the teacher candidate with an opportunity to expand their knowledge in the pedagogy issues surrounding their major subject area. Alternatively, if the teacher candidate has two concentrations, this course defaults to their second teaching area.

Curriculum and Pedagogy III (3): ZZZ
This learning experience ideally precedes the final extended practicum. It assists the teacher candidate in understanding the intricacies and complexities of teaching practices in their subject area.

Teacher Education Program Options
June 2009

Background Deliberations

After discussions in the CREATE committee, as well as in several Faculty Forums, the CREATE committee had to make some decisions on the best structure for the new program. The current planning is based on the decisions outlined at the end of this document. Ratification by the Faculty is needed now. What follows here is an explanation of how the CREATE Committee arrived at the current decisions. We begin with the current program options, which are:

- **Elementary** one-year after-degree program. Result: student ends up with two degrees (e.g., B.A. and B.Ed. or B.Sc. and B.Ed.). Total length of study: typically 4+1 years.

- **Elementary**: two-year program (after completing min. 90 credits of other undergraduate work). Result: student ends up with one degree (B.Ed.). Total length of study: minimally 3+2 years but typically 4+2

- **Middle years** one-year after-degree program. Result: student ends up with two degrees (e.g., B.A. and B.Ed. or B.Sc. and B.Ed.). Total length of study: typically 4+1 years.

- **Secondary** one-year after-degree program. Result: student ends up with two degrees (e.g., B.A. and B.Ed. or B.Sc. and B.Ed.). Total length of study: typically 4+1 years.

- **Secondary** dual degree Science & Education program (starting in September 2009). Result: student ends up with two degrees (B.Sc. and B.Ed.). Total length of study: typically 5 years.

- **NITEP** five year concurrent program. Result: student ends up with one degree (B.Ed.) and joins two-year elementary education program students for last two years. Total length of study: 3+2 years.

By the time of the second round of Program Design Meetings in June 2008, the discussions were focused on two options for both elementary and secondary teacher education:

- **16-month after-degree** program. Result: student ends up with two degrees (e.g., B.A. and B.Ed. or B.Sc. and B.Ed.). Total length of study: typically 4 years + 16 months.

- **Four-year concurrent** program. Result: student ends up with one degree (B.Ed.). Total length of study: typically 4 years.

The main reason for suggesting a 16-month rather than a 12-month after-degree program was the observation shared by many instructors that the 12-month program, especially for

the elementary teacher candidates, is too full and compressed. Students rush from course to course and do not have enough time to reflect.

The main reason for suggestion a four-year concurrent program was the change in BCCT policy that allowed for a four-year degree (TILMA). By moving to a four-year degree, instructors believed, students would have more time to develop their teacher identity. Moreover, students tend to carry heavy debt loads and reducing the length of time in a professional program would allow them to enter the profession earlier. Some instructors believed that beginning with a four-year degree (B.Ed.) would then open up possibilities for fifth year diplomas, honours programs, and/or contiguous M.Ed.'s.

As discussions in the CREATE committee continued, however, questions were raised about the implications of the addition of one semester to the after-degree program:
- It is not at all certain how students will use the time freed up by the distribution of courses over 16 months. Some of the teacher candidates in the current two-year program use this "extra" time to work, both to reduce their debt load and to gain experience (the BCCT allows teacher candidates post practicum to work as teachers on-call).
- Staffing for a 16-month program is more complicated, and it may also be more difficult to get faculty involvement in cohorts if they cannot teach the same courses or supervise the same level of field experiences every year.

In addition, the concern about compression in the 12-month elementary program was already alleviated somewhat by the CREATE committee when the decision was made to go with 1 credit = 1 hour: this effectively reduces the elementary program instructional credits from 87 to 60.

As a result, it was suggested that a 16-month program might create more problems than it solved, and we might be better off keeping a 12-month after-degree program. Moreover, the 12-month elementary program formed around research-themed cohorts has met with great success in recent years.

Interest in the four-year option remained strong until the first translation of program ideas to credit allocation was presented in the CREATE committee in January 2009. There was widespread concern about the reduction in Arts and Science credits required of secondary teacher candidates, as well as about the limited number of credits available for education courses. In addition, it had become clear that the Faculties of Arts and Science have a strong preference for dual degree programs rather than the four-year single-degree option, because of the budgetary implications for B.Ed. students taking Arts and Science courses.

Discussions also continued about the "signature" of the teacher education programs offered by UBC, both to distinguish them from other teacher education programs offered in British Columbia and to strengthen the legitimation of teacher education programs offered in a "Tier 1" research-intensive university. It was agreed that Inquiry and Research should be a signature of the program, with Diversity and Social Justice a second distinctive feature.

Decisions for Program Options

Based on the concerns about the 16-month option, the concerns about the four-year concurrent option, the need to find a distinctive identity for the programs and the need to embed the programs solidly in the wider context of the university, we now propose the following options:

- **Elementary one-year after-degree** program. Result: student ends up with two degrees (e.g., B.A. and B.Ed. or B.Sc. and B.Ed.). Total length of study: typically 4+1 years.
- **Elementary dual-degree** program: Result: students end up with two degrees (e.g., B.A. and B.Ed. or B.Sc. and B.Ed.). Total length of study: typically 5 years.

- **Secondary one-year after-degree** program. Result: student ends up with two degrees (e.g., B.A. and B.Ed. or B.Sc. and B.Ed.). Total length of study: typically 4+1 years.
- **Secondary dual-degree** program: Result: students end up with two degrees (e.g., B.A. and B.Ed. or B.Sc. and B.Ed.). Total length of study: typically 5 years.

- **NITEP** five year concurrent program. Result: student ends up with one degree (B.Ed.) and joins dual-degree program students for last two years. Total length of study: 3+2 years.

The intention would be to encourage students at UBC to enroll in the dual degree program after their first year. The one-year after-degree program would be aimed primarily at students from outside of UBC, although UBC grads may choose to return. It would still be possible to offer a B.Ed. Honours option or a subsequent M.Ed. program; these options are yet to be explored in depth.

The advantages of the dual degree option include:
- An easier collaboration with Arts and Science Faculties, because both Education and Arts and Science would be allocated budget for the courses they teach.
- Greater attractiveness to students because of the career flexibility permitted by dual degrees.
- A clear statement that all UBC teacher education graduates have two undergraduate degrees and are thoroughly prepared, both academically and pedagogically.
- A more thorough preparation in the subject area for secondary teacher candidates, as the program includes senior level Arts and Science courses.
- The possibility of building co-requisites (e.g., First Nations History) into the Arts and Science courses students take.
- The possibility of concentrations for elementary teacher candidates in subject areas (e.g., French, Music) or other foci (e.g., psychology).
- An integration of the focus on research in undergraduate Arts and Science (e.g., Arts Studies in Research and Writing ASTU 150 courses) with the focus on Inquiry and Research in the teacher education program.
- The opportunity to join university-wide recruitment efforts (at the high school level), as the dual-degree programs are considered direct entry.

Challenges of the dual degree option include:
- The need to reduce the number of Education credits in this five-year program to 60 (we had explored up to 85 credits). Although this is well above the minimum number of credits required by TILMA and the national teacher mobility agreement, it is less than has been discussed in CREATE so far.
- A creative reduction of the total number of credits of a B.A. or B.Sc. plus a B.Ed. (120+60=180) to 165-170 credits in order to keep the total program length to five years. (We know this is possible from the Math or Physics & Education secondary dual degree program that started in September 2009.)

DRAFT Elementary B.Ed. Program combined with B.A./B.Sc./B.FA/B.HKIN (5 yr dual degree) SEPT, 2009   **SAMPLE A (ELEM)**
(curriculum courses in year 5)

	Year 1 ADMIT to Arts/ Science	Year 2	Year 3	Year 4 ADMIT to Education	Year 5
Fall Semester - Field or Courses	Arts and Science courses: 5 @ 3 credits (15)	Arts and Science courses: 5 @ 3 credits (15)	Arts and Science courses: 5 @ 3 credits (15)	Arts/Science courses 5 @ 3 credits (15) (ideally these would strengthen major subject area OR concentration)	EDUCATION SEMESTER B INQUIRY SEMINAR II (3) Literacy Practices & Assessment (3) Art (1.5) English as an Additional Language (1.5) French (1.5) Math (1.5) Music (1.5) Phys Ed (1.5) Science (1.5) Social Studies (1.5) School-based Practicum II: 3 weeks (2)
Winter Semester - Field and Courses	Arts and Science courses: 5 @ 3 credits (15)	Arts and Science courses: 5 @ 3 credits (15)	Arts/Science courses 5 @ 3 credits (15) (ideally these would strengthen major subject area OR concentration)	EDUCATION SEMESTER A INQUIRY SEMINAR I (3) Children with Special Needs (3) Aboriginal Education (3) Principles of Assessment (1) Education, Knowledge & Curriculum (1) Education, School and Society (1) Development & Culture (1) Communication & Relationship Skills (1) Technology & e-portfolios (1) School Based Practicum I (1): one day a week over semester and/or 2 weeks	EDUCATION SEMESTER D INQUIRY SEMINAR III: Graduating E-folio (3) School-based Practicum III (13): 9-10 weeks Enhanced Practicum (1): 3-4 weeks
Summer Semester – Field or courses	Optional International Coursework (elective)	Optional International Coursework (elective)	May INQUIRY SEMINAR Intro (1) Education & Media (1) Community Engagement (1): 3 weeks	EDUCATION SEMESTER C Diverse Learners (2) Classroom Discourses (2) Ethics & Teaching (1) Learning and Instruction (1) CONCENTRATIONS Education electives 2 @ 3 credits (6)	
Total Credits	A&S = 30 **TOTAL = 30**	A&S = 30 **TOTAL = 30**	A&S = 30 EDUC = 2 + 1 field **TOTAL = 32**	A&S = 15 EDUC = 27 + 1 field **TOTAL = 43**	EDUC = 21 + 16 field **TOTAL = 37**

With this model we currently have 105 AS courses and **68 EDUC credits** for a total of 173.

<u>Possible Concentrations:</u> Early Childhood; Expressive Arts; Humanities; Math, Science and Technology; Special Education; TESL. (others may be developed)

DRAFT Elementary B.Ed. Program combined with B.A./B.Sc./B.FA/B.HKIN (5 yr dual degree) SEPT, 2009   **SAMPLE B (ELEM)**
(Year 4 A&S/ Education year)

	Year 1 ADMIT to Arts/ Science	Year 2	Year 3	Year 4 ADMIT to Education	Year 5
Fall Semester - Field or Courses	Arts and Science courses: 5 @ 3 credits (15)	Arts and Science courses: 5 @ 3 credits (15)	Arts and Science courses: 5 @ 3 credits (15)	**Arts/Science & Education** Arts/Science courses 4 @ 3 credits (12) (ideally these would strengthen major subject area OR concentration) Education, Knowledge & Curriculum (1) Education, School and Society (1) Technology & e-portfolios (1)	**EDUCATION SEMESTER B** INQUIRY SEMINAR II (3) Literacy Practices & Assessment (3) Art (1.5) English as an Additional Language (1.5) French (1.5) Math (1.5) Music (1.5) Phys Ed (1.5) Science (1.5) Social Studies (1.5) School-based Practicum II: 3 weeks (2)
Winter Semester - Field and Courses	Arts and Science courses: 5 @ 3 credits (15)	Arts and Science courses: 5 @ 3 credits (15)	Arts/Science courses 5 @ 3 credits (15) (ideally these would strengthen major subject area OR concentration)	**Arts/Science & Education** Arts/Science course 1 @ 3 credits (3) INQUIRY SEMINAR I (3) Children with Special Needs (3) Aboriginal Education (3) Principles of Assessment (1) Development & Culture (1) Communication & Relationship Skills (1) School Based Practicum I (1): one day a week over semester and/or 2 weeks	**EDUCATION SEMESTER D** INQUIRY SEMINAR III: Graduating E-folio (3) School-based Practicum III (13): 9-10 weeks Enhanced Practicum (1): 3-4 weeks
Summer Semester – Field or courses	Optional International Coursework (elective)	Optional International Coursework (elective)	May INQUIRY SEMINAR Intro (1) Education & Media (1) Community Engagement (1): 3 weeks	**EDUCATION SEMESTER C** Diverse Learners (2) Classroom Discourses (2) Ethics & Teaching (1) Learning and Instruction (1) **CONCENTRATIONS** Education electives 2 @ 3 credits (6)	
Total Credits	A&S = 30 **TOTAL = 30**	A&S = 30 **TOTAL = 30**	A&S = 30 EDUC = 2 + 1 field **TOTAL = 32**	A&S = 15 EDUC = 27 + 1 field **TOTAL = 43**	EDUC = 21 + 16 field **TOTAL = 37**

With this model we currently have 105 AS courses and **68 EDUC credits** for a total of 173.

Possible Concentrations: Early Childhood; Expressive Arts; Humanities; Math, Science and Technology; Special Education; TESL. (others may be developed)

DRAFT Elementary After Degree B.Ed. Program (12 month)

SAMPLE C (ELEM)

Fall Semester	**EDUCATION SEMESTER B** INQUIRY SEMINAR I (3) Children with Special Needs (3) Aboriginal Education (3) Principles of Assessment (1) Education, Knowledge & Curriculum (1) Education, School and Society (1) Development & Culture (1) Communication & Relationship Skills (1) Technology & e-portfolios (1) School-based Practicum II: 3 weeks (2)	15 + 2
Winter Semester	**EDUCATION SEMESTER A** INQUIRY SEMINAR II (3) Literacy Practices & Assessment (3) Art (1.5) English as an Additional Language (1.5) French (1.5) Math (1.5) Music (1.5) Phys Ed (1.5) Science (1.5) Social Studies (1.5) School Based Practicum I: one day a week (1)	18 + 1
Winter Semester- April - June	**EDUCATION SEMESTER D** School-based Practicum III (13): 9-10 weeks Enhanced Practicum (1): 3-4 weeks	14
Summer July-August Courses	**EDUCATION SEMESTER C** INQUIRY SEMINAR III: Graduating E-folio (3) Diverse Learners (3) Classroom Discourses (2) Education & Media (1) Ethics & Teaching (1)	10
TOTAL CREDITS	60 Credits	60

DRAFT Secondary B.Ed. Program combined with B.A./B.Sc./B.FA./B.HKIN. SEPT 2009 **SAMPLE A**
(SEC)
(5 year dual degree) (Curriculum courses in Year 5 fall semester)

	Yr 1 ADMIT to Arts/Science	Year 2	Year 3	Year 4 ADMIT to Education	Year 5
Fall Semester- Field or Courses	Arts and Science courses: 5 @ 3 credits	Arts and Science courses: 5 @ 3 credits (15)	Arts and Science courses: 5 @ 3 credits (15)	Arts and Science courses: 6 @ 3 credits (18)	EDUCATION SEMESTER A INQUIRY SEMINAR II (3) Curriculum & Pedagogy I (3) Curriculum & Pedagogy II (3) Literacy Practices & Assessment (3) Classroom Discourses (2) Education, Knowledge & Curriculum (1) School-based Practicum II: 3 weeks (2)
Winter Semester- Field or Courses	Arts and Science courses: 5 @ 3 credits	Arts and Science courses: 5 @ 3 credits (15)	Arts and Science courses: 6 @ 3 credits (18)	EDUCATION SEMESTER C INQUIRY SEMINAR I (3) Aboriginal Education (3) Children with Special Needs (3) Learning and Instruction (1) Communication & Relationship Skills (1) Diverse Learners (2) Technology (e-portfolio) (1) School-based Practicum I: 1 day a week and/or 2 weeks (2)	EDUCATION SEMESTER D INQUIRY SEMINAR III: Graduating E-folio (3) **February-April** School-based Practicum III: 10 weeks (13) Enhanced Practicum: 3-4 weeks (1)
Summer Semester- Field or courses	Optional International Coursework or Field Experience (elective)	Optional International Coursework or Field Experience (elective)	May INQUIRY SEMINAR Intro (1) Education & Media (1) Community Engagement (1): 3 weeks	EDUCATION SEMESTER B Curriculum & Pedagogy III (3) Education, School and Society (1) Ethics & Teaching (1) Principles of Assessment (1) Development & Culture (1)	
Total Credits	A&S Credits = 30 **TOTAL = 30**	A&S Credits = 30 **TOTAL = 30**	A&S Credits = 33 EDUC Credits = 2 + 1 field = 3 credits **TOTAL = 36**	A&S Credits = 18 EDUC Credits = 21 + 2 field = 22 credits **TOTAL = 40**	EDUC Credits = 18 + 16 field = 34 credits **TOTAL = 34**

With this model so far we have 111 A&S credits and <u>59 EDUC credits</u> for a total of 170 credits.

DRAFT Secondary B.Ed. Program combined with B.A./B.Sc./B.FA./B.HKIN.   SEPT 2009   **SAMPLE B (SEC)**
(5 year dual degree) (A&S/Education mixed in Year 4)

	Yr 1 ADMIT to Arts/Science	Year 2	Year 3	Year 4 ADMIT to Education	Year 5
Fall Semester- Field or Courses	Arts and Science courses: 5 @ 3 credits	Arts and Science courses: 5 @ 3 credits (15)	Arts and Science courses: 5 @ 3 credits (15)	**Arts and Science & Education** Arts and Science courses: 4 @ 3 credits (12) Communication & Relationship Skills (1) Diverse Learners (2) Children with Special Needs (3)	**EDUCATION SEMESTER A** INQUIRY SEMINAR II (3) Curriculum & Pedagogy I (3) Curriculum & Pedagogy II (3) Literacy Practices & Assessment (3) Classroom Discourses (2) Education, Knowledge & Curriculum (1) School-based Practicum II: 3 weeks (2)
Winter Semester- Field or Courses	Arts and Science courses: 5 @ 3 credits	Arts and Science courses: 5 @ 3 credits (15)	Arts and Science courses: 6 @ 3 credits (18)	**Arts and Science & Education** Arts and Science courses: 2 @ 3 credits (6) INQUIRY SEMINAR I (3) Aboriginal Education (3) Learning and Instruction (1) Technology (e-portfolio) (1) School-based Practicum I: 1 day a week (2)	**EDUCATION SEMESTER D** INQUIRY SEMINAR III: Graduating E-folio (3) **February-April** School-based Practicum III: 10 weeks (13) Enhanced Practicum: 3-4 weeks (1)
Summer Semester- Field or courses	Optional International Coursework or Field Experience (elective)	Optional International Coursework or Field Experience (elective)	May INQUIRY SEMINAR Intro (1) Education & Media (1) Community Engagement (1): 3 weeks	**EDUCATION SEMESTER B** Curriculum & Pedagogy III (3) Education, School and Society (1) Ethics & Teaching (1) Principles of Assessment (1) Development & Culture (1)	
Total Credits	A&S Credits = 30 **TOTAL = 30**	A&S Credits = 30 **TOTAL = 30**	A&S Credits = 33 EDUC Credits = 2 + 1 field = 3 credits **TOTAL = 36**	A&S Credits = 18 EDUC Credits = 21 + 2 field = 22 credits **TOTAL = 40**	EDUC Credits = 18 + 16 field = 34 credits **TOTAL = 34**

With this model so far we have 111 A&S credits and 59 EDUC credits for a total of 170 credits.

DRAFT Secondary After Degree B.Ed. Program (12 month) May, 2009   SAMPLE C (SEC)

Fall Semester- Sept – December 15	**EDUCATION SEMESTER A** INQUIRY SEMINAR I (3) Curriculum & Pedagogy I (3) Curriculum & Pedagogy II (3) Literacy Practices & Assessment (3) Classroom Discourses (2) Education, Knowledge & Curriculum (1) Communication & Relationship Skills (1) Principles of Assessment (1) Technology (e-portfolio) (1) Community Engagement: 1 day a week (1) School-based Practicum I: 2 weeks (2)	**18+3=21**
Winter Semester 1- January	**EDUCATION SEMESTER C** INQUIRY SEMINAR II: (3) Children with Special Needs (3)	**6**
Winter Semester 2 Feb - April	**EDUCATION SEMESTER D** School-based Practicum III: 10 weeks (13) Enhanced Practicum: 3-4 weeks (1)	**14**
Summer May-August Courses	**EDUCATION SEMESTER B** INQUIRY SEMINAR III: Graduating E-folio (3) Curriculum & Pedagogy III (3) Aboriginal Education (3) Diverse Learners (2) Education, Knowledge & Curriculum (1) Education, School and Society (1) Ethics & Teaching (1) Development & Culture (1) Education & Media (1) **Elective (3)**	**19**
Total Credits	60 Ed. Credits	60 Note: Inquiry Seminar 1 (1) & School Based Practicum II: 3 weeks (2) not included BUT one 3 credit elective is included