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Program Options

We offer teaching options for all grades from Kindergarten to Grade 12.

Elementary and Middle Years – Kindergarten to Grade 7; Grades 6 to 8

Secondary – Grades 8 to 12

Dual Degree (Secondary) – Bachelor of Education and a Bachelor of Science, Bachelor of Kinesiology, or Bachelor of Music

NITEP – Indigenous Teacher Education Program

WKTEP – West Kootenay Rural Teacher Education Program
The University of British Columbia’s Faculty of Education offers the largest and most comprehensive teacher preparation program in BC, the only one that includes all teachable subjects for secondary education, along with elementary and middle years options.

In addition, the Faculty offers an extensive graduate program, professional development options for teachers, and BC’s longest running teacher education program for Indigenous students (NITEP) and Canada’s first International Baccalaureate-recognized teacher education program.

We are committed to preparing teachers for their responsibilities as educators in local, rural, and global contexts. A UBC Bachelor of Education opens up a whole world of opportunities in classroom contexts and beyond.

Completing our 11-month program leads to a Bachelor of Education (BEd) degree and recommendation for teacher certification by the Ministry of Education Teacher Certification Branch. You will be qualified to apply for certification to teach in the province of British Columbia. You can also apply for certification in other provinces and countries—each province and country has its own requirements.

To be eligible for the BEd degree, individuals must have completed a Bachelor degree including relevant academic preparation. Applicants must also have volunteer or work experience in a group setting with children or youth, preferably at the age level they wish to teach.
Why the UBC Teacher Education Program?
UBC teacher education graduates can be found teaching in schools and other educational settings throughout BC and Canada, as well as around the world. UBC-educated teachers and administrators are leaders in school change and curriculum innovation.

The Faculty of Education at UBC seeks life-long learners dedicated to personal growth and professional development. Teacher candidates are expected to be effective communicators, engaged learners, and caring practitioners.

The following are a few highlights of the many various offerings available to teacher candidates entering the UBC BEd program.
Teacher candidates in the elementary and middle years option learn together in cohorts organized by a particular theme or pedagogical approach. Cohort members take courses together and experience their practicum in one of several Lower Mainland school districts. They then select their choice of community field experience from a wide variety of local, rural and international contexts.

Teacher candidates learn to teach all subject areas in the elementary curriculum: Kindergarten to Grade 7 (or, in middle years, Grades 6 to 8).

While the particular theme or approach varies in each cohort, the courses are the same for all teacher candidates, with each cohort and instructor tailoring the courses in unique ways.
ARTS-BASED & CREATIVITY (ABC)

While becoming qualified to teach all elementary grades, K to 7, the focus of the Arts-Based & Creativity (ABC) cohort is on inquiring into education through the practices of teachers and artists. Instructional leaders in the cohort include specialists in music, art and drama.

A background in visual or performing arts is not necessary, but a passion for the arts is an asset. Teacher candidates will be encouraged to develop their own philosophy of teaching in an atmosphere enriched through exposure to arts-based instruction.

Practicum placements are in Delta or Vancouver schools.

COMMUNITY OF INQUIRY IN TEACHER EDUCATION (CITE)

CITE embodies community oriented inquiry in teacher education in four ways:

A community of learners
The CITE community is a collaboration of teacher candidates and instructors.

School-based workshops
A number of workshops are undertaken within schools.

District level participation
The Richmond School District embraces innovation. CITE works in partnership for various initiatives, including inquiring into the integrated use of technology.

Recursion and growth
CITE is also a far-reaching community composed of current students and past graduates who are now teachers.

Practicum placements are in Richmond schools.
EDUCATION FOR SUSTAINABILITY

The Education for Sustainability cohort will support, inform and inspire teacher candidates, and their students and mentors, to develop deeper knowledge, understanding and competencies related to education for sustainability. Core aims of the cohort also include development of an ethic of stewardship and care for people, place and planet, formation of deep connectedness to the environment and the systems that sustain us, and cultivation of healthier, thriving communities.

Grounded in ecopedagogy through inquiry, collaboration and action, the cohort is open to all teacher candidates seeking to enact the BC curriculum with a focus on place-based, experiential and community-connected approaches to learning. Cohort members will develop rich, innovative and effective teaching practices through practica, field experiences and other professional development opportunities in partnership with Lower Mainland school districts and established community partner organizations. Teacher candidates will be required to participate in place-based learning activities off campus.

Practicum placements are in Burnaby, North Vancouver, Surrey or West Vancouver schools.
FRENCH SPECIALISTS

French is one of Canada’s official languages, so French teachers are always in demand in our schools.

This cohort is designed for teacher candidates who wish to specialize in teaching French as a second language (French immersion, intensive French, core French) or French as a first language (in a Francophone school) at the elementary level. Most courses are delivered and assignments are completed in French. This allows teacher candidates to continue to develop their proficiency while in the program.

Admission into the cohort requires successful completion of the Diplôme d’études en langue française (DELF) so as to ensure success in French coursework and to provide appropriate language modelling for their students.

Practicum placements are in Burnaby, Coquitlam, Delta, Langley, New Westminster, North Vancouver, Richmond, Surrey, Vancouver, or West Vancouver schools.

Teach French in Elementary Schools

French immersion:
Teach subject content in French starting in Kindergarten or Grade 1 (early), or Grade 6 (late).

Intensive French:
Teach French in an intensive immersion-like semester in Grade 6 and daily instruction in Grade 7.

Francophone schools:
Teach subject content in French within the Conseil Scolaire Francophone.

Dual track schools:
Teach a combination of core French and French immersion.
The Indigenous Education cohort is open to all teacher candidates who are keen to develop deeper understandings and innovative approaches that advance Indigenous education perspectives, content, and pedagogies in teaching and learning. This thematic cohort aims to prepare teacher candidates for the changing educational landscape that prioritizes Canadian Indigenous education in the curriculum, practices, and policies of schooling, and to work respectfully with parents, Indigenous community members and organizations.

Practicum placements are in North Vancouver, Surrey or Vancouver.
Teacher candidates selecting the IB-Primary Years Programme (IB-PYP) cohort have an interest in international education that is concept-based, inquiry-driven and student-centred for students in Kindergarten through Grade 7. Guided by key concepts and transdisciplinary themes, teachers create enriching, hands-on learning opportunities that promote discovery, exploration and thinking about real-world issues.

UBC’s teacher education program was recognized by the International Baccalaureate Organization due to its strong alignment with the educational practices and theoretical underpinnings of the IB, including a focus on inquiry, reflective practice, Indigenous perspectives, and diversity in its many forms.

Please note that there is a mandatory August orientation session during the week before the BEd program begins.

Practicum placements for the elementary IB cohort are in authorized IB World Schools in the Fraser Valley (Maple Ridge) or the Lower Mainland (Delta, North Vancouver, Surrey, Vancouver or West Vancouver).
PRIMARY YEARS
(KINDERGARTEN TO GRADE 3)

While becoming qualified to teach all elementary grades, Kindergarten to 7, teacher candidates in the Primary Years cohort develop expertise in meeting the needs of learners in Kindergarten through Grade 3 (ages 4 to 9 years).

Cohort instructors highlight issues in Primary Years education course work, and teacher candidates become aware of current research regarding developmentally-appropriate practices in supporting young childrens’ learning.

Practicum placements are in North Vancouver, Vancouver, or West Vancouver schools.
TEACHING ENGLISH LANGUAGE LEARNING THROUGH CROSS-CURRICULAR CASE-BASED INQUIRY (TELL-3C)

Members of the TELL-3C cohort prepare to work effectively with elementary-age learners for whom English is an additional language using an innovative educational strategy that weaves problem-solving and critical thinking into content knowledge through the use of real world problems and situations.

UBC instructors use case study methods to expertly guide teacher candidates to develop inquiries into pedagogy, curriculum, learning, and the profession of teaching. Additional emphases include ways to use multilingual, multimodal, and multicultural ways of meaning-making that learners bring to the classroom; working as a school resource for English language learners; teacher collaboration; and advocacy work for this population.

Practicum placements are in Burnaby, Richmond or Vancouver schools.

SOCIAL & EMOTIONAL LEARNING (SEL)

Teacher candidates experience the regular teacher education program with a special emphasis on Social and Emotional Learning (SEL). Research demonstrates the significant role of social and emotional learning in promoting the healthy development and academic achievement of all students. SEL emphasizes active learning approaches and a teaching practice that foster positive attitudes, behaviours and thinking processes in students.

Practicum placements are in Delta, Langley or Surrey schools.
MIDDLE YEARS

This cohort emphasizes teaching students in Grades 6 to 8 (ages 11 to 14 years). The middle years school setting celebrates adolescents’ talents and supports their learning during important transitional years.

This context enables students to gradually prepare for the demands of the secondary school while recognizing their unique developmental needs. Teacher candidates also learn how to promote self-regulated learning by involving students in making choices, controlling challenge, evaluating learning, and collaborating with peers.

Practicum placements are in Chilliwack, Coquitlam, Langley, or New Westminster schools.

Explorations

The Explorations program is another unique aspect of middle schools. For part of every day, students attend Explorations classes taught by teachers in subject areas such as: art, drama, physical education, music, home economics, technology education, and other areas. As a middle school teacher, you have the opportunity to teach in one of the Explorations areas.
Self-Regulated Learning (SRL)

The middle years school setting celebrates adolescents’ talents and supports their learning during important transitional years. This context enables students to gradually prepare for the demands of the secondary school while recognizing their unique developmental needs.

Teacher candidates also learn how to promote self-regulated learning by involving students in making choices, controlling challenge, evaluating learning, and collaborating with peers. The SRL model occurs in the context of professional workshops, practicum placements, and the inquiry seminars. Teacher candidates are also encouraged to make connections to SRL in their curriculum courses.

Learning Teams in Middle Schools

Middle schools are usually organized into teams of three to five classes of students. Each teacher belongs to a teaching team responsible for planning and supporting the entire program for the team’s 90–150 students. It is like a “school within a school”. As the year progresses, you get to know and work with all the students on your team, including the students in your homeroom class. Through collaboration with other teachers, the team draws on the individual strengths and backgrounds of its teachers to plan and deliver an exciting educational program for the students that includes the core curriculum, advisory, explorations, and exciting team activities.
SECONDARY OPTION

TEACHABLE SUBJECTS

Teacher candidates in the secondary program option are grouped according to their teachable subjects (e.g., French, social studies, physical education) and experience their practicum in one of several Lower Mainland school districts. As much as possible, teacher candidates are placed according to the two preferred geographic locations/districts. They then select their choice of community field experience from a wide variety of local, rural and international contexts.

Admission is based on subject/discipline specialization during one’s undergraduate degree. During the BEd program, teacher candidates are introduced to working with adolescents and prepared methodologically to teach their subject/s.

This option prepares candidates to teach one or two teachable subjects in grades 8 to 12 in secondary schools.
Which secondary subject/s do you want to teach?

UBC offers BC’s largest and most comprehensive teacher education program – the only one with specialized preparation in all secondary school subject areas.

**ART**

Art teacher candidates possess a variety of visual art specializations. Developing visual literacy is central to this subject area, which means that not only do candidates develop skills necessary to perceive, respond to and to evaluate visual images (as well as how the visual arts reflect and affect society), they also develop the skills necessary to communicate with an array of visual media.

**BUSINESS EDUCATION**

Business Education candidates prepare to teach accounting, financial accounting, business computer applications, business information management, data management, economics, entrepreneurship, management innovation, and marketing.

**COMPUTER SCIENCE**

Computer Science candidates prepare to teach ICTS – computer information systems, ICTP – computer programming, and ICTC – applied digital communications.
ENGLISH

English is a teachable area for teacher candidates who wish to share with others their knowledge and passion for English in all its forms including literature, theatre, film, public speaking, digital media, and more. They recognize that language is inherently linked to thinking, learning, and communicating.

ENGLISH LANGUAGE LEARNER EDUCATION

Teacher candidates in English Language Learner Education recognize that cultural and linguistic diversity contribute to Canadian society yet pose unique challenges in schools. Candidates focus on the needs of learners whose home language is not English and support them to become proficient in English while meeting cross-curricular outcomes.

FRENCH

When enrolled in the Secondary French Specialist option, most of the classes are taught in French; as well, practica occur in French Immersion, in regular schools offering Core French, or in Francophone schools.

Learning content in French allows teacher candidates to continue to develop their French proficiency during the year. Teacher candidates may combine French with another teachable subject (e.g., Spanish or biology).
HOME ECONOMICS

Teacher candidates interested in Home Economics wish to provide opportunities for students to develop the knowledge, skills, and attitudes related to foods nutrition and healthy living, textiles, family studies and career opportunities.

Home Economics is eligible for the Dual Degree option. Earn a BEd at the same time as your UBC BSc in Food, Nutrition and Health.

MATHEMATICS

Teacher candidates interested in teaching mathematics do so in order that others may better understand the world around them. Teaching mathematics includes number sense, patterns, shape and space, statistics and probability, measurement, geometry, relational functions problem solving, reasoning technology, change, constancy, spatial sense, and calculus.

Mathematics is eligible for the Dual Degree option. Earn a BEd at the same time as your UBC BSc in Mathematics.

MODERN LANGUAGES

German | Italian | Japanese | Korean | Mandarin | Punjabi | Russian | Spanish

Modern Language educators are proficient in a language other than English or French, have experience with that culture, and seek to engage others in meaningful and authentic language learning.
MUSIC

Teacher candidates in this teachable subject have expertise in music and wish to share their skills and knowledge by providing opportunities for students to experience music through listening, creating, and performing. Some specific areas of instruction include composition and technology, choral music, and instrumental music.

Music is eligible for the Dual Degree option. Earn a BEd at the same time as your UBC BMus in General Studies: Secondary Music Education.

PHYSICAL EDUCATION

Physical Education appeals to teacher candidates who wish to foster in learners co-operation, teamwork, and positive social and personal behaviours. Key attributes of PE programs include individual and dual activities, games, rhythmic movement, active living, and development of personal and social responsibilities.

Physical Education is eligible for the Dual Degree option. Earn a BEd at the same time as your UBC BKin in Physical and Health Education.

“I have loved being in the Physical Education cohort family. The friendships that I have made will last me a lifetime, and I have loved learning from some amazing professors. Our cohort relationships have expanded outside of the classroom. We see ourselves as a family and enjoy spending time together, whether it be volunteering with youth, hiking up a mountain or just meeting up for coffee.”
The Science cohort is for those who wish to foster scientific literacy, including an understanding of the nature of science in relation to society and the environment. Particular science areas include chemistry, biology (including life science), physical science, and earth science (including space science and geology).

Science is eligible for the Dual Degree option. Earn a BEd at the same time as your UBC BSc in Physics, Forestry Sciences, or Natural Resources Conservation.
SOCIAL STUDIES

*Geography | History | Social Science*

Social Studies is a multidisciplinary subject whose goal is to develop thoughtful and engaged citizens who appreciate democracy and what it means to be a Canadian. Candidates with backgrounds in social studies, history, geography or social sciences prepare to teach about society and culture, politics and laws, economy and technology, as well as the environment.

THEATRE

Teacher candidates seek to share this interactive and creative subject with learners, engaging students in relationships with others and with the environment while bridging the real with the imagined in a variety of styles. Specific content areas include drama, performance, production, directing and script development, technique, theory, technical theatre and theatre management.

TECHNOLOGY EDUCATION

Technology Education is for those who have technical proficiency in information technology, materials and processes technology, systems integration technology, safety, or a variety of disciplines, such as, wood, metal, automotive, CAD, or plastics. They wish to increase technological literacy for students, to support them in the development of their skills and to prepare for the workplace and citizenship.
International Baccalaureate (IB) Option

Secondary teacher candidates may select either the IB Middle Years Programme (MYP) or Diploma Programme (DP) as an option in addition to a teachable subject.

IB teacher candidates are expected to participate in a four-day orientation during the week before the program starts in September, as well as a weekly IB seminar and inquiry seminars during Terms 1 and 2. DP candidates will also take a two-day subject-specific seminar during Term 1.

Teacher candidates in the IB Middle Years Programme (IB-MYP) will complete an additional one credit to fulfill their program requirements. Teacher candidates in the IB Diploma Programme (IB-DP) will complete an additional two credits to fulfill program requirements.

Teacher candidates in the UBC IB educator stream have an interest in an international education that is concept-based, inquiry-driven and student-centred. Guided by key concepts and transdisciplinary themes, teachers create enriching, hands-on learning opportunities that promote discovery, exploration and thinking about real-world issues. The UBC teacher education program was recognized by the International Baccalaureate Organization due to its strong alignment with the educational practices and underpinnings of the IB, including a focus on inquiry, reflective practice, Indigenous perspectives, and diversity in its many forms.

Prior experience with International Baccalaureate is desirable but not a pre-requisite.

Practicum placements will be in authorized IB World schools throughout school districts in the Lower Mainland.
Dual Degree Option

Complete the BEd degree (Secondary option) at the same time as your UBC Bachelor degree studies in one of the following subjects:

- **Food, Nutrition and Health** *(Faculty of Land and Food Systems, BSc FNH)*
- **Forest Sciences** *(Faculty of Forestry, BSc)*
- **General Studies: Secondary Music Education** *(School of Music, BMus)*
- **Mathematics** *(Faculty of Science, BSc)*
- **Natural Resources Conservation** *(Faculty of Forestry, BSc)*
- **Physical and Health Education** *(School of Kinesiology, BKin)*
- **Physics** *(Faculty of Science, BSc)*

The dual degree option will be completed in five years with reduced credits rather than the traditional four- plus one-year degree path to the BEd degree.

After completing all the requirements, students are normally eligible for a British Columbia Professional Teaching Certificate. Students must satisfy all of the specified dual degree program option requirements for Food, Nutrition and Health, Forestry, Kinesiology, Mathematics, Music, or Physics in their degree and the Education degree.

Admission acceptance into the program will be determined based on a review of both the applicant’s transcript and a statement of academic purpose. Entry into and continuation of a dual degree program requires that the student remain in good academic standing.

The program is currently open only to students pursuing a degree in Food, Nutrition and Health, Forestry, Kinesiology, Mathematics, Music, or Physics. Dual degrees are not open to students with a previous degree.
The Indigenous Teacher Education Program (NITEP) in the UBC Faculty of Education is a leading provincial and national program that prepares educational leaders for a range of community contexts based on Indigenous ways of knowing. NITEP is a five-year concurrent Bachelor of Education program with an Indigenous focus that builds on and honours Indigenous student identity.

The Faculty of Education at UBC is a welcoming, supportive, and inclusive environment for your studies. NITEP has graduated over 400 educational leaders who are transforming places where they live and work. NITEP focuses on developing and nurturing student identity with a cohort model that enhances student success.

**Features:**

- Bachelor of Education degree with an Indigenous focus
- Holistic support that nurtures identity and belonging
- A cohort model that creates community and support amongst NITEP students
- Courses and curricula enhanced through Indigenous perspectives including local Elders and Knowledge Keepers
- Support from Indigenous mentors and educators
- A traditional program with contemporary values that exemplifies how Indigeneity can be interwoven within mainstream post-secondary education
Complete a Bachelor of Education degree through the Indigenous Teacher Education Program at UBC. NITEP has been delivered at the UBC Vancouver campus and in Indigenous communities for over 40 years. Join the growing number of Indigenous leaders in education who are transforming schools, organizations, and communities through Indigenous ways of knowing.

Find your place in NITEP — as a NITEP student, you will find a wide range of culturally appropriate resources and services on campus and at your regional field centre to help you make the most of your time here.

In addition to the on-campus centre on the UBC Vancouver campus, NITEP is also offered at field centres in the Cariboo, Lillooet and the Fraser Valley. These centres allow students to maintain their connection to home and community while pursuing their education. NITEP provides holistic support to students that promotes academic success and fosters a sense of belonging and wellbeing including:

- Flexible learning options
- Visiting Elders and Knowledge Keeper Series
- Mental health and wellness activities, events, and professional development
- Individualized student support services
- Cohort model structure that builds a community of support.

Obtain an application or additional information:

NITEP.EDUC.UBC.CA
NEW – NITEP will pilot delivery of the community-based BEd degree with the final year in
community at the Cariboo field centre in 2020 and Bella Coola in 2022.

Post-Degree | A New Specialization in Indigenous Education
NEW – Already have a degree? Find out how you can learn alongside NITEP teacher
candidates and earn a specialization in Indigenous education prior to entering the 11-month
BEd program. In addition to completing the courses required for the specialization in
Indigenous education, students must meet all academic requirements of the BEd program.

NITEP admits students from different pathways including high school, concurrent programming and
post-degree. Contact us to find out more: nitep.educ@ubc.ca.
WKTEP
WEST KOOTENAY RURAL TEACHER EDUCATION PROGRAM

WKTEP has a strong focus on rural and small school settings, recognizing that they offer exciting educational opportunities for teachers. There is also an emphasis on place-conscious learning with strong ties to local communities and school districts.

The West Kootenay Rural Teacher Education Program (WKTEP) is located in Nelson, BC and surrounding communities.

WKTEP has a strong focus on rural and small school settings, recognizing that they offer exciting educational opportunities for teachers. There is also an emphasis on place-conscious learning with strong ties to local communities and school districts.

The West Kootenay Rural Teacher Education Program provides teacher candidates with the opportunity to develop the professional qualities and effective practices for teaching in today’s complex learning environments with a strong focus on community, collaboration, and innovation.
WKTEP offers the full complement of UBC’s BEd coursework and practica, with both a two-week and a 10-week practicum hosted by four school districts (SD8, SD10, SD20, SD51), as well as a three-week community field experience in non-formal settings.

Elementary and secondary teacher candidates are together for some courses in both on-campus and in-school settings, and experienced tutors mentor secondary teacher candidates in selected teachable subjects.

**SPECIAL FEATURES OF WKTEP**

- Small cohort size encourages a personalized learning environment with a focus on developing a strong community of learners.
- Host school placements are individualized and support the unique strengths and areas of interest of each teacher candidate and provide in-situ teaching and learning opportunities.
- Elementary and secondary candidates will experience a wide array of learning environments including multi-age and alternate settings with a strong focus on rural education.
- Many WKTEP instructors are practising educators who bring practical experience and current pedagogy to their courses.
- Strong links with four local school districts allow for shared professional learning opportunities alongside practising teachers.
- A focus on place-based, place-conscious learning encourages a strong connection to the local communities and provides learning opportunities in the areas of social justice, outdoor education, and environmental education.
INQUIRY
All UBC teacher candidates participate in an inquiry seminar in each of three terms on campus so as to develop the habit of asking critical questions about their curriculum choices and pedagogical decisions. Candidates interpret and engage with educational ideas and practices as they link and integrate different kinds of knowledge from various courses and field experiences.

Teacher candidates develop and explore an inquiry question of their choosing based on a theme (e.g., the cohort theme such as “social and emotional learning” or “artful thinking”), a disciplinary topic (e.g., sustainability or health education), a particular curriculum emphasis or an educational issue. They begin with situating themselves as learner/educator, undertaking educational research by reviewing what other educators have said/written, and reflecting on what they’re observing in schools.

The third inquiry seminar takes place after the extended practicum and community field experience, providing candidates with an opportunity to reflect upon and represent their own learning experiences in the teacher education program. This culminating seminar forms the foundation upon which graduates enter the profession and take up their responsibilities as educators.
TEACHING FOR INDIGENOUS EDUCATION
A Focus on Indigenous Education

EDUC 440 - Aboriginal Education in Canada is a course offered to all teacher candidates.

It is intended to provide teacher candidates with opportunities to explore how to respectfully and meaningfully integrate Aboriginal/Indigenous history, content, and world views.

Teacher candidates will examine the role of Indigenous knowledge and ways of knowing in Aboriginal/Indigenous societies and learn how to make use of this knowledge in your planning for the classroom, school and community. The goal is to assist all educators to make a contribution to transforming Aboriginal education in order to improve educational outcomes for Aboriginal/Indigenous learners and enhance learning for all students.

Thoughts on EDUC 440 by UBC teacher candidates

Dr. Jan Hare, Associate Dean, Indigenous Education on "Reconciliation Through Indigenous Education", a UBC-MOOC

indigenouseducation.educ.ubc.ca
SOGI UBC

SOGI (Sexual Orientation and Gender Identity) Inclusive Education

SOGI UBC’s mandate includes nurturing an inclusive culture, workplace, and learning environment for faculty, staff, and students in the Faculty of Education and also reaching out to other faculties and institutions who wish to develop inclusive climates and practices.

Watch the full version of the SOGI UBC: Gender & Sexual Diversity Inclusion for Educators video

Watch the full version of the SOGI UBC: Gender & Sexual Diversity Inclusion for Faculty & Staff video

SOGI UBC is funded by the Jane Rule Initiative at UBC established by Dr. Robert Quartermain.

Project Outcomes

ONGOING:

• Delivery of SOGI-inclusion workshops and seminars within the Faculty of Education

• Integration of SOGI-inclusive education within key, required courses (EPSE 308, LLED 361, EDUC 315) in the BEd Program

• Augmentation of the foundational work of other UBC units and faculties in SOGI-inclusion

• Development of a freely-available, online module about SOGI-inclusion as professional competency

• Outreach to other faculties and institutions to share SOGI-inclusive education content and practices
MENTAL HEALTH LITERACY

UBC teacher candidates improve their mental health literacy (knowledge, beliefs and abilities to recognize, manage or prevent mental health problems and reduce stigma) to support their work as educators. UBC Faculty of Education has co-created and piloted an online curriculum resource for future teachers on how to identify and talk about mental health disorders, such as depression and anxiety, in the classroom. This resource can be used as a self-directed course, part of a course (i.e., focusing on certain modules) and/or to provide support once candidates are working in school settings. During the Teacher Education Program, some of this content is included in EPSE 308 – Human Development, Learning, and Diversity, taken by all UBC teacher candidates.

Provincial Mental Health Literacy Professional Development

UBC Faculty of Education is spearheading, with Dr. Stanley Kutcher and Dr. Yifeng Wei, a provincial professional development strategy whereby BC school districts and their communities (educators, students, staff, parents) develop mental health literacy based on a capacity-building model involving district-based core trainers and school-based Go-To Educators.

Many BC school districts have already initiated this professional development strategy and are building their capacity to become mentally health literate.

MOOCs offered by the Faculty of Education:

- Teach Mental Health Literacy - Teaching MHL (Ages 12-19)
- Learn Mental Health Literacy - Building Your Mental Health Literacy
SCHOOL-BASED PRACTICUM

The practicum includes a full-day/week experience starting in September or October (the pre-practicum experience), followed by a 2-week school placement in November, which is also the setting for the 10-week extended practicum.

The teaching practicum is an exciting part of the Bachelor of Education program because it is the time when teacher candidates put theory into practice alongside an experienced teacher. Initially, emphasis is placed on gradual orientation to the school setting. After this acclimatization period, the focus shifts to meeting the challenges of an increased teaching load and added responsibilities.
WEEKLY VISITS & TWO-WEEK PRACTICUM

Teacher candidates first observe and then gradually engage in leading teaching activities through weekly one-day visits and a two-week practicum early in the school year, followed by continuing weekly visits until the end of Winter Term 1.

Typically, elementary and middle years teacher candidates observe for the first few days and begin engaging in teaching activities on a gradual basis. The focus for teacher candidates is on cultivating professional understandings toward teaching, learning, inquiry and reflection.

For secondary teacher candidates, prior to the two-week practicum, the one-day visits provide the opportunity to visit different schools and districts and observe various teachers and programs. After the two-week practicum, the one day visits provide secondary teacher candidates the opportunity to continue developing their relationships with their advisors and school communities, and to begin formally preparing for the upcoming extended practicum.

A UBC SCHOOL ADVISOR’S PERSPECTIVE:

“I find UBC teacher candidates are quite professional. They come in knowing quite a bit actually — about the current research, about their practice, about best practice, assessment... I find that the student teachers are very open to ideas and wanting to try different things. In my experience, I found teacher candidates to be forward thinking.”

ELEMENTARY & MIDDLE YEARS PRACTICUM

All teacher candidates take the same core courses and remain together in cohorts for most of their course work. Teacher candidates are asked to submit their ranked cohort preferences. The Teacher Education Office then assigns a cohort to the teacher candidate. Cohorts have pre-determined practicum locations. Teacher candidates with a specialization in French do not complete the cohort preference form as they will register in the Elementary French Specialists standard timetable.
SECONDARY PRACTICUM

For secondary teacher candidates, every effort is made to place students in one of two requested school districts; however, depending on timetables and teaching subject areas, it may not be possible to accommodate placement requests. Moreover, certain cohorts have designated practicum sites.

EXTENDED PRACTICUM

The 10-week extended practicum provides teacher candidates with opportunities to demonstrate that they are capable of assuming the responsibilities expected of a beginning teacher. School placement decisions are made by the practicum coordinator in collaboration with faculty advisors and school administrators.

The following principles are intended to provide guidance for the extended practicum:

- Teacher candidates undertake a practicum of sufficient duration to demonstrate that they can independently plan and implement instruction and evaluate learning in the manner expected of a beginning teacher.
- Immersion into teaching is gradual, permitting teacher candidates to assume increasing responsibility as they demonstrate proficiency.
- Teacher candidates participate in a variety of teaching and observational experiences.
- Teacher candidates are involved in the assessment of their own teaching practice.
- The practicum provides opportunities for teacher candidates to systematically and analytically reflect upon teaching in a professional and educational community.

A TEACHER CANDIDATE'S PERSPECTIVE:

“The learning curve is so steep. You’re climbing all the time; there are no plateaus. You’re constantly improving. At some point, there’s some issue and you think, ‘Okay, I got this,’ and then you realize there are three more things that you let slide. There is always room for growth. The biggest part of practicum is just how much you can grow. The more work you put in, you’re never going to waste. It’s always going to benefit you.”
Where Will Your BEd Take You?

Graduating from UBC’s Bachelor of Education program will earn you eligibility to teach in BC — and beyond!
Opportunities for educators are limitless. Many UBC BEd alumni decide to venture beyond BC’s Lower Mainland to teach in rural or international locations. Our graduates have accepted positions in Canada’s North, China, England, the US, Thailand, Japan, South Korea, and elsewhere. With the number of BC-certified schools growing around the world, there is no end of possibilities.

During the program’s community field experience (CFE), teacher candidates select a placement with a local, rural or international community partner. In 2019, 105 teacher candidates were placed in 33 countries abroad. While still in the program, some were offered positions by the community partners, a direct result of their time on the CFE.
COMMUNITY FIELD EXPERIENCE (CFE)

Discover education beyond borders and traditional classroom settings

Following successful completion of a school-based extended practicum, all teacher candidates in the BEd program participate in a three-week CFE.
IN MOST CASES, THE COMMUNITY FIELD EXPERIENCE OCCURS OUTSIDE OF SCHOOLS IN PLACEMENTS HOSTED BY COMMUNITY PARTNERS. RESEARCH INFORMS US THAT SUCH “NON-FORMAL” EDUCATIONAL INVOLVEMENT HELPS TEACHERS DEVELOP A BROADER, MORE HOLISTIC VIEW OF EDUCATION.
Some field experiences take place in a school context that is very different from the extended practicum site, and others take place in locations across the province, country and internationally.

By taking part in the CFE, teacher candidates expand their concept of potential learning sites and how they might get involved, either as a career option or as a classroom teacher with an understanding of educational community connections.

During the initial registration process, teacher candidates indicate their preference for a community field experience placement by theme or geographic region.

INTERNATIONAL FIELD EXPERIENCE

For the community field experience, teacher candidates may apply for a limited number of practical educational experiences outside of Canada. In most cases, these opportunities necessitate extra costs, which are the responsibility of the successful applicants.

Participation in an international teaching and learning opportunity requires the demonstration of a high level of success in Bachelor of Education program courses and practica prior to the international experience.

Some of our international partners include Australia, Colombia, Swaziland, France, England, South Korea, Mexico, and Hong Kong.

In 2019, 105 teacher candidates were placed in 33 countries through the international CFE. The newest community partners hail from Kadongo, Kenya and Thessaloniki, Greece!
Teacher candidates also have the option to apply for a community-based field experience in rural communities.

Some of our rural education partners are located in the Cariboo-Chilcotin, Nechako Lakes, Prince Rupert, Kamloops, Vancouver Island West, and Peace River North.

The climbing wall at EDUCO, an outdoor youth adventure school in 100 Mile House, BC
LOCAL FIELD EXPERIENCE

The majority of teacher candidates will be placed in a local community field experience. This experience will provide teacher candidates a unique context to showcase their educational knowledge and skills, assist them in forging connections with community learning contexts outside the classroom, and open opportunities for teacher candidates to begin exploring educational careers beyond the traditional classroom setting.

While teacher candidates can have a role to play in designing the CFE, it is recommended that they be open to the suggested activities of their community partners. There are no set requirements for what a teacher candidate should or should not do during the CFE. The CFE can involve any number of activities, including but not limited to, teaching, creating, reviewing, planning, consulting, etc. The CFE is about being flexible and opening up to unanticipated possibilities!

CFE THEMES

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See a complete list of participating community partners and filter them by theme, location or program option on the CFE website: cfe.educ.ubc.ca/community-partners.
What is the main difference between the community field experience and the teacher candidates’ practicum placements?

The community field experience is intended to provide teacher candidates with opportunities to participate in educational contexts that differ from their school-based practicum and, in many case, from a conventional classroom. As well, there is not a formal performance-based evaluation during the CFE.

These experiences will vary greatly according to the community partners, but in every case, the field experience is intended to challenge the teacher candidates to think about education beyond the classroom walls.

“Practically and pedagogically, I believe the CFE has been one of the better features of the UBC BEd program. It has enabled me to make more connections in the industry and has given me a broader purview of useful experiences to grow my practice as a teacher.”

– Jared, BEd ’19
PROFESSIONAL LEARNING

Making connections and building your network

Professional Learning Sessions

Throughout the year, the Teacher Education Office welcomes special guest presenters to speak on a variety of relevant topics of interest to teacher candidates. This is an opportunity for students to get valuable face time with educators from the BC Teachers’ Federation, the Teacher Certification Branch, Teacher Qualification Service, Ministry of Education, school districts in the Lower Mainland and rural BC, as well as other education-focused community organizations.

Past topics have included mental health awareness, anti-bullying and anti-homophobia in schools, social and emotional learning in schools, professionalism, and how to handle the transition from being a student to teacher.

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Provincial Professional Development Day

On the annual provincial teacher professional development day, BEd program classes are cancelled for teacher candidates, thereby enabling them to attend a professional development activity offered by a BCTF provincial specialist association, local school district or other community partner.
Education Career Fair

The Teacher Education Office hosts the Education Career Fair for teacher candidates in January each year — BC’s largest teacher recruiting event. At the fair, teacher candidates have the opportunity to meet and present themselves to recruiting officers from BC school districts, officials from school districts in other provinces and territories, and international recruiters seeking teachers for a variety of countries.

Teacher Candidate Professional Development Conference

The conference, held at UBC, boasts presenters from various school districts and organizations, as well as presenters from the UBC Faculty of Education. Teacher candidates have the opportunity to attend sessions ranging from topics such as Indigenizing Curriculum, Connecting with Parents and Guardians, App Smashing, The Blended Classroom, Digital Storytelling, Integrating Technology in Math, Physical Education, and Social Justice.

Awards Night

BEd teacher candidates are eligible for a number of scholarships and awards. These scholarships and awards recognize outstanding performance in coursework, practicum and the BEd program overall. On the evening prior to graduation in November, award and scholarship recipients are recognized at the Bachelor of Education awards ceremony.
DIPLOMAS & CERTIFICATES IN EDUCATION

Increase your leadership and expertise!

The Faculty of Education offers teachers and other professionals a variety of professional learning options, including diplomas and certificates that will add value to and increase your expertise in your chosen specialization. After earning a UBC BEd, teachers may complete a 30-credit diploma that will lead to a category upgrade with the Teacher Qualification Service.

The programs are designed to meet the needs of teachers working in school districts and educators working in other settings. With programs in a variety of teaching specializations that range from early childhood, through school-aged children, to educating adults, there is a program that will deliver the skills you want.
Diploma programs currently offered:

- Adult Learning and Education
- Art Education
- Computing Studies
- Curriculum and Instructional Studies
- Early Years Education
- Guidance Studies
- Health Education
- Home Economics Education
- Infant Development and Supported Child Development
- Literacy Education
- Math Education
- Outdoor Environmental Education
- Physical Education
- Special Education
- Teacher-Librarianship
- Teaching English as a Second Language
- Technology Studies
- Visual & Performing Arts

Certificate programs currently offered:

Undergraduate Certificate Programs:

- Adult Learning and Education
- BC Early Childhood Education Assistant and Basic Certificate Programs
- Certificate in Educating Young Children
- Computing Studies
- Enhancing Early Learning
- Health and Wellness
- Infant Development and Supported Child Development
- Kindergarten Instruction
- Teacher-Librarianship
- Teaching About Visual and Material Culture
- Teaching English as a Second Language (TESL)
- Textiles Studies

Graduate Certificate Programs:

- Adult Learning and Education
- Technology-Based Distributed Learning
- Technology-Based Learning for Schools
- Educational Administration and Leadership
ADVISING

Schedule an advising appointment with an admissions officer to learn more about the BEd program and to discuss academic and experience requirements.

Follow these tips to get the most out of your advising appointment:

- Learn about our programs and determine your program of interest.
- Review the frequently asked questions. If your question is not answered, email us at teacher.ed@ubc.ca.
- If your question is still not answered, contact our admissions team.
- Complete an academic self-assessment worksheet for your teaching area(s).
- Bring your unofficial transcripts to the advising appointment.

BOOK AN ADVISING APPOINTMENT

604 822 5242
teacher.ed@ubc.ca

SIGN UP FOR AN ONLINE INFO SESSION

teach.educ.ubc.ca/information-sessions