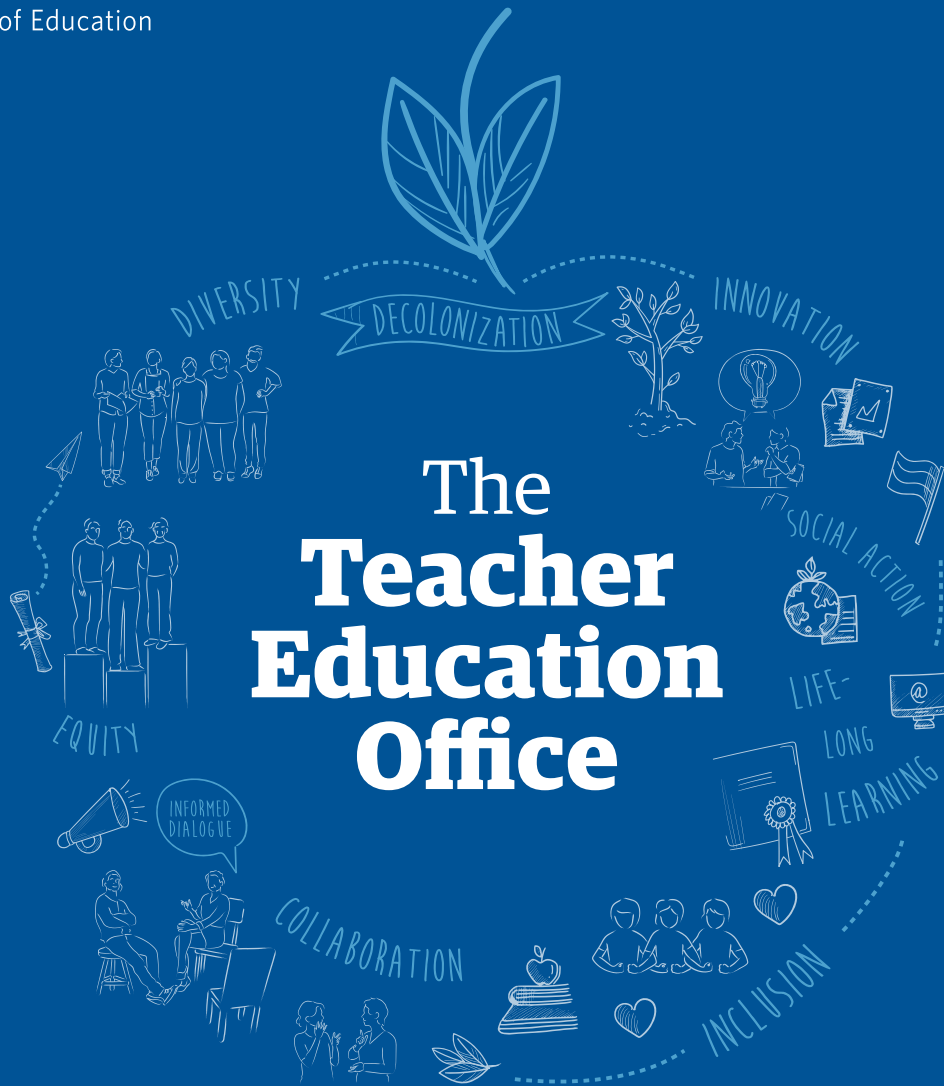




THE UNIVERSITY OF BRITISH COLUMBIA

Teacher Education Office

Faculty of Education



GUIDING PRINCIPLES
2023-2026

Message from the Associate Dean

The Teacher Education Office Guiding Principles reinforces our commitment to inspire people, ideas, and actions for a more equitable and just world. Our vision, purpose and goals are shaped and impacted by recent events calling for transformative practices. We advance strongly and courageously in our commitment to secure successful pathways for our community of educators as we navigate the complexities of this decade.

Karen Ragoonaden,
Associate Dean, Teacher Education

Acknowledgement

The Faculty of Education and Teacher Education Office is located on the traditional, ancestral, and unceded territory of the xʷməθkʷəyəm (Musqueam) and Syilx (Okanagan) peoples; these lands and places are steeped in the histories and knowledges of the original peoples of these territories.

We recognize and respect that it is our shared responsibility to ensure that the vision and the mission of the Guiding Principles reflect the multiplicity and diversity of Indigenous languages, cultures, histories, and perspectives on whose lands UBC's Teacher Education Programs are located.

The Teacher Education Office

The University of British Columbia's Faculty of Education offers the largest and most comprehensive teacher preparation program in British Columbia.

The UBC Vancouver Bachelor of Education Program offers a wide range of themed cohorts in Elementary and Middle Years, a variety of Secondary teachable subjects, a dual degree option and a post degree option.

The Faculty offers: the Indigenous Teacher Education Program (NITEP), the International Baccalaureate (IB) Teacher Education Program, the West Kootenay Teacher Education Program (WKTEP), the Remote and Rural Education (RRED), the Okanagan School of Education Teacher Education Program (OSE), education minors, extensive certificate, diploma and graduate programs, and numerous professional development options for educators across the course of their careers.

The West Kootenay Teacher Education Program (WKTEP) and the Remote and Rural Education (RRED) are delivered in-situ and in blended mode in response to calls for educational opportunities outside the Lower Mainland. The OSE Teacher Education Program is delivered on UBC's Okanagan campus.

We are committed to preparing educators for their responsibilities in both local, provincial and global contexts. Completing the program leads to a Bachelor of Education (B.Ed.) degree and recommendation for teacher certification by the Ministry of Education Teacher Regulation Branch (TRB). Graduates are qualified to apply for certification in the province of British Columbia, as well as other provinces and countries.

The Teacher Education's Office (TEO) Guiding Principles are informed by faculty and institutional documents which focus on building community via inclusive and intentional connections sustaining teaching, learning, and research. The strategic plans and reports provide frameworks for principles guiding the work with departments and units in the Faculty and with the communities with which we engage.

TEO Guiding Principles 2023-2026

The Teacher Education Office (TEO) Guiding Principles reinforces the Faculty's commitment to inspire people, ideas, and actions through education for a more equitable and just world.

The Faculty of Education Strategic Plan: Learning Transformed 2019-2024, represents the Faculty's commitment to fostering a community of learning that is grounded in the values of **equity, inclusivity, diversity, and transparency** and to redress the legacy of colonialism and residential schools in pursuit of **truth and reconciliation**.

The TEO recognizes the historical and on-going barriers to education that shape the success of Indigenous, Black and People of Color (IBPOC) including the multiple identities, intersections, abilities and orientations of diverse populations. Recognizing the climate crisis, sustainable actions emphasizing principles of climate justice are particularly relevant.

We attend to the goals and recommendations expressed in the Truth and Reconciliation Commission of Canada's Calls to Action, the United Nations Declaration on the Rights of Indigenous Peoples, the Scarborough Charter, as well as priorities identified at institutional and local levels.

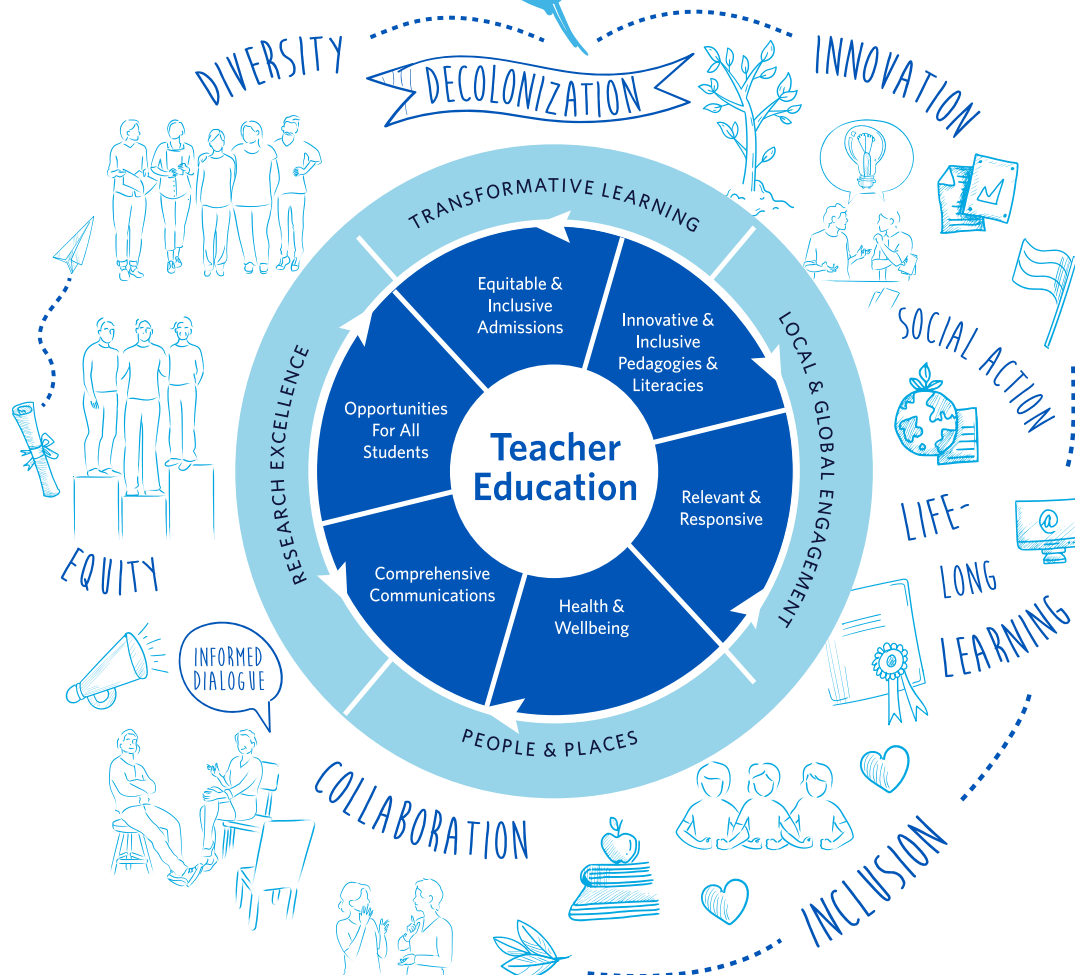
We seek to ensure inclusive, quality education for all and promote lifelong learning with guidance from the Report from the Task Force on Race, Indigeneity and Social Justice, the Task Force on Anti-Racism and Inclusive Excellence, the Indigenous Strategic Plan, the Inclusion Action Plan, and the Climate Action Plan 2030.

Vision

Inspire educators for a more equitable and just world, committed to lifelong learning and reflective practice.

Purpose

Nurture knowledgeable, skilled and responsive educators equipped to effectively facilitate teaching and learning in diverse settings, while promoting equity, inclusion, decolonization, and social justice in education.



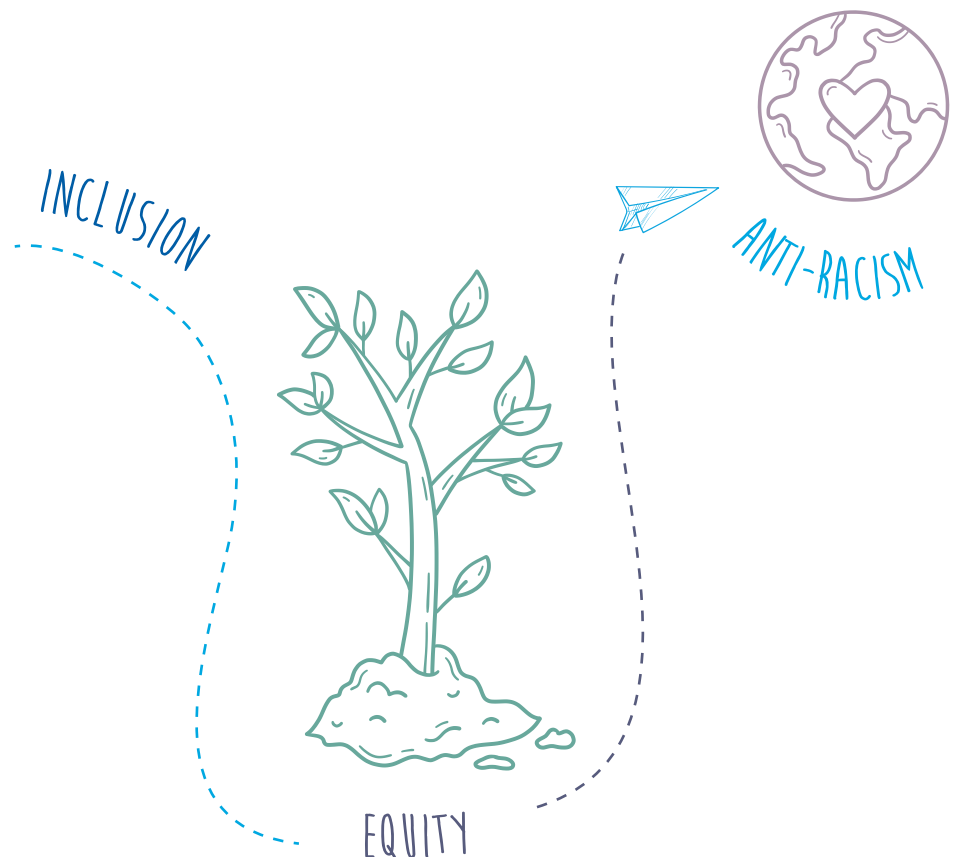
Priorities

A Culture of Teacher Education

The TEO envisions an adaptable and flexible culture of teacher education representing cultural, linguistic, gender, sexual, and socio-economic diversity and learning differences: a culture that promotes informed conversations and debates, across a range of knowledges, ways of being and ways of doing.

To support this culture, teacher educators at UBC are aware that enacting local, regional and global citizenship necessitates a dialogical approach to issues of social justice, equity, sustainability, social action, reconciliation and decolonization.

Our identity is expressed in the shared values of openness, fairness, inclusion, culturally sustainable practices, anti-racist education, and acts of reconciliation.



Goals

01 Inform, prepare, admit, and retain teacher candidates employing **equitable and inclusive** policies, processes and practices.

04 Support **health and wellbeing** of Teacher Education students, staff and faculty by using an integrated and holistic approach.

02 Support faculty to provide **innovative and inclusive evidence-based** pedagogies and multi-literacies.

05 Articulate and facilitate **communications** between the variety of programs supported by the Teacher Education Office.

03 Co-create and collaborate on **relevant and responsive** professional development opportunities within the Faculty of Education and with school districts, educational partners, Bachelor of Education alumni, and others.

06 Reduce barriers and provide supports for **equity deserving groups, and historically, persistently, or systemically marginalized (HPSM) groups**, including Indigenous, racialized and rural/remote communities, 2SLGBTQ+, and persons with disabilities.

DECOLONIZATION



RECONCILIATION



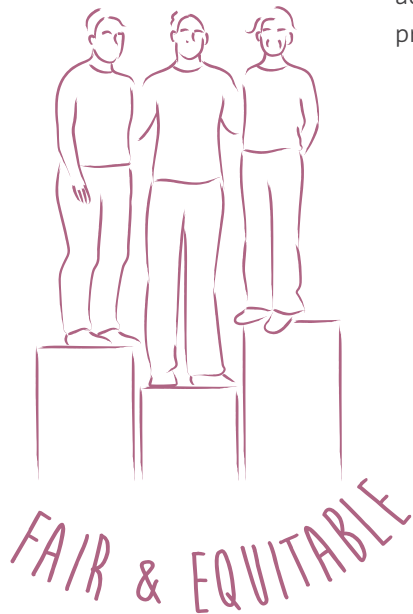


01

Inform, prepare, admit, and retain teacher candidates employing equitable and inclusive policies, processes and practices.

Objectives

- Compile, prioritize and remove barriers for Indigenous and equity deserving populations.
- Review application procedures and forms to deliver seamless and transparent processes.
- Collect, analyze and utilize data to inform and track effective admissions practices.
- Prepare and educate admission advisors to effectively use updated processes for applicants.
- Complete an environmental scan to identify effective ways to recruit equity deserving applicants.
- Increase advertising and recruitment strategies for urban, rural and international populations.
- Increase advertising and recruitment for Indigenous, Black and People of Colour (IBPOC).
- Compile, prioritize and remove barriers for applicants who are non-BC certified teachers.





02

Support faculty to provide innovative and inclusive evidence-based pedagogies and multi-literacies.

Objectives

- Support curriculum enhancement to develop strategies to decolonize curriculum and dismantle systemic racism.
- Review existing experiential education programs and identify strategies to maintain exemplary learning in the field and in the community.
- Review innovative teaching through technology and online teaching and prioritize this teaching with the assistance Learning Design & Digital Innovation (LDDI).
- Learn and become aware of the impact of digital literacies and artificial intelligence (AI) on teaching and learning.
- Establish a process/system to optimize the success of all students, including Indigenous, Black and People of Colour (IBPOC).



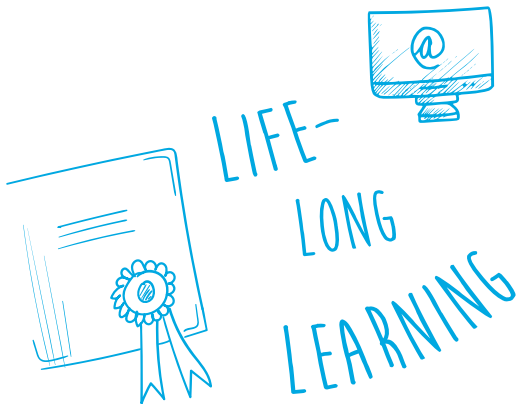


03

Co-create and collaborate on relevant and responsive professional development opportunities within the Faculty of Education and with school districts, educational partners, Bachelor of Education alumni, and others.

Objectives

- Survey alumni and school districts to determine needs and educational trends to develop and facilitate professional learning.
- Use survey results to develop a plan to make changes.
- Review existing communication strategies with former graduates; identify and implement areas of change.
- Establish and implement strategies to increase partner capacity with alumni and alumni engagement; prioritize key initiatives for partnerships.
- Implement initiatives by communicating, participating, and initiating projects and activities with professional organizations such as the BC Teachers' Federation, BC Teachers' Council, Teacher Qualification Service, Ministry of Education, and community partners to improve programmatic outcomes.
- Consult with Associate Dean's Advisory Committees: Teacher Education Advisory Committee (TEAC), Committee on Curriculum, Admissions, Standings, and Appeals (CCASA), Teacher Education External Advisory Committee (TEEAC).





04

Support health and wellbeing of Teacher Education students, staff and faculty by using an integrated and holistic approach.

Objectives

- Embedded Counselor and Case Conference Management model to address wrap around services; key partners participate (Centre for Accessibility, NITEP, Program/Practicum Managers).
- Advise and support through program manager roles providing first-point access to counselling and resources across UBC.
- Education Student Association (ESA): liaise and support student initiatives.
- Centre for Accessibility: co-facilitative approach to managing accommodations for students through designated Accessibility Advisor and regular triad meetings (Program Manager-Accessibility Advisor-Student).
- Equity Inclusion Office: advocating for students' rights where necessary to decrease barriers across all programs.
- Health and wellbeing initiatives: co-facilitate in coordination with NITEP for all Indigenous teacher candidates; co-facilitate with Embedded Counsellor, Faculty, Education Students Association, and Program Managers for wrap-around services and access to resources/information/services for all TCs.
- UBC services: student health, counselling, housing, early alert.
- Peer mentor support: tutorial services and education events/workshops to further enhance and support teacher education and health and wellbeing objectives.





05

Articulate and facilitate communications between the variety of programs supported by the Teacher Education Office.

Objectives

- Prioritize communication goals as stated in the Communications Action Plan, Teacher Education Office.
- Communicate to students about all TEO services (Program manager roles and team, Embedded Counsellor, Peer Mentors/Scarfe Sandbox, Instructional Support, Navigating the B.Ed. Program canvas site) and various options for programs (B.Ed., RRED, WKTEP, Dual Degree, NITEP, Diplomas/Certificates in Education, BA Minors in Education).
- Facilitate inter-departmental communications.
- Integrate and align with UBC-wide initiatives.
- Create and collaborate on cross-curricular connections for dual degree programs and other opportunities.
- Utilize data provided by PAIR (Planning and Institutional Research) to help inform decisions and provide direction.
- Build connections in the Faculty of Education by highlighting stories, themes, events.
- Maintain a focus on accessibility, diversity, inclusion and representation.





06

Reduce barriers and provide supports for equity deserving populations including Indigenous, racialized and rural/remote communities, 2SLGBTQ+, and persons with disabilities.

Objectives

- Identify application and admission demographics using disaggregated data.
- Advocate for the use of disaggregated data at UBC.
- Keep track of equity deserving students in the B.Ed. program.
- Communicate with equity deserving students via regular meetings and informal newsletters (Practicum Tips, Health and Wellness Tips).
- Create safe spaces for equity deserving communities by building community through gatherings.
- Provide pathways for equity deserving students to share experiences and to debrief incidents of concerns.
- Engage in anti-racist education and acts of reconciliation through decolonizing practices.



PATHWAYS TO EQUITY



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