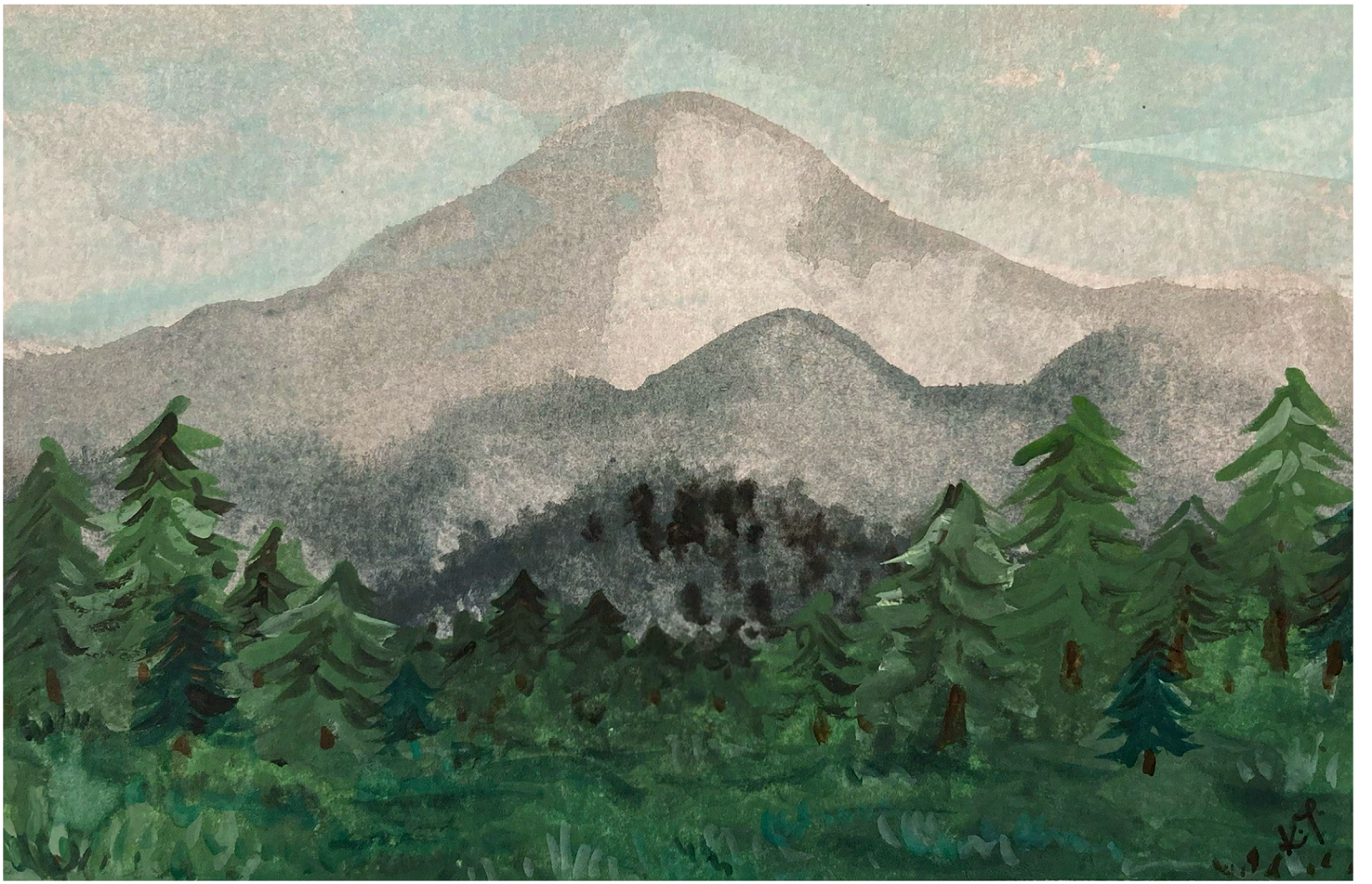

BACHELOR OF EDUCATION HANDBOOK
2023-2024

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MESSAGE FROM THE DEAN

It is my pleasure to welcome you to the Teacher Education Department in the Faculty of Education, Community, and Human Development (FECHD) at the University of the Fraser Valley (UFV). This is my second year as the Dean of Education, Community, and Human Development.

I congratulate you on being one step closer to realizing your goal of becoming a teacher. I have been an educator for over thirty-five years, and it's been an incredible privilege to affect young people's lives in positive and powerful ways. My own view of my work is to care ever more deeply in relationship to those around me: students, colleagues, staff, and the community UFV is about:

Engaging learners, transforming lives, building community.

yoystexw ye totilthet, ayeqet kw'e shxwaylexws, thayt kw'e st'elt'elawtexw

We live in interesting times. The last couple of years have seen unprecedented action taken by educational institutions across Canada (and beyond!) to adapt to ways of working and learning during a pandemic. The Teacher Education faculty members and staff in the Teacher Education Department have a reputation of ensuring the best quality education regardless of the mode of delivery. Whether online or in person, our faculty and staff are committed to excellence. They are leaders in their field with a focus on one thing: your success.

We have a strong relationship with our local School Districts and together we will ensure you have the resources needed to move forward in your teaching careers in the best possible way. I can assure you that, together, you will experience a supportive and collaborative learning environment where you can engage with the community in Teacher Education Department, engaging in various ways of knowing and being in the world as you prepare for your career as an educator. This Teacher Education Program is especially known for its indigenous worldview where personalized learning, use of technology, enquiry and problem-based learning are at the core of your education.

And in closing, I encourage you to work hard, but to also have some fun along the way. Get to know your classmates, teachers, and community school.

So, laugh, dance, and play along with your students!

Dr. Allyson Jule
Dean of the Faculty of Education, Community, and Human Development

Welcome to UFV's Bachelor of Education for the 2023 – 2024 Cohort Year!

Ey swáyel and Hiddy Ho,

I am so excited to welcome everyone to the 17th year of the teacher education program! We are very fortunate to do our work on the territory of the Stó:lō Peoples; specifically the Mathsqui, Semanth, and Kwantlen Nations; the traditional stewards of this land from time immemorial. It is a privilege to learn here and that privilege comes at the expense of the Stó:lō Peoples. This makes it critical that we educate ourselves and our students in relation to decolonization and Indigenization as purposeful acts of reconciliation. Every course, and every additional programmatic activity in the BEd, aims to increase our understanding of what it means to do our work in a good way, ensuring that Indigenous Peoples, and all those who have been historically marginalized in education, have strong voices and representation in the content and pedagogy of the BEd. We look forward to teaching and learning with you on this journey.

We have a jam-packed and, hopefully, transformative year for everyone. Becoming a teacher is so much more than just learning how to teach the curriculum. As teachers we are critical interrogators of curriculum, advocates for all students and communities, and lifelong learners that recognize there is no one right way to teach and always something to learn and improve on. Being critical interrogators, advocates, and lifelong learners is more than knowledge and skills; they are pedagogical dispositions that are invaluable to the world of today and the citizens we are developing for tomorrow. It requires a lot of work, humility, and enthusiasm to see yourself as a change-agent and this BEd program takes the job of preparing you for this role very seriously. The faculty, teacher mentors, and faculty mentors are dedicated to supporting you on this journey of becoming the best teacher you can be.

Thank you to all of those who work tirelessly to deliver this powerful 10 ½ month program. Faculty, staff, sessionals, teacher mentors, and faculty mentors work collaboratively to support teacher candidates in this important work. Without the dedication, voices, support, and expertise of many different people, the BEd would not be the successful program that it is. We value the voices of all those involved and look forward to a challenging and rewarding cohort year.

All the best,

Hóyòwélh,

Sheryl MacMath
Department Head, Teacher Education Department

MISSION STATEMENT | UFV TEACHER EDUCATION DEPARTMENT

> *The **mission** of the UFV Teacher Education Department (TED) is to educate teachers who will become responsible and effective professionals. Through our emphasis on the integration of knowledge, educational theory and practice, on social justice, and on curriculum development, our graduates will be distinguished by the knowledge, skills, and values expected of educators in the contemporary classroom.*

Ey Swayel. UFV and the Teacher Education department strive to be places of learning that recognize, respect, and include knowledge and perspectives. Our Fraser Valley campuses are located on the traditional territories of the Stó:lō people.

The Halq'eméylem word for "Education for the New Teachers" is ***S'í:wes Xwela ye Xá:ws I:westeleq***.

Statement Of Respect And Inclusivity

The Teacher Education Department (TED) at UFV is committed to creating a respectful learning and working environment where the fundamental principles of human rights, as laid out in the Canadian Charter of Rights and Freedoms, are upheld. The TED is committed to providing accessible, usable, and welcoming spaces for all people regardless of their race, ethnicity, age, ability, gender, sexual orientation, socio-economic status, religion, nationality, and/or citizenship status.

TED courses occur in learning environments that recognize and celebrate the diversity found within Canadian society. In keeping with the BC Teachers' Council (BCTC) Standards of Conduct, the TED Values and Commitments, and the BEd Program Goals, it is expected that TCs at UFV will also uphold this commitment to respect and inclusivity in course work, in field experiences, and in their daily interactions with others.

Please feel welcome to email your instructors with your name and pronouns and how you would like these to be used.

Glossary Of Terms

BCTC	**BC Teachers' Council**
BCTF	**BC Teachers' Federation**
BEd	**Bachelor of Education**
DH	**Department Head**
FECHD	**Faculty of Education, Community, and Human Development**
FM	**Faculty Mentor**
NOC	**Notice of Concern**
NOPNC	**Notice of Potential No Credit Grade**
OReg	**Office of the Registrar**
POP	**Particulars of Practice**
SD	**School District**
TC	**Teacher Candidate**
TED	**Teacher Education Department**
TEP	**Teacher Education Program**
TM	**Teacher Mentor**
TOC	**Teacher on Call**
TQS	**Teacher Qualification Service**
TRB	**Teacher Regulation Branch**
UFV	**University of the Fraser Valley**

DEPARTMENT COMMITMENTS, VALUES, AND PROGRAM GOALS

DEPARTMENT COMMITMENTS: DECOLONIZATION & INDIGENIZATION AND SOCIAL JUSTICE & ANTI-RACISM

DECOLONIZATION & INDIGENIZATION

The TED has made a strong commitment to decolonizing practices, and Indigenizing curriculum and pedagogy. We warmly welcome Indigenous students into the Bachelor of Education, and actively seek to incorporate Indigenous Ways of Knowing and perspectives into our curriculum. In 2012, a formal celebration was held to gift the UFV Teacher Education Program with the Halq'eméylem name, *S'í:*wes *Xwela ye Xá:*ws *I:westeleq*, meaning "Education for the New Teachers". We feel honoured to have been gifted with this name by the Stó:lō people and recognize that with this name comes a responsibility.

Terrible things have been done in the name of education in Canada – not the least of which were the attempts by the Canadian government to assimilate thousands of Indigenous children into White Settler society through Indian Residential Schools. The primary goal of these schools was to "kill the Indian in the child". Senator Murray Sinclair (the Chief Commissioner for the Truth and Reconciliation Report), when speaking about the harm perpetrated in the name of education in these schools, stated, "Education is what got us into this mess; and education is what will get us out."

Armed with the new understandings we have come to because of the stories of truth shared by IRS Survivors through the Truth and Reconciliation Commission Report, the Teacher Education program (TEP) at UFV seeks to mitigate some of this damage and work to create a society where Indigenous children and adolescents are valued for who they are.

SOCIAL JUSTICE & ANTI-RACISM

Social Justice, as one of the five Department Values, is a tenet that all faculty, staff, and teacher candidates (TCs) are expected to uphold. This value will be demonstrated through the ways in which we work together, and the ways in which we work with K-12 students. We will create inclusive learning environments that are ethical and safe by using individualized and equitable approaches that engage learners and include their voices, and by exposing gaps in schooling and curriculum that serve to minimize or marginalize students and teachers.

However, social justice also requires us to become knowledgeable about racism and discrimination, challenging status quo, power, and privilege within education and schooling. We all hold prejudice and discriminate against others -- this is built into the way that we are hardwired as human beings. Our job as educators is to acknowledge and push against this within all aspects of our daily lives -- to become *antiracist* educators. This means interrogating ourselves, our experiences, and our practices, and wrestling with the discomfort that will emerge. It also means engaging in critical discourse, acknowledging and examining our own biases, and having courageous conversations about injustice and our own experiences with it.

5 DEPARTMENT VALUES

The BEd program is informed by these values:

Social Justice

TED believes that educators must be open to and respectful of diversity and difference. Educators require the ability to see beyond their own ways of defining the world and to be advocates of social justice and the inclusive classroom. A high value is placed on the ethical responsibilities of educators.

Critical Mindedness

TED believes that educators must understand the complexity, subtlety, and difficulty of contemporary educational questions and issues. This understanding is extended to colleagues as educators value the experiences of their peers, recognize the diversity that is possible in instructional techniques, and choose to learn all that they can without passing judgment on fellow professionals. In an attempt to solve problems, educators must show a high degree of flexibility in comparing various perspectives, seeking alternative solutions, and engaging in collaboration.

Pedagogical Sensitivity

TED supports a pupil-centered view of teaching. Educators must develop an understanding of the primacy of the pupil-teacher relationship and its ethical underpinning while honouring and respecting the needs of each pupil. Educators must have the knowledge, skill, and confidence to adapt and develop curriculum to meet the specific needs of each pupil.

Integration of Knowledge and Practice

TED supports the seamless connection between knowledge (academic disciplines), educational theory, and practice (methods for achieving educational ends). Educators must constantly engage in the recursive interplay of knowledge, educational theory, and practice throughout their professional lives.

Reflective Practice

TED believes that educators must engage in reflective practice. Reflective practice is the ability to reflect in a thoughtful way on the significance of different teaching situations and on their role in defining a learning environment. Educators must demonstrate self-knowledge by openly identifying personal biases and projections. Reflective practice, guided by the principles of self-evaluation and self-directed learning, is considered the foundation of continuous professional growth.

BACHELOR OF EDUCATION PROGRAM GOALS

The Teacher Education department (TED) is dedicated to educating teachers who will become responsible and responsive professionals – this is, in part, why we refer to our students as Teacher Candidates. As our mission statement says, graduates of our program will be distinguished by the knowledge, skills, and values expected of educators in the contemporary classroom.

The Bachelor of Education (BEd) Program Goals were developed out of the five department values and are competencies to be demonstrated by an effective teacher upon completion of the program. The fourteen goals are organized into three key areas and sequenced in a developmental progression. Each goal is then elaborated upon to ensure that teacher candidates (TCs), faculty mentors (FMs), teacher mentors (TMs) and BEd course instructors clearly understand how these goals relate to observable TC actions on campus and in field placements, recognizing that there are many more components to each goal than are listed.
Note: *We do not view the elaborations as a 'checklist' for TCs, but rather as an assessment "as" learning opportunity.*

During field placements (school visits, school experience, and certifying practica), the TC and mentors (both the TM and FM) should review how these goals relate to the specific classroom and school placement (all classrooms are quite different). Whether a TC should demonstrate all, or more, of these elaborated points for successful completion of EDUC 490 and EDUC 492 is based on the professional judgment of the mentors involved.

Note: Naturally, work on these goals is always ongoing. We expect that TCs will demonstrate consistent and continuous growth in the program goals throughout the time that they are in the BEd.

Demonstrating a strong, professional teacher presence

1. Professionalism

This goal speaks to the ways in which TCs conduct themselves on a daily basis: it includes the day-to- day civility that the TC demonstrates with peers, BEd instructors, students, colleagues, and the profession; their ability to uphold the TED Values and Commitments; and, the recognition that professionalism is an integral component of all other goals. Inherent within this goal is a willingness to advocate for those with less privilege and/or cultural capital, and the ability to communicate concerns in a courageous manner, leaving the dignity of all parties intact. Examples include:

- demonstrating consistent attendance, punctuality, and effective communicationduring coursework and in field placements;
- demonstrating effective preparation for coursework/teaching (including preparing and sharing written organizational plans), and consistently meeting all deadlines;
- acting as a positive role model and equity advocate, remaining ethical and trustworthy;
- respecting confidentiality, personal, and physical boundaries;
- following all district protocols related to health, safety, and remote and/or face to face teaching; and
- demonstrating a commitment to the role of the teacher in upholding the rationale and philosophy of the BC Curriculum.

2. Strong connection with students

To be an effective teacher, the TC must first develop strong, meaningful relationships with each individual student. This involves listening actively to what students share about their needs, aspirations, and interests; and, where warranted, sharing relevant and appropriate information about oneself. In contrast to goal 7, this goal focuses on knowing students personally rather than academically. Examples include:

- valuing and caring for children/adolescents, always acting in their best interests;
- instilling an enthusiasm for learning in students;
- sharing both academic and social interests with students in their classes; and
- recognizing 'change' in a student and enlisting outside supports as needed.

3. Classroom culture & management

This goal focuses specifically on the ability of the TC to assert their leadership as the classroom authority, regardless of the learning environment, while remaining sensitive to the individual rights and needs of students. Any actions the TC demonstrates to develop, support, reinforce, and ensure a safe and productive learning environment for students would relate to this goal. In contrast to goal 10, which focuses on developing student knowledge and skills related to curricula, this goal relates to the ways in which the TC pro-actively attends to student behavior – individual, small group, and whole class – in order to optimize the learning environment. Examples include:

- ensuring the safety of all students at all times, including responding effectively during crises, and demonstrating knowledge of school-wide safety and first aid procedures;
- developing, sharing, and consistently reinforcing class rules and behavioural expectations that encourage self-regulation and social-emotional competency;
- proactively planning and/or adapting management strategies so that the learning needs of individual students are met;
- developing classroom routines, managing transitions, and, where necessary, implementing positive behaviour and reinforcement systems either for the entire class or for individual students; and
- taking action to ensure an environment that is conducive to student learning.

4. Reflective practitioner

This goal is critical to the development of lifelong learners and professionals in the field of teaching. After completion of a TEP, feedback and direction regarding one's practice and professionalism are greatly reduced; as such, a TC must demonstrate that they are able to independently reflect on all aspects of being a teacher so as to realize successes, recognize areas of challenge, develop a sound plan to address challenge areas, and then implement those changes in a cyclical fashion. Reflection must be ongoing, accurate, and focused on ensuring that the needs of the students, the curriculum, and the profession are always being met to the best of a teacher's ability. Examples include:

- implementing changes in practice (e.g., course assignments, lesson plans, interactions with others) based on reflection, with the goal of improving one's teaching in both face to face and remote learning environments;
- engaging in written and verbal reflection with mentors and colleagues regarding practice;
- incorporating reflective practices with one's own students as a part of lesson design; and
- in the spirit of reconciliation, social justice, and decolonization, interrogating one's practice as an educator.

5. Working with feedback

This goal focuses on information gathered from BEd instructors, other colleagues, and mentors. While goal 4's focus is to have the TC personally note successes and challenges and alter their practice accordingly, this goal requires the TC to demonstrate a willingness to accept feedback from others and

to put that feedback into practice. It is important that the TC gathers evidence that demonstrates how the feedback affected their practice. Examples include:

- responding professionally to feedback or suggestions for changes from BEd instructors, peers, mentors, and/or students;
- implementing feedback from others, including BEd instructors and mentors, and reflecting on those changes;
- being willing to thoughtfully and effectively negotiate changes with those who provide feedback; and
- seeking out constructive criticism.

6. Clear and observable vision

As teachers, our vision of what 'good teaching' and 'effective learning' are will change over time. The TC, while in the BEd, begins to articulate the vision they are working towards, continuing to refine this vision throughout the program and, ideally, into their future. As a result, there are three important steps for demonstrating this goal during the course of the BEd: (1) the TC describes this vision (usually in the form of a written statement) – semester 1; (2) the TC shares this vision with their mentors (including having observations that may focus on how they did, or did not, enact their vision)
– semesters 1 and 2; and (3) the TC reflects on their lessons and their vision to identify alignment, challenges, and how their experiences in the face to face and remote classroom shape or inform their vision – semesters 1, 2, and 3. Examples include:

- describing one's personal values and beliefs regarding children/adolescents, learning, teaching, curriculum, and schooling in the form of a personal teaching philosophy;
- demonstrating the values and beliefs described in an observable practice; and
- valuing, respecting, and remaining open to diverse opinions and cultures that may challenge one's beliefs about education and teaching; and
- critically examining one's own actions in the classroom in relation to their vision.

Demonstrating knowledge and skills related to teaching

7. Knowledge of students

This goal focuses on knowing the academic needs of the individual students in a classroom. In contrast to goal 2, which focuses on learning the needs and interests of students, this goal requires the TC to demonstrate knowledge of an individual student's academic success, challenges, and needs (including access to technology). Examples include:

- identifying, planning, and implementing activities that meet a range of student needs (including physical, social, emotional, moral, cognitive, aesthetic and cultural needs);
- accurately identifying and assessing student levels of learning readiness, and implementing activities that meet those levels;
- connecting new concepts with students' prior knowledge and experiences; and

- incorporating information from other education professionals when planning classroom activities.

8. Knowledge of content

This goal focuses on ensuring that the TC is knowledgeable in the content and/or skills that they are teaching. This includes being familiar with the necessary background knowledge related to each subject area. Examples include:

- developing unit and lesson plans that accurately and adequately address curricular content and competencies;
- responding effectively to student questions that extend beyond planned lesson content;
- demonstrating knowledge of strategies inherent to a given content area (e.g., historical thinking approaches in Social Studies, inquiry methods in Science, procedural vs. conceptual understanding in Math, performative inquiry in Drama, etc.);
- authentically incorporating Indigenous Ways of Knowing and the voices of those who are under-represented in the curriculum into lessons and unit plans; and
- writing and speaking using grammatically-correct Canadian English and/or French.

9. Effective communication with students

This goal focuses on clarity and effectiveness in relation to communication. One of the key requirements for effective learning is for students to know what is expected of them. Any strategies, instructions, alterations, or examples that a TC can provide that increase student understanding fit within this goal. Examples include:

- providing clear, multi-modal instructions for academic and behavioural tasks that students are able to independently follow;
- breaking instructions and/or content knowledge into manageable chunks appropriate for students' developmental needs;
- incorporating the modeling and reinforcement of respectful social interactions (e.g., turn taking, cooperation, conflict resolution, etc.); and
- encouraging and managing discussions, active listening, and effectively responding to individuals and groups.

10. Effective teaching practices

This is one of the largest goals and requires a great deal of time, practice, reflection, and success on the part of the TC. Goal 10 encompasses everything from mastering direct instruction to the effective implementation of more challenging teaching strategies. Sometimes it requires multiple observations before a TC successfully demonstrates that they can implement a strategy effectively. The focus for this goal is on maximizing student learning, and relates to planning, pacing, incorporating variety, ensuring engagement, and being flexible. To be successful with this goal, the TC needs to be creative in their planning and effective in their face to face and remote delivery of lessons; they need to pay attention to student learning (or lack of learning) and respond appropriately. Ultimately, this requires the TC to move beyond focusing on the technical aspects of teaching to centre their attention on what and how students are learning. Examples include:

- utilizing a variety of instructional strategies and questioning techniques that are relevant to the age and abilities of one's students and in line with current research in the discipline;
- being open to, seeking out, implementing, and refining, innovative and challenging teaching strategies for both face to face and remote learning environments (e.g., project-based learning,

cooperative groups, visits into the community, guest speakers, experiments, stations, a combination of synchronous and asynchronous instruction, etc.);
- providing opportunities for active engagement, manipulation, collaboration, and student exploration/experimentation with ideas and materials;
- identifying and effectively responding to 'teachable moments' that emerge;
- incorporating culturally-relevant and sustaining pedagogies into lessons; and
- thoughtfully implementing Indigenous perspectives, content, and pedagogies into the classroom in culturally sensitive and meaningful ways.

11. Valid and reliable assessment practices

To provide effective instruction, the TC needs to know what each student knows and does not know: this is the focus of assessment. Assessment can happen anytime – within a lesson, over a period of lessons, towards the end of the unit – and is communicated to the student, parents/guardians, and administration. The TC must be accurate in their assessments and congruent with the curricular outcomes to be considered effective. Examples include:

- planning for and using varied, multiple assessment "as", "for", and "of" learning opportunities throughout all units;
- gradually developing each student's ability to self- and peer-assess constructively in relation to curricular outcomes (e.g., learning standards, core competencies);
- demonstrating efficient and consistent monitoring and tracking of all student progress through effective record keeping;
- using evidence from assessments to alter instruction and improve student success; and
- developing appropriate grades and report card comments.

12. Inclusive and individualized teaching

There are individuals within every group whose needs may vary from the rest of the group. It is the responsibility of the TC to identify those individual needs and meet them while still effectively supporting the behaviour and learning needs of everyone else. How a TC identifies and meets those individual needs, ensuring that the classroom is inclusive and safe for individual students, is the focus for this goal. Examples include:

- creating a climate of inclusivity in the classroom (e.g. 'student-first' language, non-gendered pronouns, culturally sensitive/trauma-informed practice);
- planning for remote teaching taking into consideration student access and comfort with technology;
- developing a variety of tasks designed to enable individual student success and challenge by using the principles of UDL and differentiated instruction to meet the needs of all learners;
- implementing different strategies that are designed to effectively support students with diverse learning needs and keep them involved with the activities of the classroom; and
- using instructional practices that respect and reflect the diversity amongst students and the community, including implementing activities that promote an understanding of diverse cultures and lifestyles.

Becoming a positive member of the school and the community

13. Working respectfully with parents/ guardians

This goal focuses specifically on building a relationship with the families of the students in the classroom. Recognizing the importance and value of working with and supporting students' caregivers, the TC seeks a variety of ways to communicate with parents/guardians. Examples

include:

- initiating and maintaining positive, ethical relationships with parents/ guardians and families;
- respecting the diverse cultures and value systems of different families;
- initiating and maintaining contact with parents/ guardians in a variety of ways to increase student success (e.g., email, phone calls, notes, website, etc.); and
- participating in parent/guardian-teacher interviews, meet-the-teacher nights, school-based team meetings, and student-led conferences (when possible).

14. School culture and community

Teachers are not only responsible to the students in their classrooms, but to their school, neighbourhood, and district communities. This involves communicating with, developing, and supporting initiatives that occur outside of the practicum or UFV classroom. Examples include:

- establishing collegial and collaborative interactions with BEd instructors, peers and the peer community, educational specialists (including education assistants and Indigenous support workers), administration, staff (including custodial and administrative), volunteers, parents/guardians, and the students beyond one's classroom walls;
- where possible, becoming involved in extra-curricular activities (whether repeatedly over a number of weeks, or for specific one- or two-day school/department/grade-wide events) throughout the school;
- participating in staff meetings, school-based team meetings, IEP meetings, and professional development opportunities (including professional learning communities and curriculum-based team meetings); and
- initiating contact and communication with principals and school administration.

Cookies made by Colleen Gregory for BEd 2022-2023

OVERVIEW OF THE BACHELOR OF EDUCATION AT UFV

Within the Bachelor of Education (BEd) as a second degree, there are two options: the elementary/middle school option with placements in grades K-7, and the secondary option with placements in grades 8-12. Our secondary option is further divided into two streams: Humanities (English/Social Studies) and Math/Sciences. Both options within the BEd are 10 ½ months in length and span three consecutive semesters. This year marks the start of the **seventeenth cohort** at UFV. The TED will select *teacher mentors* (TMs), classroom teachers who will be supervising teacher candidates in the classroom, from school districts in the Fraser Valley, including Abbotsford, Chilliwack, Fraser-Cascade, Mission, Langley, and Maple Ridge-Pitt Meadows school districts. The cooperation of our partnering school districts makes possible the integration of knowledge, educational theory, and practice that is at the core of our Mission Statement. Please note that the course timetable is posted on Blackboard, and some classes may need to be scheduled on Saturdays to ensure we have current practicing subject specialists. When this is the case, teacher candidates generally have no classes on the following Monday.

The Bachelor of Education is divided into three semesters, each with a different learning focus.

Semester 1: Building a Community

- The focus of this semester is to help the TC to begin to deconstruct their own schooling experiences and examine them with 'teacher eyes'.
- The TC completes eleven (elementary/middle)/ twelve (secondary) courses in a four-month time period. (This includes foundational courses in diversity, special education, Indigenous youth and schooling, planning and assessment, reflective practice, and classroom management, as well as subject-specific methods courses.)
- The TC completes a concentrated time period of 5 weeks in a K-12 school through the School Experience (EDUC 490).

Semester 2: Becoming a Teacher

- The focus of this semester is to prepare the TC for their certifying practicum.
- The TC completes eight (elementary/middle)/seven (secondary) courses in a six-week time period. (There are more methods courses, and significant time is spent on unit planning and construction.)
- The TC completes their certifying practicum (EDUC 492 A/B). This experience is 12 weeks in duration and begins after the Jan/Feb coursework is completed.

Semester 3: Shaping the Profession

- This semester solidifies for the TC that their learning journey as a teacher has only just begun.
- The TC completes five courses in a four-week time period. (Coursework looks at the roles and responsibilities of teachers in a larger context – governance, action research, and professional development.)
- The TC completes and shares their learning journeys (via e-portfolio) with faculty and colleagues.

BEd Program Outline (Elementary/Middle option)

Semester 1 Mid-August to December (27.5 credits)

Theme: Building Community

EDUC 410	Education in a Diverse Society	3.0	credits
EDUC 412	Introduction to Inclusive and Special Education in Elementary and Middle Schools	4.0	credits
EDUC 420	Designs for Learning Elementary Language Arts	4.0	credits
EDUC 424	Designs for Learning Elementary Mathematics	3.0	credits
EDUC 444	Creating Positive Environments for Elementary Learning	1.0	credit
EDUC 445	Lesson Planning and Assessment	2.0	credits
EDUC 446	The Role of Technology in Teaching	1.0	credit
EDUC 447	Indigenous Education and BC Schools	3.0	credits
EDUC 490	School Experience (Practicum I)	6.0	credits
EDUC 495A	Applications of Reflective Practice I	0.5	credit

Semester 2 January to April (18.5 credits)

Theme: Becoming a Teacher

EDUC 421	Designs for Learning Elementary Social Studies	2.0	credits
EDUC 422	Designs for Learning Elementary Fine Arts	1.0	credit
EDUC 423	Designs for Learning Elementary Science	2.0	credits
EDUC 425	Designs for Learning Elementary Physical and Health Education	1.0	credit
EDUC 448	Conflict Resolution in Schools	1.0	credit
EDUC 450	Language Teaching and Learning in a Plurilingual Society	2.0	credits
EDUC 452	Unit Planning, Assessment, Evaluation, and Reporting	2.0	credits
EDUC 492A	Integration of Knowledge and Practice (Practicum II, part I)	6.0	credits
EDUC 495B	Applications of Reflective Practice II	0.5	credit

Semester 3 May to June (9 credits)

Theme: Shaping our Profession

EDUC 442	Introduction to Action Research	1.0	credit
EDUC 460	Reform in Education	1.0	credit
EDUC 492B	Integration of Knowledge and Practice (Practicum II, part II)	6.0	credits
EDUC 495C	Applications of Reflective Practice III	1.0	credit

Total Credits	**55.0**	**credits**

BEd Program Outline (Secondary Option)

Semester 1 Mid-August to December (27.5 credits)

Theme: Building Community

EDUC 410	Education in a Diverse Society	3.0	credits
EDUC 413	Introduction to Inclusive and Special Education in Secondary	4.0	credits
EDUC 431 or EDUC 435	Designs for Learning Secondary English Language Arts Designs for Learning Secondary Math	3.0	credits
EDUC 432 or EDUC 436	Designs for Learning Secondary Social Studies Designs for Learning Secondary Science	3.0	credits
EDUC 445	Lesson Planning and Assessment	2.0	credits
EDUC 446	The Role of Technology in Teaching	1.0	credit
EDUC 447	Indigenous Education and BC Schools	3.0	credits
EDUC 449	Creating Positive Environments for Learning in Secondary Classrooms	2.0	credit
EDUC 490	School Experience (Practicum I)	6.0	credits
EDUC 495A	Applications of Reflective Practice I	0.5	credit

Semester 2 January to April (18.5 credits)

Theme: Becoming a Teacher

EDUC 440	Professional Communication in Schools	1.0	credit
EDUC 448	Conflict Resolution in Schools	1.0	credit
EDUC 450	Language Teaching and Learning in a Plurilingual Society	2.0	credits
EDUC 452	Unit Planning, Assessment, Evaluation and Reporting	2.0	credits
EDUC 454	Supporting Diverse Learners	1.0	credit
EDUC 455 or EDUC 457	Investigations into Secondary English Language Arts Investigations into Secondary Science	1.5	credits
EDUC 456 or EDUC 458	Investigations into Secondary Social Studies Investigations into Secondary Mathematics	1.5	credits
EDUC 492A	Integration of Knowledge and Practice (Practicum II Part I)	6.0	credits
EDUC 495B	Applications of Reflective Practice II	0.5	credit
EDUC 498	Special Topics in K-12 Education	2.0	credits

Semester 3 May to June (9 credits)

Theme: Shaping our Profession

EDUC 442	Introduction to Action Research	1.0	credit
EDUC 460	Reform in Education	1.0	credit
EDUC 492B	Integration of Knowledge and Practice (Practicum II, Part II)	6.0	credits
EDUC 495C	Applications of Reflective Practice III	1.0	credit

Total Credits	**55.0**	**credits**

For official course outlines, please see www.ufv.ca/calendar/CourseOutlines/PDFs/EDUC/

SUPERVISION AND DEVELOPMENT OF TEACHER CANDIDATES (TCS)

The Teacher Education Department (TED) provides students the opportunity to draw on the experiences of several faculty (including one who acts as an advisor), experienced teachers, an education librarian, and two part-time program coordinators. Each member of the department supports the students to ensure they develop professionally and successfully, and have a high-quality educational experience.

The TED faculty (including sessional instructors) and the department head (DH) teach within the BEd, and some will supervise students during their practica. On occasion, other UFV faculty members may take on instructional responsibilities depending upon the subject matter and their areas of expertise. The TED faculty are also involved in the overall planning and direction of the program.

The BEd *program coordinators* facilitate school placements for TCs. They assist in clarifying placement procedures, and they collaborate with education faculty in the supervision and support of individual students in a variety of situations. The coordinators liaise with school districts (SDs) and promote cooperative positive working relationships among students, faculty, TMs, and school personnel. They may also be called upon to do specific program tasks, give workshops for TMs, and provide instruction in their areas of expertise. The coordinators supervise the Faculty Mentors (FMs), former teachers/administrators who are hired by the TED to oversee TCs on their practica; and they oversee the field placements, acting as a liaison between the school in which a student is placed and the TED.

The role of the *teacher mentor (TM)* is crucial to the growth of the TC. The TM is based in the placement school, and introduces the TC to the school life of the professional teacher, assists in developing their skills, and helps them understand the curriculum. TMs have a vital role in preparing novices for the complex experiences in the daily lives of teachers.

BEd 2022-2023 cohort students

TEACHER CANDIDATE PLACEMENT POLICY

The TC should be prepared to accept a practicum placement deemed appropriate by the TED. While every effort is made to place the TC in a school within a reasonable distance from their home, the TC should be prepared to travel *up to one hour* to their school placement. Coordinators consider many factors in finding the best possible placement, including location and grade preference. That being said, a practicum placement within a reasonable distance from home, at a grade level of choice, and with a specific school district/or school is not always possible.

It is the coordinator's role to contact the school administration and staff in order to recruit TMs and to facilitate placements. Under no circumstances may a TC make their own arrangements for a practicum placement. Placements are intended to provide the TC with a new context to support their development as a teacher; therefore, the TC should inform the coordinators of any prior or existing relationships with individuals in a school where the TC has been placed. These relationships would include close friends of the TC, family members, parents or siblings working/attending the school, or a school where the TC has volunteered or been a former student.

SUPERVISION OF TEACHER CANDIDATES

The TM, FM, and the Program Coordinators all have important roles to play in the supervision and support of the TC.

BEd Program Coordinators

- Facilitate school placements through school principals
- Recruit and support FMs
- Initiate contact and communication with principals and SD administration
- Review the progress of TCs with FMs and school administrators
- Initiate feedback from principals, TMs, and SDs for the future direction of TC placements
- Oversee the TCs when they are in field placements

Faculty Mentors (FMs)

- Design experiences for the TC so they have adequate information, preparation, instruction, and supervision during EDUC 490 and EDUC 492
- Work in partnership with the DH, TMs, and program coordinators
- Work in conjunction with the coordinators to contact TMs and administrators to familiarize them with the TED at UFV
- Develop systematic, on-going, and consistent procedures for observing and recording information about the TC's work in the school setting
- Complete weekly formal observations (pre-conference, observation, and post-conference) for the TC
- Discuss school and school district policies with the TM and the TC
- Attend TM and TC orientations, and FM meetings
- Support the TM as needed

- Implement all procedures as outlined by the TED, including facilitating Particulars of Practice (POP)
- Provide feedback as needed to help the TC to identify strengths and areas of needed growth
- Discuss the TC's professional development, and assess the TC's progress in reaching certification readiness in relation to the BEd Program Goals
- Ensure open lines of communication between all members of the school placement
- Meet with the TC and the TM to collaborate on the Final Report for EDUC 490 (School Experience) and the Midterm for EDUC 492 (Certifying Practicum) that highlights the TC's growth in relation to the 14 Program Goals
- Independently write, discuss, and receive feedback from the TC and the TM on the FM Final Report for EDUC 492 (Certifying Practicum). This report should speak to the TC's readiness for certification
- Formalize the closure of the placement.

Teacher Mentors (TMs)

The role of the TM is crucial to the growth of the TC. The TM introduces the TC to the school life of the professional teacher, assists in developing their skills, and helps them understand the curriculum. TMs have a vital role in preparing novices for the complex experiences in the daily lives of teachers:

- Prepare students for the arrival of the TC
- Welcome and introduce the TC to staff, administration, and students
- Become familiar with the BEd Program Goals, forms, and procedures
- Have curriculum guides, resources, a seating plan or name tags, and your daybook/plans for the TC
- Schedule meetings on a regular basis with the TC to discuss responsibilities, expectations, professional growth, and the application of theory and practice
- Think about initial in-class involvement and phase-in for the TC (i.e., gradually take over lessons and subject areas each day) and have these activities grow into an 80% teaching load for immersion during the certifying practicum (EDUC 492)
- Make expectations clear with respect to how the classroom is run and what is required of the TC
- Discuss the ways to observe and supervise the TC's performance
- Discuss your interpretation of the BEd goals with the TC
- Schedule regular meetings with the TC to discuss their performance
- Complete a minimum of 2 formal observations per week (see description of the Formal Observation Cycle on page 23)
- Document and discuss the TC's in-class experiences with the FM and the TC to ensure agreement about the extent and nature of the TC's development as an effective and professional teacher
- Communicate regarding units and subject areas that enable the TC to gain competence as a practicing teacher
- Participate in the phase-out by gradually taking back the teaching of the class and making this transition in collaboration with the TC

- Designate a space (including a desk and chair) in the classroom for the TC where they can work
- Allow for flexibility so that the TC experiences a variety of groupings, management strategies, routines, and instructional strategies—these may not necessarily be your preferred, personal practice, but balance your TC's opportunity for growth with the needs of your classroom students
- Model, reflect upon, and articulate good teaching practice, remaining open to alternatives
- Share any concerns you may have about how the TC is behaving in your classroom or performing when teaching
- Regularly communicate with the FM regarding progress and concerns you have regarding the TC
- Meet with the TC and the FM to collaborate on the Final Report for EDUC 490 (School Experience) and the Midterm for EDUC 492 (Certifying Practicum) that highlights the TC's growth in relation to the 14 Programs Goals
- Independently write, discuss, and receive feedback from the TC and the FM on the TM Final Report for EDUC 492 (Certifying Practicum). The report should speak to the TC's readiness for certification.

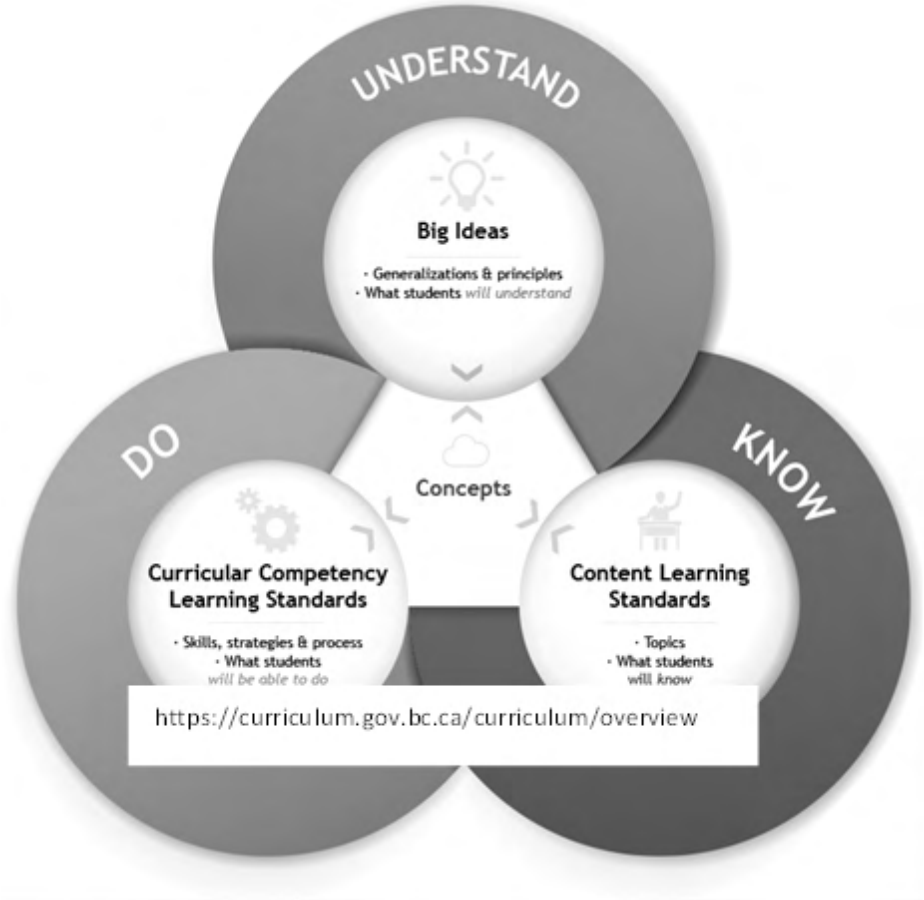
BEd 2022-2023 cohort students with Sonny McHalsie

RESPONSIBILITIES OF TEACHER CANDIDATES (TCS)

TCs are expected to:

- Submit all course assignments before beginning practica in schools
- Ask questions if unclear about expectations and/or requirements
- Maintain professional relationships with all BEd faculty, students, teachers, and school personnel
- Become familiar with the BEd program goals and TED department values & commitments, initiating conversations about them with mentors
- Obtain complete and accurate information about the placement prior to EDUC 490
- Under the direction of the Coordinators, communicate with the TM(s) and Administrator (principal/vice-principal) prior to the start of EDUC 490
- Ensure that you arrive at your school at a minimum of 30 minutes prior to the start of school and remain in your school at least 1 hour afterwards (or at the discretion of your Teacher Mentor) to ensure that all of your planning for the next day is complete
- On the first morning of EDUC 490, visit the office and introduce themselves in person to the administrator and the office clerical staff
- Take time to meet with other school personnel during EDUC 490
- Get acquainted with the observation and assessment tools used during practica
- Complete reflections for the FM and participate in Particulars of Practice (POP)
- Initiate contact with parents/guardians during EDUC 490 and 492
- Arrange to observe and participate in other classrooms, as appropriate, during EDUC 490 and EDUC 492
- Introduce themselves to the parents/guardians of students at the beginning of EDUC 490, reintroduce self at the beginning of EDUC 492, and, if appropriate, when beginning immersion during EDUC 492 practicum (through letter, blog, or website)
- Integrate into the school community, progressively increasing that integration throughout EDUC 490 and EDUC 492
- Assume responsibility for organizing the scheduling for FM observations, and collaborate with fellow TCs about that schedule
- Identify the BEd goal for formal observations in consultation with mentors, and be able to discuss how this goal can be observed
- Assume responsibility for the organization and submission of lesson plans, copies of formal observations by mentors, and post-conference reports that are placed in a binder (digital or hard copy) that must be accessible to the TC, TM(s) or FM at all times.
- Collaborate with other TCs (including peer observations and co-teaching) and teachers at the school
- Maintain ongoing communication with parents/guardians throughout the EDUC 492 practicum
- Work with the TM(s) to plan teaching assignments and units
- Write lesson plans and unit plans for all teaching assignments and provide them for conferences with mentors

- Discuss the progression of activities that have been planned for immersion, ensuring the opportunity to gain competence as a practicing teacher
- At the completion of immersion in EDUC 492, provides assessments and grades for all units and students taught and assists in report card preparation
- Write a collaborative Final Report for EDUC 490, a collaborative Midterm Report for EDUC 492 and an independent Final Report for EDUC 492 that evidences competence in relation to the 14 BEd program goals
- Collect evidence for EDUC 495 (Applications of Reflective Practice) throughout EDUC 490 and EDUC 492



FORMAL OBSERVATION CYCLE

Mentors engage in a variety of activities to support the development of the TC. Some of these activities include: completing formal and informal observations, co-teaching with the TC, reviewing and critiquing lesson plans, observing and participating in the assessment of students (providing the TC with informed feedback on the validity of their evaluations), and assisting the TC in the development of concrete Action Plans to improve competency in relation to specific Program Goals. These activities should move the TC towards successful demonstration of all BEd program goals, push the TC to challenge and move beyond their already demonstrated strengths, and encourage the TC to reflect on their teaching in a critical manner. As such, the mentor's role is multi-faceted and complex: they model, they support, they counsel, they challenge, they offer constructive feedback, and they evaluate.

Formal observations are one of the activities by which mentors support the development of the TC. Formal observations provide regularly scheduled documentation of TC development and growth, becoming a key piece of evidence for the final written evaluations of the TC. The process itself is comprised of three components:

Pre-Conference: The purpose of the pre-conference is to provide the TC with feedback on their lesson plan and prepare for the observation. As a result, **the TC needs to provide mentors with the completed draft of the lesson plan the day before the scheduled observation**. The TC and the mentor then review the lesson plan (verbally or electronically depending upon the needs of the TC and the mentor). This review should have the TC: (a) summarize the lesson; (b) explain how they know that students will be successful; (c) identify how individual student needs will be met during that lesson; and, (d) identify when and where the TC and mentor will post-conference. At this time, the TC can also ask questions or request specific feedback on the lesson plan from the mentor. Following these TC-initiated discussions, the mentor may then ask questions regarding the lesson plan and challenge/push the TC to examine their lesson plan more critically. At the conclusion of the pre-conference, the TC identifies the Program Goal on which they are focusing for that lesson and how they would like the mentor to gather information/data on that goal. At this time, the TC should also be able to identify how their lesson plan demonstrates the BEd program goal they are working on.

Observation: The purpose of the observation is to gather evidence that: (a) describes how the TC did or did not achieve the identified BEd goal; (b) identifies additional BEd goals that the TC demonstrated successfully; and, (c) identifies additional BEd goals that need to be improved upon. This evidence should be descriptive and non-judgmental in nature. It is important to note that some observations may include student-mentor interaction to enable the mentor to gather accurate and detailed evidence.

Post-Conference: The purpose of the post-conference is to critique the lesson, reflect on how this critique relates to the overall development of the TC into a teacher, and identify the appropriate next steps in the TC's progression towards being an effective educator. **Note: It is the TC who leads the post-conference.** This is accomplished by answering the following four questions:

(a) What worked well? How do you know?
(b) What were the surprises, if any?

(c) If you were to teach this lesson again, what things could you do differently? Why?
(d) What changes will be observable in your next lesson?
(e) What insights have you come to about teaching and learning as a result of today's experience? To which goals does this new understanding connect?

To reinforce a TC's own reflective practice, the TC needs to begin answering each question independently. It is important for the TC to realize that improvement in teaching often comes as a result of critical personal reflection. Therefore, it is essential to develop the habit of regular self-reflection during practica. For each of the aforementioned questions, the emphasis should be on recognizing personal growth. It is not enough to say, "This lesson went well" or "This lesson went poorly." It is important to analyze how one's actions contributed to those successes and difficulties. For example, "The students were on task because I gave clear instructions (everyone knew what to do) and provided individual alterations so that each student experienced success." The mentor may add probing questions to expand the TC's reflection and support the surfacing of other key learnings. Mentors may also add observations that were not identified by the TC after the TC has shared. It is critical that any concerns or problems observed by the mentor, but not mentioned by the TC, are brought forward during the post-conference.

Throughout EDUC 490 and EDUC 492**, the TM will complete at least two formal observations a week.** The FM will complete at least one formal observation a week. If a TC is experiencing difficulty, additional formal observations will be scheduled.

The TC will maintain a binder (electronic or hard copy) containing all unit plans, lesson plans, formal observation data sheets, and post-conference sheets. This binder will be accessible at all times so that the TC, TM, or FM can review it at any time. The post-conference sheets will be made available to all parties. This will enable the TC and mentors to reference copies of their post-conferences when completing the Midterm and Final Reports.

Informal observations may be completed throughout EDUC 490 and EDUC 492 by a mentor. These observations may be documented on a post-conference form to ensure that any important evidence is documented for the TC, TM, and FM.

BEd 2022-2023 Cohort

FIELD EXPERIENCES

Field Experiences are a significant part of the BEd program, and often a favourite part of the program. Please note that while there will be commonalities to all TCs' experiences, there will also be marked differences – depending upon the district, the school administration, the TM(s), and the students whose needs will always come first.

EDUC 490 – SCHOOL EXPERIENCE: PRACTICUM 1

The TC participates in the **School Experience (EDUC 490)**, usually from mid-October to mid-November. Recognizing that each TC will progress at their own rate during EDUC 490, it is expected that TCs will participate in a series of teaching opportunities designed to scaffold their learning and allow for a demonstration of increased teaching responsibilities.

EDUC 490 – Elementary/Middle School Teacher Candidates

During EDUC 490 it is expected that Elementary/Middle School Teacher Candidates will undertake the following activities in consultation with the TM(s) and FM:

- Review the values, commitments, and program goals with their TM(s)
- Review the expectations for EDUC 490 with their TM(s)
- Orient to the classroom and the school
- Connect with students in a professional manner
- Connect with teaching staff and support staff
- Review the values, commitments, and program goals with their TM(s)
- Observe enrolling and non-enrolling teachers
- Discuss expectations specific to the classroom setting
- Work with individual or small groups of students; take attendance; lead opening or closing exercises, assist with classes as requested by TM(s)
- Engage in regularly scheduled conversations with TM(s) regarding student needs, curriculum, resources, and culture of school
- Select a focus area to work on for each of the TM's two weekly formal observations and prepare for pre-conferences and post-conferences with TM(s)
- Select a focus for the FM's weekly formal observation and prepare for pre- and post-conference with the FM
- Develop and maintain an organized day plan to share with FM and TM(s)
- Work with students with diverse learning needs, in small groups or on an individual basis
- Co-teach with the TM(s), teach using TM's planning, teach mini-lessons or parts of lessons, and/or teach small group lessons
- Discuss and plan for two full lessons to be taught in Week 2, two linked lessons to be taught in Week 3, two full days to be taught in week 4 using TM's planning, and three linked lessons to be taught in week 5.
- Review and organize available resources to prepare for teaching responsibilities
- Submit a weekly written reflection to the FM, when requested
- Participate in Particulars of Practice, as scheduled by the FM
- Collect evidence for Final Report

Elementary/Middle School Teacher Candidates will undertake the following teaching responsibilities during EDUC 490 and will complete a Final Report documenting their progress in relation to the 14 BEd Program Goals:

WEEK 1	Observe in the TM's classroom: connect with students, learn students' names, and become familiar with school/classroom routines. Co-teach a lesson with TM, supervise small groups. Teach mini-lessons or parts of lessons.
WEEK 2	Plan, teach, and assess **2 full lessons**
WEEK 3	Plan, teach, and assess **2 linked lessons**
WEEK 4	Plan, teach, and assess **3 linked lessons**. Final Report Conference and Final Report sign-off by Mentors.
WEEK 5	Teach **2 full days, preferably back to back** (using the TM's planning). **and** Prepare a draft Final Report describing progress re 14 BEd Goals. Submit the draft Final Report to the FM and TM(s) for feedback. Revise the Final Report to reflect feedback from mentors.

EDUC 490 – Secondary Teacher Candidates

During EDUC 490 it is expected that Secondary Teacher Candidates will undertake the following activities in consultation with the TM(s) and FM:

- Review the values, commitments, and program goals with their TM(s)
- Review the expectations for EDUC 490 with their TM(s)
- Orient to the classroom and the school
- Connect with students in a professional manner
- Connect with teaching staff and support staff
- Become familiar with school/classroom routines
- Observe other teachers' classrooms within the department, and other programs within the school (e.g. Learning Support)
- Discuss expectations specific to the classroom setting
- Work with individual or small groups of students, as directed by TM(s)
- Engage in regularly scheduled conversations with TM(s) regarding student needs, curriculum, resources, and culture of school
- Select a focus area to work on for each of the TM's two weekly formal observations and prepare for pre-conferences and post-conferences with TM(s)
- Select a focus for the FM's weekly formal observation and prepare for pre- and post-conference with the FM
- Develop and maintain an organized day plan to share with FM and TM(s)
- Co-teach with TM(s), teach using the TM's planning, teach mini-lessons or parts of lessons, and/or teach small group lessons

- Discuss and plan for two full lessons to be taught in Week 2, two linked lessons to be taught in Week 3, two blocks of 2 linked lessons to be taught in week 4, and three linked lessons to be taught in week 5.
- Review and organize available resources to prepare for teaching responsibilities
- Submit a weekly written reflection to the FM, when requested
- Participate in Particulars of Practice, as scheduled by the FM
- Collect evidence for Final Report

Secondary Teacher Candidates will undertake the following teaching responsibilities during EDUC 490 and will complete a Final Report documenting their progress in relation to the 14 BEd Program Goals:

WEEK 1	Observe in the TM's classroom: connect with students, learn students' names, and become familiar with school/classroom routines. Co-teach a lesson with TM, supervise small groups. Teach mini-lessons or parts of lessons.
WEEK 2	Plan, teach, and assess **2 full lessons**
WEEK 3	Plan, teach, and assess **2 linked lessons**
WEEK 4	Plan, teach, and assess **3 linked lessons.** Final Report Conference and Final Report Sign Off by mentors.
WEEK 5	Plan, teach, and assess **2 blocks of 2 linked lessons** (for example, 2 blocks of Biology 11 **and** 2 blocks of Science 10) using the TM's planning **and** Prepare a draft Final Report describing progress re 14 BEd Goals. Submit the draft Final Report to the FM and TM(s) for feedback. Revise the Final Report to reflect feedback from mentors.

EDUC 492 – INTEGRATION OF KNOWLEDGE AND PRACTICE: PRACTICUM 2

In the late winter/early spring, the TC participates in the certifying practicum, EDUC 492 (Certifying Practicum), which is 12 weeks in length (492A and 492B). In order to receive credit for EDUC 492 and be recommended for certification to the Teacher Regulation Branch of the Ministry of Education and Child Care, a TC must demonstrate ***certification readiness*** in all 14 BEd Program Goals.

Note: the FM and TM(s) negotiate the workload and teaching schedule for the TC in consultation with the Coordinator. Workload schedules vary depending upon the situation/progress of the individual TC.

While each TC will develop at different rates during EDUC 492, it is expected that TCs will move through the practicum according to the following schedule:

Phase In **1 – 2 weeks** during which the TC gradually assumes teaching responsibilities in preparation for the Immersion phase of the practicum; Phase In is scheduled by the TM(s) and FM in consultation with the TC

Immersion **6 weeks** during which the TC teaches **80% of a full-time teaching load (to be negotiated by the FM and the TM only)**

Phase Out The period following the 6 week Immersion during which the TC completes units, provides assessments for report cards, gradually relinquishes responsibility for the students to the TM(s)

Alternate Practicum The period following phase-out during which the TC explores other classrooms/school/learning opportunities, as sanctioned by UFV

Please Note:

- Delays in Phase In beyond 2 weeks and/or extensions of Immersion beyond 6 weeks that are due to concerns regarding the TC's practice can only occur after consultation between the FM and the Program Coordinator overseeing the practicum.
- Phase In that is delayed beyond 2 weeks due to concerns regarding the TC's practice will result in a Notice of Concern.
- Extensions to Immersion beyond 6 weeks due to concerns regarding the TC's practice will result in a Notice of Concern, or a Notice of Potential No Credit grade, depending upon the particular circumstances.

Phase In

- TC connects or reconnects with school, classroom and students
- TC observes TM, co-teaches, and gradually assumes teaching responsibilities for immersion
- TC finalizes unit plans with approval of TMs and FM before they can begin teaching each unit
- TMs complete at least two formal observations per week
- FMs complete at least one formal observation per week
- TC submits Reflections, as requested by FM
- TC participates in Particulars of Practice, as scheduled by FM
- TC collects evidence for EDUC 495 (Applications of Reflective Practice), Midterm Report and Final Report

Immersion

- TC teaches 80% of a full-time teaching load for 6 weeks of the 12 week practicum as per the BC Teacher Regulation Branch guidelines
- TMs complete at least two formal observations per week
- FMs complete at least one formal observation per week
- TC completes a Midterm usually at the mid-point of the practicum – TM & FM provide feedback and sign off on revised Midterm (see note on Midterm Report)
- TC submits Reflections, as requested by FM
- TC collects evidence for EDUC 495 (Applications of Reflective Practice), Midterm Report, and Final Report
- At the conclusion of Immersion, TM(s), FM and TC each independently write a Final Report (see note on Final Report) regarding the TC's progress.

Note: In order to successfully complete Immersion, the TC needs to demonstrate that they are "certification ready" in all 14 of the BEd Program Goals.

Phase-out

- During phase-out, the TM(s) gradually resumes full responsibility for their classroom

- The TC completes all units, provides assessments for reports cards, and relinquishes control of the students to the TM(s)
- The TC submits reflections, as required by the FM
- The TC participates in Particulars of Practice, as scheduled by the FM
- It is expected that once a TC has fulfilled their teaching responsibilities and has completed Phase Out, they may have the opportunity to observe or assist in other classrooms or experience an alternate placement at a different school or grade level/subject.

Alternate Practicum

- TED will be able to offer optional alternative practica experiences within local schools or through national or international partnerships. These are arranged through TED program coordinators. Information will be shared when it becomes available.

EDUC 492 Reports

Midterm Report

- The TC is responsible for preparing the Midterm Report for EDUC 492 (due at the end of Week 5) in which the TC assesses their progress in each of the 14 BEd Program Goals (emerging, progressing, or certification ready)
- The TM and FM provide feedback regarding the TC's draft Midterm Report
- The TC revises the Midterm Report based on the mentors' feedback and creates an ACTION PLAN describing how they will achieve certification readiness
- Once the Midterm Report and ACTION PLAN have been approved by the mentors, all parties meet in order to sign off on the revised documents

Final Report

- The TC, TM(s), and FM each prepare a written Final Report evaluating whether the TC is
- certification ready in all 14 BEd Program Goals
- Mentor reports are typically 1 ½ - 2 pages in length while the TC's report will be longer
- The TC, TM(s), and FM meet at a final conference to read through and sign off on each report (including initialling each page of each report)
- The TC is responsible for submitting the TM and FM reports to the Teacher Regulation Branch upon completion of the program if requested by the TRB.
- The FM provides copies of all reports to TED

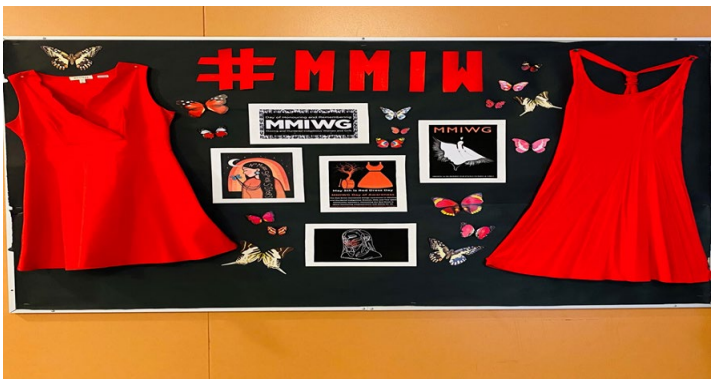


Photo credit to Natasha Rainkie, past BEd student

PARTICULARS OF PRACTICE (POP)

Particulars of Practice is a powerful mechanism through which the TC engages in situated learning within a community of learners that includes their FM and other TCs in their FM's 'pod'. Once during School Experience and twice in Long Practicum (during Phase In and Phase Out), the TC will participate in a collaborative conversation using professional language to make meaning of their practice that takes place *outside* of the school day. The purpose is to solidify the bridge between knowledge and practice, and to formalize a type of reflection that is usually relegated to parking lot or hallway conversations between teachers.

FIELD STUDIES

In addition to time spent in teaching practica, there are sometimes field experiences included within particular courses and as part of the BEd program. These field studies introduce TCs to new places, methods, and ideas, and complement the learning taking place on campus. For the most part, these field studies will take place during class time and notification will be given by the instructor ahead of time.

Please note: there are certain risks associated with field studies.

BEd 2022-2023 cohort at Gur Sikh Gurdwara and Sikh Heritage Museum

E-PORTFOLIOS

All TCs enrolled in the BEd at UFV are required to complete an e-portfolio as part of their certification with the Ministry of Education and Child Care through the BC Teacher Regulation Branch. Classwork related to the development and utilization of this assessment tool is engaged in during EDUC 495 (Applications of Reflective Practice); as such, EDUC 495 spans all three program terms, and the TC reflects upon their learning and collects evidence demonstrating their growth throughout the 10 ½ month program. The process of developing and maintaining portfolios facilitates the TC's development as a growing professional and helps them to synthesize their learning. Portfolios are powerful assessment tools in use across educational settings and offer the TC the opportunity to select the evidence by which they are evaluated. As such, two goals are achieved through this e-portfolio requirement: (1) the TC learns the value of portfolios through personal experience; and, (2) the TC has a hand in their own assessment.

STUDENT GUIDELINES AND POLICIES

These guidelines and policies are a supplement to the University of the Fraser Valley (UFV) Student Handbook and the UFV Policy Manual. In some cases, the Teacher Education department (TED) policies reflect and/or re-state the UFV-wide policies. **It is the responsibility of the teacher candidate (TC) to familiarize themselves with these policies.**

The guidelines described in this section have a significant role in ensuring TC success in the BEd. The TC should thoroughly review these guidelines and policies throughout their time in the program. Relevant sections will be reviewed during the program orientation, during some of the course work, and prior to the School Experience and Long Practicum.

There will be an opportunity at the beginning of the program for discussion and questions to ensure complete understanding. It is the TC's responsibility to read and understand all guidelines and policies. If a TC has any questions, it is their responsibility to contact the Department Head (DH) or BEd Program Advisor for clarification.

LATE ARRIVALS AND ATTENDANCE

The TED aims to prepare the TC to enter the profession. As a result, the policies surrounding attendance, tardiness, and assignment completion align with both the Professional Standards for BC Educators and our local school districts. Program Goal 1 speaks to the many ways in which a TC can demonstrate readiness to shoulder the responsibilities of teaching through their professional conduct, and the BEd expectations align with those of teachers working in schools today. For example: notification in advance of absences, reasons for absence provided (with supporting documentation such as a doctor's note), arrival on time for all coursework/practica, prepared and ready to work prior to the start of class, and responding to administrator/instructor requests and tasks.

Note: While classes may begin at either 9am or 12:50pm, the TC is expected to be in class and ready to begin at least 10 minutes prior to the start of class.

The BEd is highly participatory. Regular and timely attendance for all program-related activities is mandatory. As well, timely completion of assignments is essential to success in the program.

Note: Any non-urgent absences for personal reasons during coursework or practica must be requested, in writing, to the Department Head at least 2 weeks prior to the absence. The TC is advised that non-urgent absences may not be authorized.

Guidelines while on Campus

1. The TC is required to notify the instructor and the advisor of any absences.
2. The TC is responsible to make-up for any lost learning time due to absence.
3. The TC is to communicate with the instructor to determine what was missed and to suggest ways in which the lost learning can be 'made-up' to a satisfactory level. This make-up work must meet the expectations of the course instructor.
4. Prolonged illness (more than 3 days) may require a doctor's certificate to be submitted to the advisor, substantiating the absence, and confirming the ability to return to full-time study.

5. In the event that illness or another unavoidable absence prohibits a TC from completing course assignments in a timely manner, the TC will:
    - notify the instructor in advance of missing course assignments;
    - provide a medical certificate or other appropriate documentation as requested; and
    - notify the advisor and instructor(s) regarding the planned return date.
6. Patterns of late arrivals or leaving early are the responsibility of the instructor to observe and/or record. If there is a concern, the information is forwarded to the DH and dealt with accordingly.

Procedure

Attendance, tardiness, and/or incomplete assignments have become a problem that warrants the attention of the DH when:

a) Tardiness is affecting 30% or more of class time;
b) An assignment is deemed incomplete by an instructor; and/or
c) The advisor, who in consultation with the instructor(s) records attendance through the Program year, determines that a TC has:
    a. Been absent for a total of 5 days, even if not consecutive;
    b. Demonstrated a repeated pattern of absences. (e.g., missing for the same class three times in a term, missing the same day over a period of weeks, etc.); and/or
    c. Been absent but has not informed the advisor.

Once a concern has been directed to the DH, they can take one of two actions:

a) If it is the first time a concern is brought forward, the DH will discuss the concern with the TC and together develop strategies for success. This may involve the advisor.
b) If it is the second time a concern has been brought forward, a NOC may be implemented by the DH. Please refer to *"Program Continuance/Due Process" in the Bachelor of Education Program Handbook for more information.*

Guidelines while on practica

1. If a TC will be absent due to illness, they must immediately notify the school. They should also ensure the following people are informed: the TM(s), the FM, and the advisor.
2. Prolonged illness (more than 3 days) may require a doctor's note to be submitted to the advisor, substantiating the absence, and confirming the ability to return to practica. This information will be shared with the coordinator and may impact TC certification.

GRADING

GRADING SYSTEM

Grading for all courses in the BEd is on a credit/no credit basis. The TC must demonstrate a satisfactory level of understanding in all foundation courses, designs for learning courses, and short courses in order to receive credit. The TC must also receive credit in both the School Experience (EDUC 490) and Certifying Practicum (EDUC 492) in order to complete the program and attain the BEd degree.

It is the responsibility of each course instructor to identify and communicate to the TC what a credit (CR) grade requires. Details of how the TC is evaluated in a course are specified in each course outline. It is expected that the TC will complete all assignments and revisions to assignments as required by each course instructor. **Any TC who achieves a no credit (NC) grade for any assignment or course is unable to continue in the BEd program at this time. Please see the section on BEd Program Continuance/Due Process in the BEd Handbook for more information.**

STUDENT ACADEMIC AND PERSONAL CONDUCT

UFV Student Conduct Policies 70 and 204

It is expected that the TC will abide by all UFV Policies. However, given the nature of the profession the TC plans to enter, of particular importance are those related to student conduct: Student Academic Misconduct (Policy 70) and the Safe Student Learning Community (Policy 204). These policies refer to academic misconduct such as plagiarism or cheating, and also personal misconduct, such as inappropriate use of social media and/or any behaviour that represents potential risk or harm to self or others.

Note: both of these policies apply while on UFV premises and while participating in UFV-sanctioned activities, including practica and field studies.

Information on procedures and sanctioned options are outlined in these two policies, together with information on the Student Conduct Registry. Please see www.ufv.ca/secretariat/policies/ .

Moreover, the TC is expected to demonstrate ethically responsible professional conduct that includes behaviour consistent with the established Professional Standards for BC Educators, as outlined by the BC Teachers' Council (BCTC).

This expectation is also in place while on UFV premises and while participating in UFV-sanctioned activities, including practica and field studies.

CONDUCT DURING COURSEWORK

Completion of the BEd program requires the successful completion of both university coursework and field placements (school experience and certifying practicum). Because certification as a teacher is granted by an outside governing body (the Teacher Regulation Branch of the Ministry of Education and Child Care), when the TED recommends a TC for certification we must have evidence that the TC is able to not only demonstrate the necessary knowledge and skills, but also the professional conduct worthy of a BC educator. *To that end, the behaviour TCs demonstrate during coursework and field placements must be professional.* As such, to complete coursework successfully, a TC's participation and conduct in class must

demonstrate that they are 'classroom ready' – meaning that their behaviour during their time on campus should mirror their behaviour in field placements.

What does 'classroom ready' look like?

This means full participation in classroom activities, timely completion of assignments, effective and respectful communication with colleagues and instructors, and inclusive and supportive engagement with peers. This is an expectation that the TED has of TCs, and that TCs should expect from the program. If a TC has concerns with any activities or classroom behaviours, they should speak to their instructor. If the instructor has any concerns with a TC's participation in activities or classroom behaviour, expect that the instructor will speak to them.

WRITTEN ASSIGNMENTS

Teachers, as role models in society, are held to a higher standard in all things – including their oral and written communication. While in the program, the TC is expected to speak and write in a professional manner. Please consider this as you draft your emails to your instructors and fellow colleagues.

While each instructor may have specific requirements for written assignments, the following general guidelines will assist you in creating professional looking, readable documents.

Lesson and Unit Plans/Reflections:

- Word document
- Single spaced
- Size 12 font (larger font may be used for headings)
- Professional font such as Times New Roman
- Correct spelling, grammar, punctuation
- Pages numbered
- Cite your sources when using quotations or the ideas of others
- Information may be bulleted (partial sentences acceptable as long as they are readable)
- Submit electronically as an attachment

Inquiry Papers:

- Word document
- Double spaced
- 1 inch margins
- Size 12 font
- Professional font such as Times New Roman
- Complete sentences
- Correct spelling, grammar, punctuation
- Cite your sources when using quotations or the ideas of others
- Your last name and page number on the upper right-hand corner of each page (Gill 1)
- Title page (Your name, title, course name and number, name of instructor, date)
- Submit electronically as an attachment

COMMUNICATION

Strong communication skills are a necessity. Teachers in the field must interact with many different people throughout the day (in a variety of communication forms) and must become used to being 'on call'. Therefore, it is an expectation of the program that the **TC will check their UFV email at least twice a day, including during practica. They will also make regular use of the BEd Organizational shell to review any changes to the class schedule, etc**. Important information about the program is disseminated through these platforms. As a growing professional, it is incumbent upon the TC to remain updated and to respond to emails in a professional and timely **manner (a 24-hour turnaround is expected, except under exceptional circumstances)**.

SOCIAL NETWORKING SITES

As a TC within the BEd program, you are in the process of joining a professional group of educators and are to be adopting the established standards of the Ministry of Education and Child Care in areas of your personal and professional life. Human Resources staff from school districts and tech-savvy students may try to gain information about you on the internet. As such, please review with a critical eye any pages or contributions (including pictures/videos) that you have made on social networking sites and check your privacy settings. Pay attention and ensure that the content and your personal conduct are appropriate to the profession you are now entering and will not negatively impact your professional identity as a future teacher. **NOTE: A TC cannot be 'friends' with K-12 students on any social media sites, regardless of any previously established relationships.** We realize that this might be complicated for some of you. If you have any questions about this, please contact the advisor or the DH.

COMPUTER/INTERNET/INTERACTIVE TECHNOLOGY USE ON CAMPUS (NOTE: THIS DOES NOT APPLY TO ONLINE LEARNING)

All instructors wish to promote effective technology integration and preserve the constructivist environment where everyone is participating. The TED strives to model contemporary learning that integrates multiple forms of technology and management systems. In order to support this, we have set the following guidelines:

1. During any class, each instructor will be responsible for allowing any computer use. Please accept each instructor's decision if and when computers, other forms of technology, and/or the internet can be used.
2. Due care and attention should be paid to the proper handling of the TED's iPads.
3. The TC will be permitted to use computers and personal devices during breaks, and before and after class.

The TC is required to abide by Policy 14, the policy on the appropriate use of computing and network resources while on campus and in practica. Note: During the practica in local schools, the TC is advised that the acceptable user agreement of that school district will also apply.

WHEN A TEACHER CANDIDATE HAS A CONCERN

A TC with concerns regarding any aspect of the BEd program should utilize the following procedures:

1. The TC will discuss the problem with the involved faculty member (e.g., course instructor, FM) as soon as possible after encountering the problem. The faculty member will attempt to resolve the issue and may request that the problem be clarified in writing.
2. If the concern is not resolved, the TC and the faculty member will:
    i. Consult directly with the DH; or,
    ii. If the concern is related to EDUC 490 or EDUC 492, they will consult with the program coordinator. If the concern is not resolved at this level, the TC, faculty member, and program coordinator will consult with the DH.
3. A written record of all meetings will be maintained. The outcomes of any discussions related to the concern will be communicated to the TC.
4. Any TC who still has concerns about an instructor or FM after having consulted with the DH can address the issue with the Dean of the Faculty of Education, Community, and Human Development. If the concern is regarding the DH, the TC should address this issue directly with the Dean.

BEd 2022-2023 students celebrating National Ribbon Skirt Day

BACHELOR OF EDUCATION PROGRAM CONTINUANCE/DUE PROCESS*

INTERRUPTION OF THE PROGRAM DUE TO EXTENUATING CIRCUMSTANCES

A TC may request permission, in writing, to interrupt the BEd program due to extenuating circumstances such as medical, personal, or financial difficulties. There is a Program Interrupt form which must be completed by the TC and is reviewed by the DH. Conditions for the TC's re-entry into the program are specified at this time. Re-entry into the program must occur within two years of the interruption. **A Program Interrupt is not an option once performance issues have been identified.**

DUE PROCESS

Sometimes serious concerns arise with a TC during coursework and/or during their practica. Because the TED see these challenges as opportunities for growth and learning, we typically follow something called due process. Due process means that the TC is given notice and a specified amount of time to take care of the issue(s). Key to this process is the adequate documentation of concerns.

DUE PROCESS DURING COURSEWORK

Coursework due process is followed when concerns with a TC's performance are identified during classes on campus. For campus coursework, TCs are assessed against the TED Department Values & Commitments and the learning outcomes listed on each of the course outlines.

Coursework Due Process includes three stages and is articulated as Credit Warnings:

- *Credit Warning 1*
- *Credit Warning 2*
- *No Credit Grade* issued and removal from the current iteration of the BEd Program.

There are <u>four</u> course-related concerns that will warrant a Credit Warning:

1. The TC demonstrates major errors in an assignment:
    a. Lacks a conceptual understanding of the course content;
    b. Lacks understanding regarding what the assignment should include based on instructions/descriptions/exemplars provided; and/or
    c. Lacks congruence between content in the assignment and the identified Ministry Learning Standards (e.g. not taking guidance from the curriculum elaboration).
2. The TC does not hand in an assignment on the due date (or the pre-arranged time).
3. The TC does not successfully incorporate feedback into revisions (requiring a 2nd revision).
4. The TC demonstrates actions or behaviours that are contrary to the TED Department Values.

*Note: It is presumed that all instructors within the BEd demonstrate best practice in both instruction and assessment. Therefore, it is expected that TCs are provided with sufficient information such that they can successfully complete assignments (i.e., learning outcomes, clear directions, criteria, rubrics, and/or exemplars). It is also reasonable for TCs to be provided with **one** minor revision opportunity per assignment. Note: the maximum amount of time that any TC will have to complete revisions is **3 days**.*

* All Due Process Forms, including the Program Interruption form, can be found in the 'Due Process Forms' folder in the BEd Organizational Shell.

Coursework Due Process Procedures:

- The instructor determines that an assignment (or action/behaviour demonstrated in relation to the course) is of major concern (1, 2, 3, and/or 4 from the list of course-related concerns).
- The instructor provides the TC with written feedback outlining the revisions (for an assignment or action/behaviour) that are required and informs them to consider this Credit Warning 1.
- In the case of a second Credit Warning (Credit Warning 2), the instructor would again provide written feedback outlining the revisions required and share this information with the DH. The TC would also be informed that another serious course-related concern in that particular course would result in a No Credit (NC) grade for the course.
- If a course-related concerns occurs for a third time (following Credit Warning 1 and 2) within a specific course, the TC will receive a grade of NC. It is the responsibility of the department head to arrange a meeting with the TC to formalize their removal from the program.

***Note**: If it is determined by the DH that a TC is receiving Credit Warnings across multiple courses, a Programmatic Notice of Concern (NOC) or Notice of Potential No Credit Grade (NOPNC) may be put in place by the DH. This Programmatic NOC and/or NOPNC may follow the TC into EDUC 490 and/or EDUC 492.*

DUE PROCESS DURING PRACTICA

Practica-related due process is followed when concerns with a TC's performance are identified during EDUC 490 (School Experience) and/or EDUC 492 (Certifying Practicum). The assessment measures for the practica are competency in all of the BEd program goals.

Documenting Concerns

When concerns with a TC's performance during practica are identified, it is the responsibility of the mentor to communicate these concerns to the TC. To ensure receipt/awareness of these concerns, they should be made in writing. Concerns may be communicated via:

- a post-conference form;
- a lesson or unit plan;
- a TC reflection
- email; and/or
- any other written communication that relays this information.

Any meetings to address these concerns should be documented. This information should then be shared with all participants in the school placement, in order to ensure that everyone is aware of the concerns and the decisions reached regarding how to address these concerns.

Notice of Concern (NOC)

If concerns persist, or are serious enough, the FM will complete a *Notice of Concern* form in consultation with the TM and the Coordinator. The NOC identifies, in relation to the 14 Program Goals:

- the areas of concern;
- the specific, observable behaviours needed to address these concerns; and
- a timeline for successfully demonstration of these behaviours.

If the TC successfully demonstrates these behaviours, this is noted on the *NOC/NOPNC Grade Summary* form and shared with all those involved. **The expectation is that these successful behaviours will be continued throughout the remainder of the BEd program**. If they are not continued, or if the TC fails to demonstrate these behaviours by the timeline identified in the NOC, the TC will move to a *Notice of Potential No Credit Grade (NOPNC).*

Notice of Potential No Credit Grade (NOPNC)

If a TC does not demonstrate the necessary behaviours within the timeline of the NOC, or if their behaviour is not consistently demonstrated after completion of the NOC, the TC will be placed on a NOPNC. A *NOPNC* form is completed by the Coordinator in consultation with the FM and usually the TM.

- The *NOPNC* form identifies the TC's insufficient competencies in relation to the 14 Program Goals. The TED Values may be referenced as well.
- It will specify the conditions the TC must meet in order to demonstrate improvement and the timeline for completion of these improvements.
- The TC will have a specified number of days (typically 5) to meet the conditions of the NOPNC.

When the TC has demonstrated that they have met the conditions by the specified deadline, this will be noted in writing on the *NOC/NOPNC Grade Summary* form and communicated to all participants. **The TC must demonstrate that these improvements are sustained throughout the remainder of the BEd program**. Note: Where a TC has received a NOPNC in a previous course (including a campus course and/or EDUC 490) and the behavior appears again in a subsequent course (including a campus course and/or EDUC 492), a grade of NC will be applied.

Note: In rare circumstances where concerns regarding a TC's performance during School Experience (EDUC 490) or Long Practicum (EDUC 492) are serious enough (e.g., potential threat to the physical, emotional, social, or intellectual safety of students), the Coordinator may choose to bypass the usual due process. Please see the Fitness to Study section for more information.

BEd Program Discontinuance

Leaving the BEd program is a difficult experience for all concerned. It is important that all affected parties have a thorough understanding of the discontinuance process in order to lessen any discomfort and ensure transparency throughout the process. There are two situations in which this may occur: (1) through a self-initiated decision to leave the program; and, (2) a program-initiated decision to remove a TC from the program.

1. **Voluntary Program Discontinuance:** If a TC acknowledges their inability to meet the BEd program goals or successfully meet the learning outcomes of a course, they may discontinue the BEd program. The TC is required to inform their instructor and/or mentor and the program coordinator and/or DH. It will be the responsibility of the TC to inform the Registrar's office of their intention to discontinue from the current year of the BEd. This may result in the TC receiving a no credit (NC) grade for all courses in that semester. As well, the TC must complete *the BEd Program Discontinuance* form with the program coordinator and/or DH. When a TC decides to discontinue, a variety of conditions for re-application or re-entry will be identified on the *BEd Program Discontinuance* form. These conditions will reflect the TC's performance issues and circumstances.

2. **Department-initiated BEd Program Discontinuance:** A department-initiated BEd program discontinuance can occur in one of two ways:
    i. *Immediate BEd Program Discontinuance:* For situations that are considered very serious, a TC may be immediately removed from the classroom during School Experience or Certifying Practicum. This removal occurs when, based upon their professional opinion, the principal at a sponsoring school refuses to allow the TC to continue, or if the program coordinator deems it necessary due to the severity of the situation. This results in a grade of NC (for either EDUC 490 or EDUC 492), leading to discontinuance in the current BEd program. In this very rare situation, the program coordinator removes the TC from the program immediately, bypassing the previously outlined process.
    ii. *BEd Program Discontinuance process:* For situations in which a TC has not met the conditions of a *Notice of Potential No Credit Grade* or has not sustained their performance after completion of a *Notice of Potential No Credit Grade*, the TC will receive a grade of NC for the course. This NC grade results in discontinuance in the current BEd program. A *BEd Program Discontinuance Form* is completed by the program coordinator and/or DH. The TC is asked to sign that they have read and received this *BEd Program Discontinuance Form*. The discontinuance form lists the reasons for the program removal and specifies any conditions, including time limits, that the TC must meet before they can re-apply or re-enter. *Note: Refusal to sign the Discontinuance Form does not negate its reality. The signature acknowledges that the report has been read and that the TC has been made aware of provisions to appeal the discontinuance. If the TC refuses to sign, the process continues regardless.*

Depending upon when the TC discontinues from the BEd program (whether voluntary or program-initiated), to return to the program the TC will complete either a re-application or a re-entry.

NOTE: Because of the integrated nature of the UFV Bachelor of Education program and the sequential scaffolding of courses (courses only happen at certain times in a year), discontinuance from the BEd program means discontinuance from this specific cohort of the Bachelor of Education. *It does not mean withdrawal from the university.*

RE-APPLICATION

A TC who voluntarily discontinues, interrupts, or receives no credit for any first semester course (including EDUC 490) is required to re-apply as part of the regular admission process for the BEd Program. A previous admission does not provide any guarantee for re-application. If successful in their re-application, the TC will be responsible for taking all program courses regardless of previously completed coursework. As a re-application is part of the regular application process, there is no time limit on a re-application.

RE-ENTRY

A TC who discontinues from any second or third semester course (including EDUC 492) may apply for re-entry to the Bachelor of Education. They must show evidence of meeting the terms detailed in any discontinuance documentation. An interview with the Admissions Committee may be required. Re-entry must be successfully achieved **within 2 years** after interrupting or discontinuing from the program. **Deadline for re-entry is October 15th** of the subsequent year after the program discontinuance. This

means that a TC has a total of two years to complete the BEd program. **A TC who re-enters the program is required to repeat the semester in which the program discontinuance occurred**. Only TCs who successfully meet the conditions of their program discontinuance and meet the required deadline for re-entry will be considered for re-entry into the BEd program.

Requirements for re-entry may include one or more of the following:

a. Documentation of new observations and/or volunteer experiences in educational/instructional contexts;
b. Completion of specific tasks involving reading, writing, reflecting, planning, and/or instructing;
c. Letters of reference from teachers/administrators with whom the re-entry applicant has volunteered during the time away from the program; and/or
d. An interview with the Admissions Committee.

***Note**: Although every effort is made to accommodate a TC who wishes to re-enter the program in the semester of their choice, this cannot be guaranteed. Space availability for re-entering TCs, as well as the total number of applicants in any given semester, inevitably influences the possibility of re-entry, even for a TC who is otherwise qualified.*

TED FITNESS TO STUDY POLICY

Not everyone is meant to be a teacher – the profession is multi-faceted and complex, requiring competency in many different areas and conduct above and beyond those of the general public.

In cases where unprofessional conduct has occurred, such that the Professional Standards for BC Educators have been severely violated, the TED may determine that a TC is unsuited to proceed with the study or practice of teaching. The coordinator is responsible for providing a written recommendation to the DH, providing relevant documentation regarding the matter. The DH, in consultation with the Student Support Team, will review the recommendation to determine if the TC is unsuited to continue, and make a final decision.

In cases where a TC is removed from the BEd program for contravening the above policies, re-acceptance and/or re-entry into the BEd may not be granted.

DEPARTMENT APPEAL PROCEDURES FOR A NO CREDIT GRADE IN EDUC 490 AND 492

Given the number of external bodies potentially involved in awarding a NC grade in EDUC 490 and 492, the TED has an internal appeal process that occurs *prior* to the UFV institution-wide appeal process. Similar to the institution-wide appeal process, the purpose of an appeal is to establish that due process was followed and was consistent with discontinuance procedures; and, to review the evidence on which the decision was made. The following internal steps are to be followed:

1. When a TC receives a grade of NC for EDUC 490 or 492 they will meet with the program coordinator to review the BEd program discontinuance form. Note: If for some reason, a meeting cannot occur, the paperwork will be emailed to the TC.
2. The TC has 10 working days from the date the paperwork is reviewed/emailed to seek an appeal. The appeal must be in writing and given to the DH.
3. The DH will call for a meeting that includes the TC, the program coordinator, the FM, and possibly the TM. This meeting should occur within 5 working days of receiving the written appeal. During

that meeting all parties will have the opportunity to explain why or why not due process was followed and present evidence to support their position.

4. The TC will receive a written appeal decision from the DH within 3 working days of the meeting. If the appeal is not granted, the NC grade will be immediately entered in the UFV system which enables the TC to then take their appeal forward.
5. In the case where no appeal is made, the NC grade will be entered 11 working days after the discontinuance paperwork has been given to the TC.

UFV INSTITUTION-WIDE APPEAL PROCEDURES FOR A NO CREDIT GRADE

In the case of receiving a NC grade for a non-practicum course, or not being successful in a department appeal for a NC grade in EDUC 490 or 492, a TC has the right to appeal. The final grade appeal is made to the Dean of the Faculty of Education, Community, and Human Development. If the TC is still not satisfied, the TC may appeal to the Office of the Registrar as they manage the process for Student Academic Misconduct (UFV Policy 70) and Final Grade Appeals (UFV Policy 217). The appeal is then heard by the Senate Committee for Student Appeals. The purpose of the appeal is to:

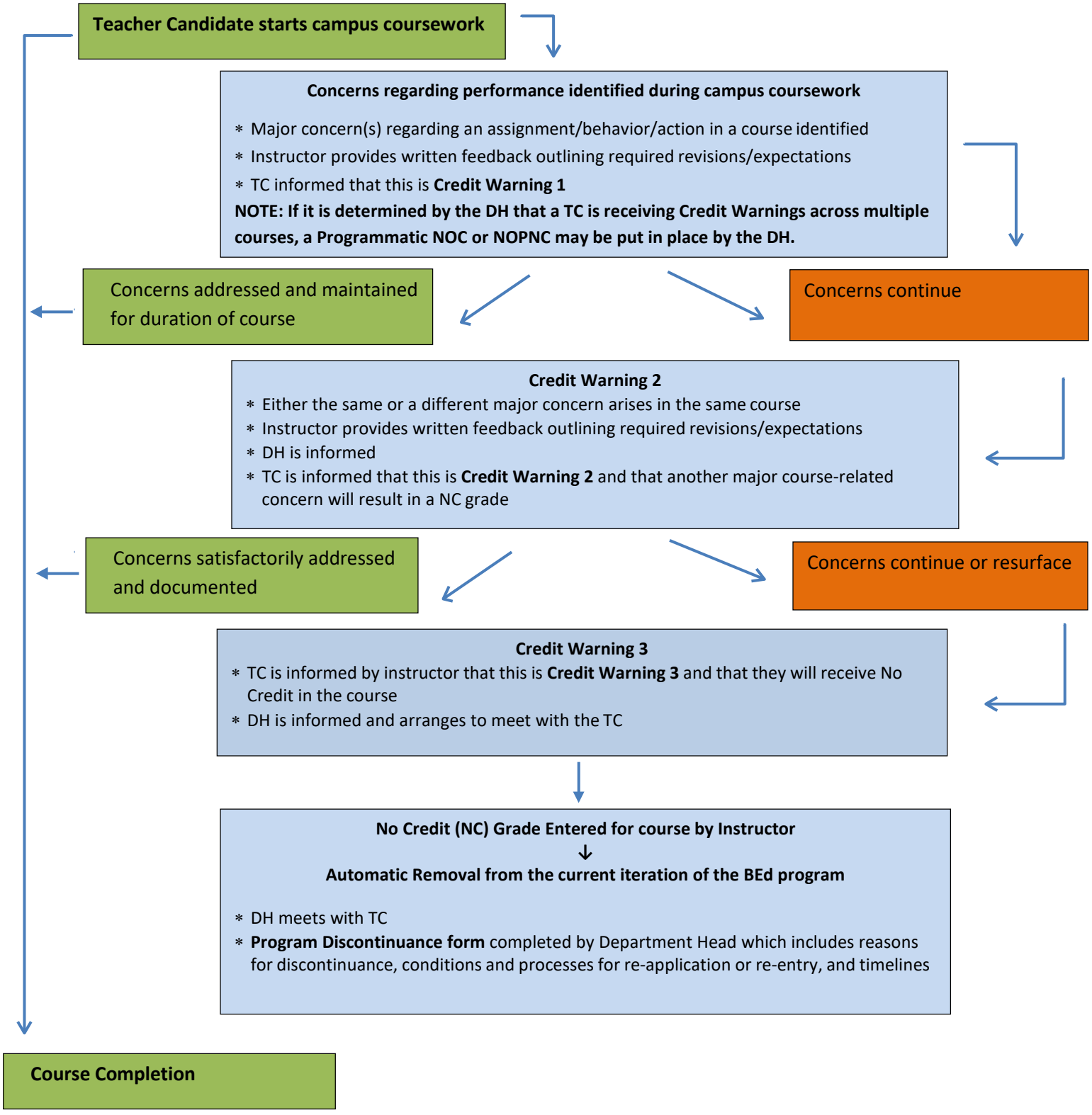
a. Establish that due process was followed and was consistent with program discontinuance procedures; and,
b. Review the evidence on which the decision was made in order to establish that an appropriate decision was made.

Please see www.ufv.ca/ai/ for more information.

When a TC receives a grade of NC, they will be automatically removed from the BEd program. While a program-initiated discontinuance is NOT appealable, if the Senate Committee decide in favour of the TC's final grade appeal the TED will automatically re-instate the TC into the Bachelor of Education. The DH will be responsible for evaluating how best to re-instate the TC and the options that are possible. Re-instatement does not mean that the grade of NC is automatically turned into a credit (CR) grade, given the external requirements of the Ministry of Education and Child Care and the BC Teachers' Council. Some additional coursework (including additional practica) may be required.

BEd Faculty and Program Coordinator in a TED classroom

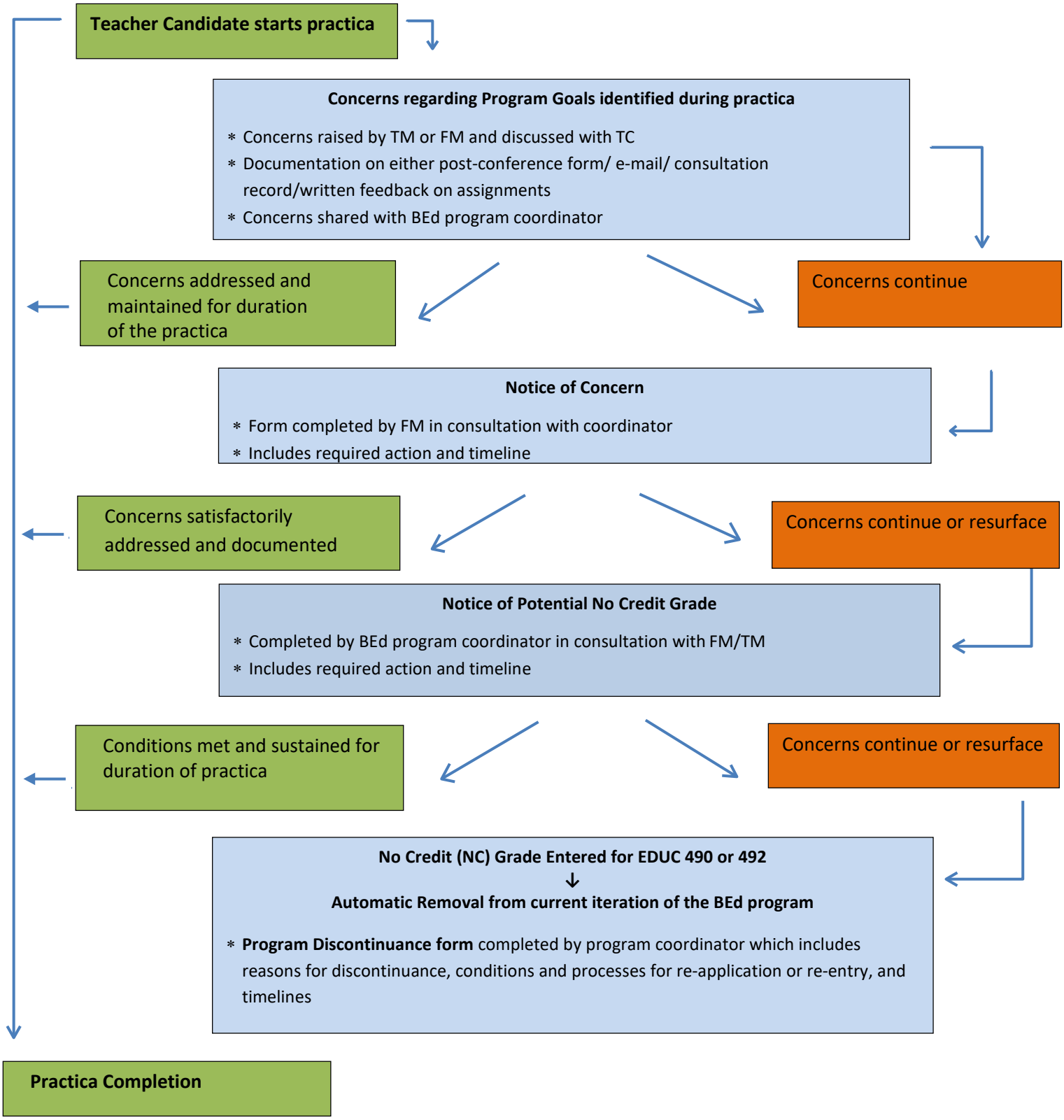
BACHELOR OF EDUCATION: PROGRAM CONTINUANCE/DUE PROCESS: COURSEWORK



There are four course-related concerns that will warrant a Credit Warning:

1. ***The TC demonstrates major errors in an assignment (lacks conceptual understanding of course content; lacks understanding of what the assignment should include based on instructions/descriptions/exemplars provided; and/or lacks congruence between content in the assignment and the identified Ministry Learning Standard, such as not taking guidance from the curriculum elaboration);***
2. ***The TC does not hand in an assignment on the due date (or a pre-arranged time);***
3. ***The TC does not successfully incorporate feedback into revisions (requiring a 2nd revision);***
4. ***The TC demonstrates actions or behaviours that are contrary to the TED Department Values and/or Commitments.***

BACHELOR OF EDUCATION: PROGRAM CONTINUANCE/DUE PROCESS: PRACTICA



Note: During EDUC 490 and EDUC 492, the Department and/or the School Administration may terminate the practicum at any time if the psychological, academic or physical well-being of students is in serious question. In such a case, the TC will receive a NC grade for EDUC 490 or 492 and, therefore, be automatically removed from the program by the program coordinator in consultation with the department head. Students who are involuntarily removed have the right to appeal.

At any point in the program a TC may choose to voluntarily discontinue. In doing so they will receive a NC grade for all courses in the semester of their discontinuance. These NC grades are not appealable when a teacher candidate voluntarily discontinues.

The TED Fitness To Study Policy circumvents the due process outlined above. Please see p. 41 for details.

ADDITIONAL COURSE INFORMATION

RESIDENCY

The BEd is a full-time program in which all enrolled students take all courses in their particular option or stream. Thus, transfer of courses from other institutions and/or earlier studies cannot be considered.

AUDITING COURSES

Students will not be permitted to audit courses.

COURSE LOAD REQUIREMENTS

The BEd is a full-time post-degree professional program and the TED has its own regulations about students wanting to take additional course work outside of the program. Since the workload of the BEd on campus and in schools is very demanding, students will not be permitted to take additional coursework outside of the enrollment in the BEd. The UFV undergraduate policy on course loads in an academic program does not apply to BEd students. If there are extenuating circumstances, students are advised to speak with the Advisor.

GRADUATION

Upon successful completion of all program requirements, TCs are recommended to the BC Ministry of Education and Child Care for professional certification through the Teacher Regulation Branch (TRB) and earn a Bachelor of Education (BEd) as a second degree.

ACCESS TO STUDENT FILES

Access to student files is governed by the Freedom of Information and Protection of Privacy Act (FOIPOP). Most information contained in the TED files was submitted by students and their referees. With respect to access to reference letters, please be advised that UFV considers them to be submitted in confidence unless the referee states otherwise in the letter. Please note that it is important for TCs to keep their Final Reports accessible in case they are requested at a job interview.

CERTIFICATION

Upon successful completion of the last semester of the BEd, eligible TCs are recommended by TED faculty through the TRB to the Ministry of Education and Child Care for certification. It is the responsibility of the TC to inform both the Office of the Registrar and the TED office of any changes of address upon completion of the BEd.

The following describes the process by which a TC obtains a teaching certificate and acquires a teaching classification from the Teacher Qualification Service (TQS):

1. TRB and TQS application forms are made available to the TC and procedures for completion of these forms are discussed on campus. When possible, representatives are invited from the TRB and TQS to answer any questions. It is suggested that the TC apply for certification as soon as they are eligible, even if they do not plan to teach in British Columbia immediately. Applicants are

encouraged to use the online application process with the TRB and mail supporting documents directly to the TRB. The Teacher Education Department will offer an optional workshop in March to help you with this process. **Please note that the application for certification has a fee of $245.**

2. The TC may also apply to the TQS for teacher category classification as soon as the application form is received. A category cannot be assigned, however, until the TQS has received a copy of the TC's teaching certificate. In order to teach in BC public schools, all teachers must hold an approved classification from the TQS. Completed applications are to be sent to the TQS.

Teacher Regulation Branch
Ministry of Education and Child Care
400 – 2025 West Broadway
Vancouver, BC V6J 1Z6

Teacher Qualification Service
106 – 1525 West 8th Avenue
Vancouver, BC V6J 1T5

BEd 2022-2023 students at Zilla's Donuts

School Act For The Province Of British Columbia

Under the terms of the *British North America Act*, public education is the responsibility of the provincial governments. The provincial systems of education differ in such matters as school district organization, curricula, and school laws.

In British Columbia, each teacher in the public school system must hold a valid British Columbia teacher's certificate, and the sole authority for granting a teaching certificate is the Ministry of Education and Child Care through the Teacher Regulation Branch (TRB).

The *School Act and Regulations for the Province of British Columbia* is the legislation that governs the school system of the province. All teachers should acquaint themselves with sections 15-19 of the Act and Sections 4-6 of the School Regulations.

TED Student Support

The TED has within it a variety of faculty roles designed to offer teacher candidates a comprehensive support structure unique to the needs of the TC. TED faculty include the advisor, DH, instructional faculty, program coordinators, and an education librarian. The program team also includes diverse and specialized sessional instructors. TED has a Student Support Team (SST), which acts like a School Based Team and consists of the advisor, the program coordinators and the DH. They meet regularly to coordinate individual supports. In many cases the TC is encouraged to connect with the advisor who can either work with the TC directly or connect the TC to others, based upon the individual situation.

Education Librarian

The TED is fortunate to have access to an education librarian whose specific mandate is to support its students and faculty. The education librarian assists in the collection and creation of resource materials, lesson plans, and lesson aids; as well, they help faculty and students to research educational publications, find materials and source out current professional literature. A dedicated curriculum lab has been set aside for the TED at the Abbotsford campus library, and is overseen by the education librarian. The education librarian is an integral part of the TED team.

For library hours, please refer to the library website: library.ufv.ca/

UFV Student Support

Counselling

Counsellors at UFV can help students with studying, personal issues, and career choice. Services are available by phone or online through a secure virtual platform. Students can make a confidential appointment through Student Services by calling 604-854-4528 (Abbotsford), or 604-795-2808 (Chilliwack) anytime. If students do not feel comfortable calling in, they can also email ssfrontdesk@ufv.ca to book an appointment. In the event of a personal crisis, contact the counsellors right away. After hours, please use the Crisis Line at 604-820-1166.

FINANCIAL AID

The Financial Aid and Awards Office oversees the distribution of awards, bursaries, loans, and scholarships. See their website www.ufv.ca/fineaid/ for important application and deadline information. For specific questions, call 604-864-4601 or email financial.aid@ufv.ca.

CENTRE FOR ACCESSIBILITY SERVICES

Access Advisors in the Centre for Accessibility Services are available to facilitate and provide accommodations for students with disabilities. Contact them anytime at 604-795-2843 (Chilliwack), or 604-504-7441 local 4283 (Abbotsford).

CRISIS LINE

If you are experiencing a personal crisis, contact Student Services immediately. Counsellors will make every effort to stop everything and help you. Please call 604-854-4528 (Abbotsford) or 604-795-2808 (Chilliwack) If you have a personal crisis after 4:30 p.m., please call the crisis line at 604-820-1166. In the event of a medical crisis, call 911.

INDIGENOUS STUDENT CENTRE

The Indigenous Student Centre at UFV provides easy access resources and services, including cultural and academic support, to assist Indigenous students to reach their full potential. Please see www.ufv.ca/isc/ for more information.

STUDENT LIFE

The Student Life department offers all UFV students a connection to the UFV community. Events and programs available are: Intramural Sports, Leadership Institutes, Campus Recreation and Wellness, facilitation of student organizations, associations, and clubs, and anything else that is fun around UFV. A monthly calendar of events can be found here www.ufv.ca/studentlife/ . Note: COVID-19 may impact the scheduling of certain programs.

TEACHER EDUCATION STUDENT ASSOCIATION (TESA)

This association traditionally contributes to the learning community of the BEd program and promotes the interests and voices of the TCs. Because of the nature of the program, the TESA is different to other student associations – there is a new group of members every single year! While everyone in the BEd program is automatically a TESA member, in order to work in conjunction with the Student Union Society, etc., a mandate will need to be developed and executive members will need to come forward to guide the TESA in ways of engaging the cohort. During the first month of the program, a meeting will be called by the advisor who will work to support the efforts of those interested in establishing the TESA.

TEACHING AND LEARNING CENTRE (TLC)

TLC provides leadership, support, and resources to advance your learning at UFV. You can book the ThinkerSpace for collaborative sessions, online meetings, or broadcasts. TLC also allows you to reserve AV equipment. TLC is located in the Peter Jones Library Centre (G Building). More information can be found at https://www.ufv.ca/teaching-and-learning/ or call 604-854-4546.

PROFESSIONAL STANDARDS FOR BC EDUCATORS

Belief in the success of all students is at the centre of the Professional Standards for BC Educators.

The Professional Standards for BC Educators apply to individuals holding a certificate of Qualification to teach in the BC Kindergarten to Grade 12 public, independent, offshore and First Nations school systems. The Standards also apply to both out-of-province applicants for certification and to teacher candidates enrolled in approved teacher education programs in BC's post-secondary institutions.

Professional Standards guide and advance the work of educators. These Standards communicate the knowledge, skills, attitudes, and values that define educators work. They communicate the responsibilities that educators have in fostering public confidence and highlight the complex and varied natures of educators' work. The Standards also reflect that educators contribute to truth, reconciliation, and healing, acknowledging the history and contributions of First Nations, Inuit and Métis in Canada. Through the application of these Standards, educators advocate for student needs and contribute to a safe and inclusive learning environment that reflects the diversity of all students. Educators have a level of autonomy, are accountable for their actions, and must act in the public interest.

The Professional Standards serve both as ideals to which educators aspire and expectations that can be reasonably held. The Standards are also used by the education system as a whole:

- BC teacher education programs employ the Standards to prepare educators.
- The Director of certification applies the Standards to issue certificates.
- Educators use the Standards to guide their practice and growth.
- The public draws on the Standards to understand the role and work of educators.
- The Commissioner for Teacher Certification uses the Standards to address possible breaches.

BC educators' practice is governed by the ethics and principles as outlined in the Professional Standards. Through the educators' commitment to these Standards, a high-quality education system is maintained, contributing to a democratic society. The actualization of the Professional Standards requires shared commitment across BC's education system to provide educators with the necessary learning opportunities, resources and supports to ensure success of students.

www2.gov.bc.ca/gov/content/education-training/k-12/teach/standards-for-educators

MANDATE OF THE BRITISH COLUMBIA TEACHERS' COUNCIL

The Teachers Act establishes the British Columbia Teachers' Council (BCTC) and provides that the BCTC establish standards for those who hold certificates of qualification issued by the Ministry of Education and Child Care. Section 10 (1) and (2) and section 13 (a) and (b) of the Act set out the objectives of the BCTC:

- Sets standards for the competence and conduct for applicants and for certificate holders (Professional Standards);
- Sets standards for the education of applicants for certification (Certification Standards); and
- Establishes teacher education program approval standards and determines if teacher education programs meet these standards (Teacher Education Approval Standards).

PROFESSIONAL STANDARDS FOR BC EDUCATORS

June 2019

1. **Educators value the success of all students. Educators care for students and act in their best interests.**

   Educators have a privileged position of power and trust. Educators are responsible for the physical and emotional safety of students. Educators respect and value the diversity in their classrooms, schools and communities, inclusive of First Nations, Inuit, and Métis, and other worldviews and perspectives. Educators foster students' positive personal identity, mental and physical well-being, social and personal responsibility, and intellectual development. Educators engage students in meaningful participation in their own learning. Educators treat students equitably with acceptance, dignity and respect. Educators understand the importance of confidentiality, and protect student privacy, unless disclosure is required by law. Educators do not abuse or exploit students or minors for personal, sexual, ideological, material or other advantage.

2. **Educators act ethically and maintain the integrity, credibility and reputation of the profession.** Educators are role models. Educators are held to a higher standard and are accountable for their conduct on duty and off duty. Educators understand the law as it relates to their duties. Educators' individual conduct contributes to the perception of the profession as a whole. Educators know and recognize the importance of the Professional Standards for BC Educators.

3. **Educators understand and apply knowledge of student growth and development.**
   Educators are knowledgeable about how children and youth develop as learners and as social beings. Educators demonstrate an understanding of individual learning differences and needs. Educators recognize the importance and connection of cultural identity, ways of being and worldviews to student learning. Educators use this knowledge to inform decisions about curriculum, instruction and assessment. Educators work to create a positive, safe and inclusive learning environment to best meet the diverse needs of students.

4. **Educators value the involvement and support of parents, guardians, families and communities in schools.**
   Educators understand, respect and encourage the participation of families and communities in student learning and development. Educators consider the perspectives of parents/guardians regarding their children. Educators communicate effectively and in a timely manner with parents/guardians.

5. **Educators implement effective planning, instruction, assessment, and reporting practices to create respectful, inclusive environments for student learning and development.**
   Educators have the knowledge and skills to facilitate learning for all students, including learning experiences that reflect individual contexts and local environments. Educators value collaborative practice. Educators recognize and understand the interconnectedness of all aspects of teaching and learning and employ a variety of instructional and assessment strategies. Educators communicate effectively in either English or French. Educators know when to seek support for their practice and for students.

6. **Educators demonstrate a broad knowledge base and an understanding of areas they teach.**
   Educators understand the curriculum and methodologies of areas they teach. Educators teach curricula from Canadian, First Nations, Inuit, Métis, and global perspectives. Educators build upon student capacity for intercultural understanding, empathy and mutual respect. Educators cultivate the values, beliefs and knowledge of Canada's democratic and inclusive society.

7. **Educators engage in professional learning.**
   Educators engage in professional learning and reflective practice to support their professional growth. Educators recognize and meet their individual professional needs through various learning opportunities. Educators develop and refine personal philosophies of education, teaching and learning that are informed by research, practice and the Professional Standards for BC Educators.

8. **Educators contribute to the profession.**
   Educators honour the profession by supporting, mentoring or encouraging other educators and those preparing to enter the profession. Educators contribute their expertise in a variety of ways, including opportunities offered by schools, districts, school authorities, professional organizations, post-secondary institutions and communities. Educators contribute to a culture of collegiality.

9. **Educators respect and value the history of First Nations, Inuit and Métis in Canada and the impact of the past on the present and the future. Educators contribute towards truth, reconciliation and healing. Educators foster a deeper understanding of ways of knowing and being, histories, and cultures of First Nations, Inuit and Métis.**
   Educators critically examine their own biases, attitudes, beliefs, values and practices to facilitate change. Educators value and respect the languages, heritages, cultures, and ways of knowing and being of First Nations, Inuit and Métis. Educators understand the power of focusing on connectedness and relationships to oneself, family, community and the natural world. Educators integrate First Nations, Inuit and Métis worldviews and perspectives into learning environments.

UFV INSTITUTIONAL LEARNING OUTCOMES (ILO'S)

The University of the Fraser Valley (UFV), located on traditional Stó:lō territory, recognizes and respects Indigenous ways of knowing. UFV is committed to providing our communities with a variety of high quality, student-centered programs that honour diversity and foster a passion for learning. Each UFV graduate possesses the following abilities and, therefore, can demonstrate the following interconnected institutional learning outcomes. Graduates will:

1. **Demonstrate information competency**
   Graduates gather, organize, and critically examine written, oral, visual, and numerical information. They efficiently use technology as a tool to gather and evaluate information. Graduates utilize relevant and credible sources, recognizing the need to gather information from a variety of perspectives. Graduates use information ethically, respecting the legal restrictions that exist when using published, confidential, and/or proprietary information.

2. **Analyze critically and imaginatively**
   Graduates engage in the examination of ideas, issues, and problems, drawing on established bodies of knowledge and means of analysis. Graduates organize information logically and consider alternate strategies. They recognize the need for multiple voices and seek

opportunities for those voices to be heard. Graduates are creative and generative. They use divergent or lateral thinking to expand on ideas and create new ways of looking at a situation.

3. **Use knowledge and skills proficiently**
   Graduates demonstrate competence in the knowledge and skills specific to their area of study. They productively apply their knowledge and skills to a variety of situations.

4. **Initiate inquiries and develop solutions to problems**
   Graduates demonstrate a curiosity that results in inquiry. They propose questions that encourage deliberation and the formulation of solutions to problems, in theoretical or applied fields. They evaluate the benefits and challenges of different solutions when proposing specific courses of action.

5. **Communicate effectively**
   Graduates communicate respectfully. They listen attentively, seek clarification, and work to understand the points of view of others. Graduates effectively present information using a variety of modes and media. They adapt their method of presentation to suit specific audiences.
   Graduates accurately convey their intended message using a variety of oral, written, and visual strategies.

6. **Pursue self-motivated and self-reflective learning**
   Graduates are confident and initiate action. They work independently and productively. They set personal and professional goals and establish a plan of action to attain those goals. Graduates continually reflect on their growth and development and utilize reliable and practical strategies to learn from that reflection.

7. **Engage in collaborative leadership**
   Graduates work cooperatively, in that they are aware of and appreciate diversity, work with diverse peoples, and demonstrate strong interpersonal skills. Graduates motivate, include, and support others, demonstrating leadership skills. They seek opportunities to collaborate.

8. **Engage in respectful and professional practices**
   Graduates behave ethically and equitably, in that they act with integrity and take responsibility for their actions. Graduates engage in professional dialogue and participate in learning communities.

9. **Contribute regionally and globally**
   Graduates are socially just, in that they are prepared to participate in their regional and global communities. They demonstrate knowledge of their region and the world. Graduates initiate change. Graduates demonstrate that they can use what they have learned at UFV to impact their community positively.

Approved August 2012

BC TEACHERS' FEDERATION (BCTF)

The BCTF has approximately 44,000 fee-paying members. This membership is mandatory for all public school teachers in British Columbia. It is organized through 70 local teacher associations and controlled by teachers elected to office.

The BCTF was incorporated in 1919 with the following objectives: to foster and promote the cause of education; to raise the status of the teaching profession and to promote the welfare of the teachers in British Columbia. More information can be found at www.bctf.ca.

For professional development, some of the BCTF's services include:

- Workshops and conferences
- Working with Ministry committees for curriculum development and education change
- Provincial Specialist Association (PSA) – 33 Provincial Specialist Associations organized through the BCTF, which cover teaching areas and provide in-service, research, publication and teacher leadership. PSA have student membership rates.
- Teacher Newsmagazine (copies can be found in our classroom)

For bargaining, some of the BCTF's services include:

- Salaries and benefits
- Working conditions (class size, composition, health and safety, etc.)
- Grievance Assistance

THE BCTF CODE OF ETHICS

The Code of Ethics states general rules for all members of the BC Teachers' Federation for maintaining high standards of professional service and conduct toward students, colleagues and the professional union.

1. The teacher speaks and acts towards pupils with respect and dignity, and deals judiciously with them, always mindful of their individual rights and sensibilities.
2. The teacher respects the confidential nature of information concerning students and may give it only to authorized persons or agencies directly concerned with their welfare. The teacher follows legal requirements in reporting child protection issues.
3. A privileged relationship exists between teachers and students. The teacher refrains from exploiting that relationship for material, ideological or other advantage.
4. The teacher is willing to review with colleagues, students and their parents/guardians the practices employed in discharging the teacher's professional duties.
5. The teacher directs any criticism of the teaching performance and related work of a colleague to that colleague in private. If a teacher believes that the issue(s) has not been addressed, they may, after privately informing the colleague in writing, of the intent to do so, direct in confidence the criticism to appropriate individuals who can offer advice and assistance. (It shall not be considered a breach of the Code of Ethics for a member to follow legal requirements for reporting child protection issues)
6. The teacher acknowledges the authority and responsibilities of the BCTF and its locals and fulfills obligations arising from membership in the professional union.
7. The teacher adheres to the provisions of the local collective agreement.

8. The teacher acts in a manner not prejudicial to job actions or other collective strategies of his/her professional union.
9. The teacher, as an individual or as a member of a group of teachers, does not make unauthorized representations to outside bodies in the name of the Federation or its locals.

For further information, contact the BC Teachers' Federation:

BC Teachers' Federation 100 – 550 West 6th Avenue Vancouver, BC V5Z 4P2 Telephone: 604-871-2283 www.bctf.ca.

The BCTF has published a handbook for new teachers and TTOCs, called The Practice of Teaching. This handbook contains practical information about the BC school context and professional responsibilities to assist new teachers and TTOCs in schools. Please see https://bctf.ca/uploadedFiles/Public/NewTeachers/handbook/handbook.pdf for more information.

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BEd Handbook Cover Design created by Kiersten Tiessen (BEd 2023) for the Teacher Education Department at UFV

Artist Statement: Some of the first lessons of the BEd program, were about the history and stories of the land we reside on. Having the privilege of learning the stories shared by the Sto:lo peoples, the initial caretakers of the land, has left a mark of responsibility on myself and fellow cohort. This image reflects that learning, as it is an interpretation of the landscape of the Fraser Valley.

This image also depicts a progression that I deeply felt throughout the program. In the foreground are the cedar trees, these are peers and support groups that I found at the beginning. There were challenging times, illustrated by the darker bump the eye is drawn to, but the trees are there alongside each other. Eventually without even knowing how or where the time has gone, the mountain is there to be climbed. It takes effort and time, but the view from the top is breath taking. What I love about mountain views is how much more they reveal about the surrounding landscape, there is always so much more to be learnt!

UNIVERSITY OF THE FRASER VALLEY
TEACHER EDUCATION

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