

A WARM WELCOME

The Important Role of Administrators in Practicum Placements

Representatives from the University of British Columbia's (UBC's) Teacher Education Program attended the BCPVPA Connecting Leaders Conference in Victoria on October 21, 2022. They appreciated the opportunity to engage with Principals, Vice-Principals, district leaders, and BCPVPA executive members about issues related to teacher education in BC. The acute need for qualified teachers in schools and communities was a common

point of conversation, so many educators were keen to learn more about UBC's practicum and field experience opportunities.

UBC has the largest and most comprehensive teacher education program in British Columbia, and has partnerships around the province where the University and schools work together to prepare outstanding future educators. UBC teacher candidates



by

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have opportunities for practicum placements and Community Field Experiences in all parts of British Columbia and, once certified, BEd graduates are qualified to apply for certification to teach in K-12 schools anywhere in the province.

School administrators play important roles in the coordination of practicum placements with university program managers, and in supporting practicum experiences of teacher candidates. Placement decisions are made by the practicum program manager in collaboration with school administrators. Each spring, UBC reaches out to administrative practicum contacts to request recommendations of experienced teachers to serve as UBC school advisors. Many teachers express an interest in participating in this rewarding experience. Administrators also 'shoulder tap' potential school advisors who they consider to be open to inquiry-based learning, and who are interested in co-planning, co-teaching, and co-learning. These dedicated teachers not only contribute to the profession by engaging with future educators, they also enrich their own professional

development.

Elementary and middle years teacher candidates are typically assigned to a particular geographic area(s) for the practicum, based on their selected cohort. Secondary teacher candidates request two geographic areas or school districts for their placements, and every effort is made to arrange practicum placements based on these submissions.

The teaching practicum is an exciting part of the Bachelor of Education program because it is the time when teacher candidates put theory into practice alongside their experienced school advisor(s). The first point of contact with the school community is often a warm welcome by the administrative team. Many leaders use this time to review health and safety protocols, and to offer a school tour. Teacher candidates are gaining important insights about the philosophy and culture of the school right from this initial reception, and Principals, Vice-Principals, and district leadership teams encourage teacher candidates to be contributing members of their school community. Administrators might encourage teacher



candidates to participate in extra-curricular events or include them in professional development sessions.

The fall orientation practicum provides teacher candidates opportunities to first observe and then to gradually engage in leading teaching activities through weekly one-day visits and a two-week practicum early in the school year. The focus for teacher candidates is on cultivating professional relationships and understandings toward teaching, learning, inquiry, and reflection. Through these experiences, teacher candidates learn first-hand how teaching is enacted and how learning occurs in classrooms.

After this acclimatization period, the focus shifts to meeting the challenges of an increased teaching load and added responsibilities. The school placements for the orientation practicum usually become the settings for the longer certifying practicum. The ten-week, extended practicum provides teacher candidates with opportunities to demonstrate that they are capable of assuming the responsibilities expected of a beginning teacher.

Upon completion of the certifying practicum, UBC teacher candidates also participate in a three-week Community Field Experience. The key purpose of the Community Field Experience is for teacher candidates to experience teaching and learning in a new context that provides a more holistic view of teaching and enhances the teacher candidate's formal teaching experience. Teacher candidates are matched with



Community Field Experience

community partners or school-based partners in provincial, national, and international sites.

UBC teacher candidates complete their teacher education journey through one of the following program options:

Elementary & Middle Years

Teacher candidates learn to teach all subject areas in the elementary curriculum: Kindergarten to Grade 7. While the particular theme or approach varies in each cohort, the courses are the same for all teacher candidates, with each cohort and instructor tailoring the courses in unique ways. The Middle Years cohort emphasizes teaching students in Grades 6 to 8 (ages 11 to 14 years).

Secondary

Teacher candidates in the secondary program option are grouped according to their teachable subjects (e.g., Math, English, Physical Education) and practicum placements are arranged within the appropriate subject area(s). During the BEd program, teacher candidates are introduced to adolescent development, and prepared methodologically to teach their subject(s).

Technology Teacher Education (TTED)

The Technology Teacher Education (TTED) program prepares teacher candidates to teach technology education in BC's middle and high school system. Offered as a joint program with UBC and the British Columbia Institute of Technology (BCIT), this program explores the technical components at BCIT and the teaching component at UBC.

French Specialization

Options are available for teacher candidates wishing to pursue French language teaching opportunities in Core French, Intensive French, French Immersion, or French as a first language. Placements are at elementary, middle, and secondary schools.

WKTEP

West Kootenay Rural Teacher Education Program

The West Kootenay Rural Teacher Education Program (WKTEP) is a rural education option for elementary and secondary years located in Nelson, BC. WKTEP practicum placements are hosted by four main school

districts: SD8 (Kootenay Lake), SD10 (Arrow Lakes), SD20 (Kootenay-Columbia), and SD51 (Boundary), as well as many other rural BC public school districts upon request.

Rural and Remote Program

The rural and remote program is a new two-year blended teacher education program offered by the Faculty of Education at UBC. The first of its kind in BC, this program focuses on the elementary & middle years option of the UBC Bachelor of Education program. Participants have the opportunity to complete their studies in both face-to-face and online platforms, allowing them to stay in their home communities for the majority of this program. All practica experiences are in rural and remote areas of British Columbia.

International Baccalaureate (IB)

UBC is Canada's first IB-recognized teacher education institution. Teacher candidates admitted to our IB programs will be eligible for both BC and IB certification at the completion of their programs

Teacher candidates selecting the Primary Years

Programme (IB-PYP) cohort have an interest in international education that is student-centred and inquiry-driven for students in Kindergarten through Grade 5.

Secondary teacher candidates have the opportunity to be a part of the International Baccalaureate Educator Stream within their chosen subject(s). Teacher candidates in International Baccalaureate Education (Middle Years Programme and Diploma Programme) have an interest in international education that is concept-based and inquiry-driven.

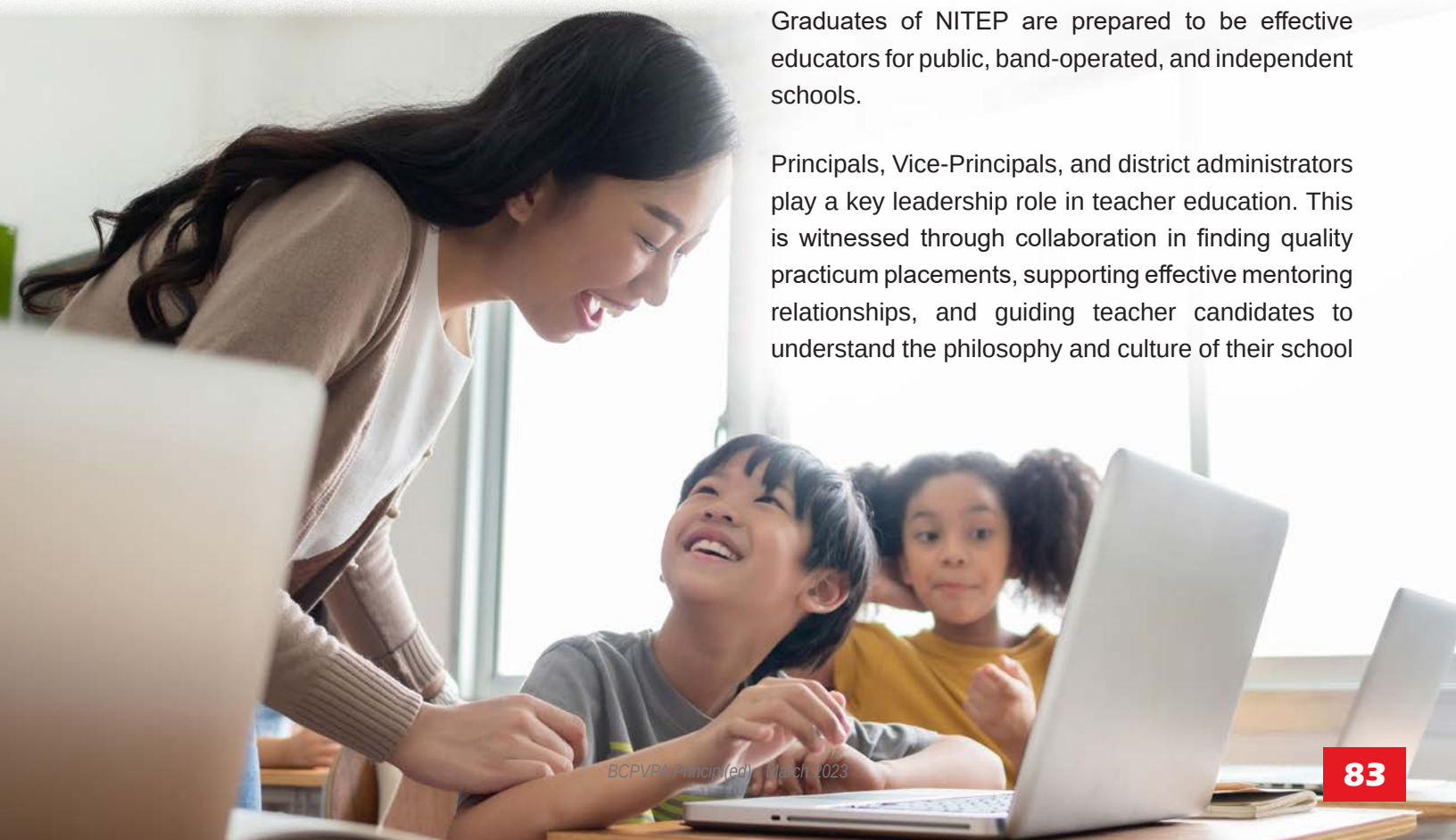
Equity, Diversity, Inclusion, & Decolonization (EDI-D) Cohort

The newly developed EDI-D secondary cohort supports and inspires teacher candidates – and the students and mentors they work with – to explore, develop, and deepen curricular and pedagogical approaches to teaching and learning within the particular lenses of equity, diversity, inclusion, and decolonization.

Indigenous Teacher Education Program (NITEP)

NITEP is a cohort model with courses and curricula enhanced through Indigenous perspectives. Graduates of NITEP are prepared to be effective educators for public, band-operated, and independent schools.

Principals, Vice-Principals, and district administrators play a key leadership role in teacher education. This is witnessed through collaboration in finding quality practicum placements, supporting effective mentoring relationships, and guiding teacher candidates to understand the philosophy and culture of their school



support

The BCPVPA is all about people, and making sure that our members are successful and supported in the important work they do.

Our Member Support Services team is here for members who have questions about their employment relationships, their contracts, their pensions and retirement plans, and their health and well-being.

The BCPVPA offers support and advocacy to more than 2,600 Principals and Vice-Principals in BC's public education system.

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