

# Vancouver Island University—Teacher Education Curriculum

## Our Values

We build relationships

We strive to be a dynamic, interactive, learning community

We are passionate lifelong learners

We embrace the uniqueness of individuals and the richness of cultural diversity

We inspire mindful, creative innovators energized by moral courage and relentless hope

## Core Competencies

Pedagogy

Inclusion and Diversity

Professionalism

## Enduring Understandings

Learning is holistic , reflexive, and interconnected

Educators are global citizens accountable to ourselves, our classrooms, our education system, our community, and the world around us

Teaching is an activist profession that facilitates the transformation of self, others and society

What do they need to be able to <i>do</i> ?	What do they need to <i>know</i> ?
<p>Create inclusive, welcoming, safe, organized and engaging learning environments</p> <p>Celebrate and foster the understanding of diversity and interconnectedness in all forms towards inclusion</p> <p>Build authentic, appropriate relationships (including all shareholders - students, parents, colleagues, community members, local indigenous partners, etc.) that support student learning and development</p> <p>Build supportive, collaborative learning teams (internal and external)</p> <p>Communicate effectively and use interpersonal skills (including all shareholders - students, parents, colleagues, community members, etc.)</p> <p>Create effective, long and short term interdisciplinary planning, instruction and assessment for ALL learners (personalized learning)</p> <p>Create and utilize effective tools and strategies to engage learners and keep them engaged</p> <p>Utilize a balance of formative and summative assessment to support and improve student learning.</p> <p>Access, critically assess and adapt appropriate learning resources to support student learning</p> <p>Integrate technology in meaningful ways to support learning</p> <p>Model professional qualities inside and outside the classroom</p> <p>Access, reflect and engage with opportunities for deepening their own personal professional learning.</p> <p>Facilitate <i>land based and experiential opportunities</i> ?</p> <p>Facilitate <i>place based and experiential opportunities</i> ?</p>	<p>Current theories of learning and development</p> <p>What constitutes authentic and relevant learning experiences drawing on the learning context</p> <p>Who they are and who they are becoming personally and professionally (or <i>who they are not</i>) as teachers and learners</p> <p>The way bias, assumptions and privilege operate in ourselves and in others.</p> <p>Recognize, disrupt and replace normative discourses of teaching and learning inside and outside of themselves that oppress, marginalize and exclude “other”</p> <p>The value of deep knowledge and understanding, interrelatedness, inquiry and life long learning in curricular areas</p> <p>How schools work and the factors that inform/impact education in BC</p> <p>Current evidence-based curricular area pedagogy</p> <p>Structural and strategic understanding of what is needed in effective planning and implementation over time</p> <p>Teaching strategies to foster a creative and critical thinking classroom</p> <p>An appropriate selection of classroom management theories and strategies</p> <p>Importance of land-based and experiential learning to enhance understanding of <i>indigenous knowledge</i></p> <p>Professional Standards of Practice as set by the TRB and BCTF Code of Ethics</p> <p>Understanding of FIPPA guidelines</p>