

Teacher Education Programs in British Columbia

Teacher Preparation in Rural Schooling and in Aboriginal Culture/Issues

Oct. 3-07, updated Dec. 31-07

| Institution and Program | Undergraduate courses in rural schooling <i>(mandatory or optional)</i> | Undergraduate courses in aboriginal culture/issues <i>(mandatory or optional)</i> | Post-certificate and/or Special Programs & Coursework |
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| <p>Simon Fraser University (Burnaby & Surrey)</p> | | <p>Educ 311: Foundations in Aboriginal Education, Language, and Culture (optional).</p> | <p>First Nations teacher education programs delivered in Kamloops and at Burnaby campus.</p> |
| <p>University of BC (Vancouver)</p> | <p>- The West Kootenay Teacher Education Program (Castlegar) and its courses are adapted to meet a rural context. - The first two years of NITEP are offered in rural communities with aboriginal populations; courses are adapted to meet context.</p> | <p>Pre-Undergraduate Program - Admission statement: [UBC] recommends that all applicants have completed a course focusing on Aboriginal Peoples before the commencement of the program. A course may be completed in any discipline and at any university level. -F. N. studies is accepted as fulfilling admission requirements for a teaching concentration in the Secondary prog. Courses in Undergraduate Program - EDST 314 "Social Issues in Educ.," mandatory course for all students. Content incl. Aborg.culture /issues. - EDUC 441 "Hist. of F.N. Schooling," component of NITEP prog.; optional. - EDUC 442 "Critical Issues in First Nations Education," EDUC 140: Intro. to F.N. Studies, EDUC 141: Cultural Studies; EDUC 240, Issues in F.N. Education, are taken by NITEP students. - EDUC 316 (Elem) Communications, a mandatory course for elem. students Includes module on ab. students' communication needs; also workshop for instructors. The course will focus on the needs of Aboriginal children. Several courses in Education Studies focus on aboriginal education/culture/issues.</p> | <p>Native Indian Teacher Education Program (NITEP) is delivered in Vancouver, Duncan, Bella Coola & Kamloops.</p> |
| <p>Institution and</p> | <p>Undergraduate courses in rural</p> | <p>Undergraduate courses</p> | <p>Post-certificate and/or Special</p> |

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| University of Victoria (Victoria) | | UVic is implementing a required course in all elementary B.Ed. programs and in options for Post-Degree; plans are to require a course in Secondary program it is revised (revision is underway). In addition, elective courses involving indigenous ways of knowing are offered annually. | DSTC Standard Certificate program is offered in Campbell River; another DSTC is being planned for Saanich area Indigenous knowledge courses are also available to graduate students. |
| UBC Okanagan (Kelowna) | Not available | A course in Aboriginal Education is mandatory for all elementary students. | A Developmental Standard Teaching Certificate program in Aboriginal Language Education begins Sept. -07. |
| Trinity Western University (Langley) | | No specific courses however two mandatory courses with aboriginal culture/issues content. EDUC 365: Social Issues in Education EDUC 455: Language Arts Curriculum and Pedagogy One optional course with aboriginal culture/issues content. EDUC 495: Critical Issues in Education and Culture | |
| University of Northern BC (Prince George) | Not available | Educ 346: Introduction to Aboriginal Education Educ 446: Aboriginal Epistemology (both are mandatory) | A Developmental Standard Term Certificate is offered in different Aboriginal Languages (e.g.) Gitksan (offered in Hazelton) and Tsimshian (offered in Prince Rupert). |
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| Thompson Rivers University (Kamloops) | <p>The TRU B.Ed. (Elementary) is designed to be delivered in combined urban and rural school districts in the BC Interior, so the Instructors of all courses in the program take this into consideration.</p> <p>No mandatory courses in rural schooling are currently offered.</p> | <p>The B.Ed. program includes EDFN 420: <i>Teaching First Nations Children</i>, delivered in the second semester of the second and final year. It is mandatory for all B.Ed. students.</p> | <p>Talks are currently underway with NITEP and UBC to deliver the NITEP senior years at TRU.</p> |
| NOTE FROM TRU (KAMLOOPS): | <p><u><i>Note The TRU B.Ed. (Elem) is designed for combined urban & rural districts in BC Interior; the course instructors take this into account. In addition to a mandatory course entitled Teaching First Nations Children, many TRU faculty have experience in the BC public school system in areas with high First Nations student populations. Some carry out ed. research in F.N. languages and cultures. One faculty member has Aboriginal ancestry. All of the above effectively contribute to a significant understanding of rural and First Nations issues and concerns and to their inclusion in the B.Ed.</i></u></p> | | |
| University College of the Fraser Valley (Chilliwack) | | <p>EDUC 447: <i>Indigenous Youth & Schooling</i>, mandatory course designed to make teachers aware of the cultural issues faced by Aboriginal students in public schools</p> | <p>DSTC (Developmental Standards Term Certificate) is offered in partnership with SFU to certify Halq'emeylem language Teachers for Elementary teaching.</p> <p>Talks are currently underway with NITEP and UBC to deliver a NITEP at UCFV</p> |
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| Malaspina University- College (Nanaimo) | Offers several mandatory courses for all students which focus on differentiated instruction. | The <u>B.Ed. (Aboriginal Focus)</u> is designed for First Nations students or those planning to work in First Nations contexts. The attached mandatory courses are part of the <u>program</u> . (Courses are listed on the following page.) - | |
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Additional information from
Malaspina University-College, Nanaimo
Bachelor of Education program

EDAB Course Descriptions

EDUC 113T: Pathways to Learning

EDUC 100: Introduction to Language and Culture (3)

This course is an intensive learning experience designed to help students come to understand the depth of their history and the personal, social, emotional and cultural impact of the loss of language. Students begin to understand the richness of their culture, develop pride in their heritage and start to grapple with the complexity and responsibility of reviving the language.

EDUC 200: Foundations of Teaching and Learning (3)

The primary focus of this intensive introductory course is exposure to all the goal areas of the program. Students explore the professional expectation of becoming a teacher and are exposed to the culture of schools. This course assists students in their personal growth toward becoming a teacher, by helping them understand and deal with past patterns of behaviour, understand the culture of schools, set new goals and gain confidence in themselves as learners. Field experience is an element of this course.

EDAB 210: Personal/Professional Development across Cultures (2)

An examination of the demands of the teaching profession as a basis for developing a personal frame of reference for teaching and learning. Students examine professionalism, ethics, values, and professional roles and responsibilities. Based on an analysis of issues relevant to the provision of the public system, students develop and initiate an action plan for professional development.

EDAB 220: Principles of Teaching and Learning (2)

An examination of different ways of learning occurs and the complex role of teachers in establishing an effective learning environment and facilitating meaningful learning. Students examine the elements of effective instructional planning. Peer teaching and classroom observation are components of this course.

EDAB 350: Second-language Acquisition (6)

An in-depth examination of second language acquisition including instructional methods, planning for instruction and assessment of student learning. Teaching practice in a relevant setting is an element of this course.

EDAB 430: Issues in Education (2)

This course explores differing perspectives on learning, the role of education in society and the experiences of FN learners in schools. Participants examine conceptual and theoretical issues from a variety of perspectives and consider their personal beliefs about teaching, learning, and working in public education.

FNAT 103 (3) Introduction to First Nations Studies I

FNAT 104 (3) Introduction to First Nations Studies II

FNAT 271 (3) Oral Histories of Canada

FNAT 272 (3) Oral Histories of British Columbia