

S'I:WES XWELA YE XÁ:WS I:WESTELEQ

UFV EDU CAT ION

**BACHELOR
OF**

**2026
2027**

HANDBOOK

CONTENTS

Message from the Dean	2
Message from the Director	3
Message from Program Chair	4
Mission Statement	5
Statement of Respect and Inclusivity	6
Glossary of Terms	6
School Commitments and Values	7
Overview of the Bachelor of Education at UFV	10
BEd Program Outline (Elementary/Middle Option)	12
BEd Program Outline (Secondary Option)	13
Bachelor of Education Program Goals	14
Development, Supervision & Support of Teacher Candidates	20
Formal Observation Cycle	23
Field Experiences (Practicum)	24
Student Responsibilities and Requirements	30
Student Academic and Personal Conduct	31
Bachelor of Education Grading Policy	35
Bachelor of Education Program Continuance / Due Process	36
Graduation	44
Certification	44
Additional Policy Information	45
UFV Student Supports	45
School Act for the Province of British Columbia	47
Professional Standards for BC Educators	47
UFV Institutional Learning Outcomes (ILOs)	50
BC Teachers' Federation (BCTF)	52
School of Education Contacts	54
BEd Handbook Cover Artist Statement	55

Message from the Dean



Welcome to the Teacher Education program in the Faculty of Education, Community, and Human Development (FECHD) at the University of the Fraser Valley (UFV)!

You are joining a vibrant community of educators, scholars, and staff who are deeply committed to your growth and success. As you begin this exciting journey, I hope you'll find this to be a year filled with inspiration, meaningful relationships, thoughtful challenge, and unwavering support.

Congratulations on reaching this important milestone. You are one step closer to a profession that has the power to shape lives, strengthen communities, and change the future. After more than thirty-five years in education, I can say without hesitation that becoming a teacher has been one of the greatest privileges of my life. Every day offers an opportunity to encourage curiosity, nurture confidence, and help others discover their potential. There is no work more meaningful than investing in people.

At UFV, our mission is to engage learners, transform lives, and build community.

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

As you grow into your identity as an educator, I hope this mission becomes part of your own story as well.

Throughout your program, you'll be welcomed into a collaborative learning community where your ideas matter, your voice is valued, and your learning is supported. Our Bachelor of Education program is recognized for its commitment to Indigenous worldviews, personalized learning, inquiry, technology, and authentic, problem-based experiences that prepare you for today's classrooms—and tomorrow's possibilities.

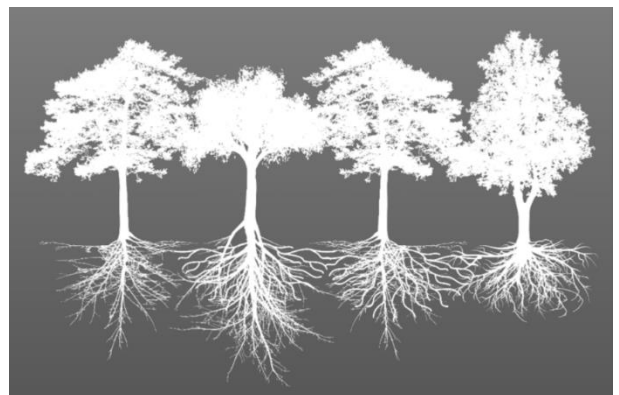
Most of all, we believe that education is built on relationships. People come first at UFV, and we are honoured to walk alongside you as you prepare for a career of service, leadership, and hope.

Welcome to the UFV School of Education. We are delighted you're here, and we can't wait to see the difference you will make in the lives of others.

With my warmest congratulations and every good wish for the journey ahead,

Allyson Jule

Dean, Faculty of Education, Community, and Human Development



Welcome to UFV's Bachelor of Education for the 2026-2027 Cohort Year!

Ey Swayel Si:yam Siya:ye. My name is Vandy Britton, and I am the Interim Director of the School of Education. Welcome!

I begin by acknowledging that the UFV School of Education (and, by extension, the BEd program) resides on Stó:lō Téméxw, the sacred land of the Stó:lō (people of the river). I raise my hands to the Leq'á:mel, Semá:th, Mathxwí, Sq'éwlets and Qwó:ltl'el First Nations, who are stewards of the land that UFV Mission campus currently occupies. I also acknowledge the Sxa'yeqs who were the original Nation to call this area their home. Due to colonization, the Sxa'yeqs were made extinct by smallpox in 1782. I keep them close in mind and heart as I consider this and other ways that settler colonialism has impacted the Land and its inhabitants.



Here in the SoE, we strive to use our privilege to elevate the voices of Indigenous and other underserved and/or underrepresented peoples. As such, our Teacher Education programming is designed to support your growth and understanding of these ideas, with the hope that you will 'be the change' that we need in education!

This will be a year of transition for you – markedly different from your undergraduate experience and, quite possibly, unlike anything you have ever experienced before. It will be fun, exciting, tiring, challenging, invigorating and, ultimately, transformational; after all, you will be shifting from student to teacher candidate to teacher. Learning to become a teacher is hard work! That being said, most things that are worth it usually are. Parker Palmer speaks of the courage required to be a teacher. He says, "The courage to teach is the courage to keep one's heart open in those very moments when the heart is asked to hold more than it is able so that teacher and students and subject can be woven into the fabric of community that learning, and living, require." This same courage is also needed during the transformative process of becoming a teacher. It takes guts to own both your struggles and your strengths.

To the amazing community of people who support our students (teacher mentors, faculty mentors, principals, district administrators and course instructors): you intimately know what these courageous humans will be going through this coming year, having gone through it yourself in the past. You recognize that pre-service teachers are full of energy, excitement and enthusiasm for the future, but that their success hinges on the strong relationships they forge with people like you. Thank you for the support and guidance you offer the UFV teacher candidates as they embrace the mantle of what it means to be a teacher.

Yalh yexw kw'ás hó:y.

Message from the Bachelor of Education Program Chair



Hi friends,

Thank you so much for joining us in the Teacher Education program on the traditional, contemporary and shared territories of the Leq'á:mel, Semá:th, Máthxwi, Sq'éwlets, and Qwó:ltl'el First Nations. Our campus is located near the site of the former St. Mary's Residential School which reminds us of our responsibilities as educators to build from truth towards a collective future. In our program, we see Indigenization and decolonization, as well as anti-racism and social justice as key pillars of our work as educators. We are all in a constant state of transformation as we

step into the possibilities for stronger and healthier communities.

Our program can be challenging for teacher candidates, but we surround you with care and support.

Some things you can expect:

- So many new ways to think about education! This involves learning, unlearning, and re-learning
- Connections, relationship, and community – with your classmates, your instructors, and your students and colleagues in schools
- Collaboration, discussion, and group work
- Many assignments, readings, and much processing time that needs to be managed carefully. We do a lot in a short amount of time.

We appreciate your unique perspective and how it will help us make meaning in this program. I look forward to walking alongside you in this part of our learning journey.

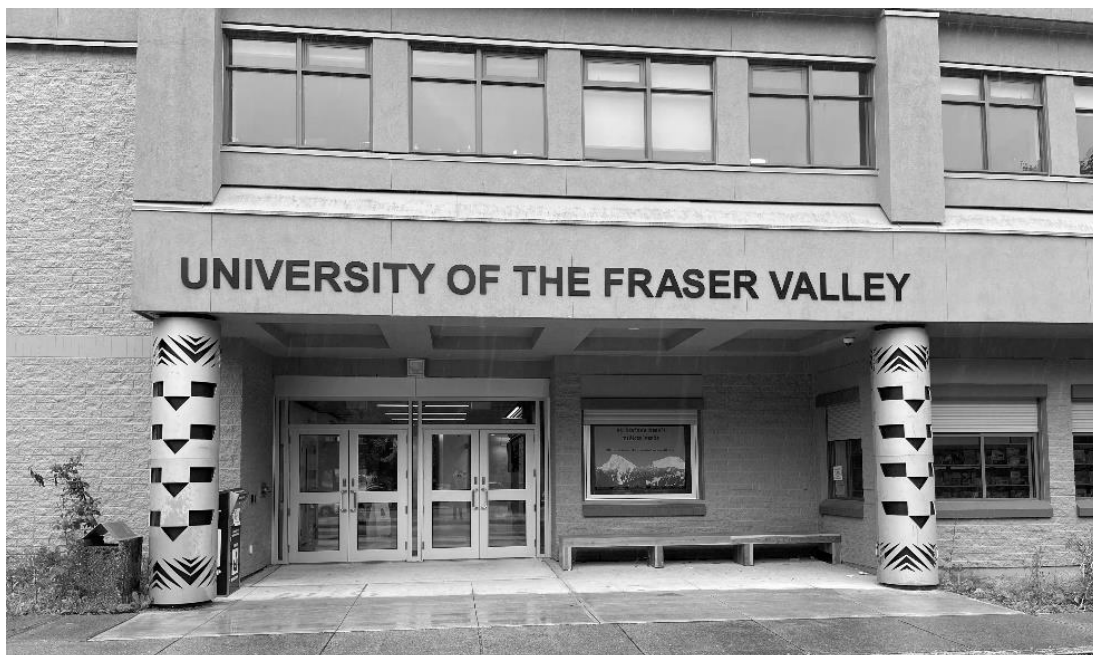
Nikki Yee, BEd Program Chair

MISSION STATEMENT | UFV SCHOOL OF EDUCATION

As a community of learners, the UFV School of Education strives to wholistically facilitate the growth of critically minded, compassionate, creative and responsive educators who are committed to fostering equitable, inclusive, and decolonizing learning environments.

Ey Swayel. UFV and the School of Education strive to be places of learning that recognize, respect, and include Indigenous knowledges and perspectives. Our Fraser Valley campuses are located on the traditional territories of the Stó:lō peoples.

In Halq'eméylem, "Educating for the New Teachers" is *S'í:wes Xwela ye Xá:ws l:westeleq.*



UFV Mission Campus

STATEMENT OF RESPECT AND INCLUSIVITY

The School of Education (SOE) 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 SOE 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.

SOE courses occur in collaborative and ethical learning environments that strive to amplify, cultivate, and nurture the superdiversity in people. In keeping with the BC Teachers' Council (BCTC) Professional Standards for BC Educators, the SOE Commitments and Values, and the Bachelor of Education (BEd) Program Goals, it is expected that teacher candidates (TCs) at UFV will also seek to 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 preferred/chosen name and pronouns and how you would like these to be used. You can find instructors' contact information on ufv.ca/school-of-education/faculty-staff/ or at the end of this Handbook.

GLOSSARY OF TERMS

BCTC	BC Teachers' Council
BCTF	BC Teachers' Federation
BEd	Bachelor of Education
CAS	Centre for Accessibility Services
FECHD	Faculty of Education, Community, and Human Development
FM	Faculty Mentor
FEC	Field Experience Coordinator
K-12	Kindergarten to Grade 12
NOC	Notice of Concern
NOPNC	Notice of Potential No Credit Grade
OReg	Office of the Registrar
POP	Particulars of Practice
SD	School District
SOE	School of Education
TC	Teacher Candidate
TEP	Teacher Education Program
TTOC	Teacher Teaching on Call
TM	Teacher Mentor
TQS	Teacher Qualification Service
TRB	Teacher Regulation Branch
UFV	University of the Fraser Valley

SCHOOL COMMITMENTS AND VALUES

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

DECOLONIZATION & INDIGENIZATION

The SOE has made a strong commitment to decolonizing practices, and Indigenizing curriculum and pedagogy. We warmly welcome Indigenous learners into SOE programming 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 (TEP) with the Halq'eméylem name, *S'í:wes Xwela ye Xá:ws l:westeleg*, meaning "Educating for the New Teachers". We feel honoured to have been gifted with this name for the BEd 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 (IRS). 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, SOE programming 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. Faculty, staff, and students, as part of the SOE, are expected to meaningfully engage in this work.

SOCIAL JUSTICE & ANTI-RACISM

Social Justice, as one of the five School Values, is a tenet that all faculty, staff, and 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 children and adolescents. We are committed to creating inclusive learning environments that are ethical and relational 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, thus spurring us to challenge 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.

SCHOOL VALUES

SOCIAL JUSTICE

The SOE believes that educators must be committed to honoring and nurturing the diverse experiences and identities of marginalized and all people. This commitment requires a critical awareness of one's own positionality and the ability to see beyond personal worldviews. Educators are called to actively examine and challenge their personal biases, work to dismantle systemic inequities, and advocate for the rights and dignity of both learners and the broader community. Equally important in their role is empowering learners to become advocates for themselves and others, fostering more authentic, ethical, and responsible engagement with the world. The SOE places a high value on the moral and ethical responsibilities of educators, recognizing them as essential to transformative teaching and learning.

CRITICAL MINDEDNESS

The SOE believes that educators must understand the complexity, subtlety, and difficulty of contemporary educational questions and issues. This understanding is extended to their colleagues – as educators value the experiences of their peers, recognize the diversity that is possible within 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

The SOE supports a learner centered view of teaching. Educators must understand the importance of the learner-teacher relationship and its ethical underpinning, while honouring and respecting the needs of each learner. Educators must have the knowledge, skills, and confidence to adapt and develop curriculum to meet the specific needs of each learner.

INTEGRATION OF KNOWLEDGE AND PRACTICE

The SOE 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

The SOE believes that educators must engage in reflective practice. Reflective practice is the ability to reflect in a thoughtful and comprehensive way on the significance of different teaching and learning situations and on the educator's role in creating and maintaining a healthy learning environment for everyone. Educators must demonstrate self-knowledge by openly identifying personal biases and projections. Reflective practice, guided by the principles of self-evaluation and inquiry, is considered the foundation of continuous professional growth.



BEd Graduation, Cohort 2025-2026

OVERVIEW OF THE BACHELOR OF EDUCATION AT UFV

The UFV BEd program 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 (TCs). As our mission statement says, graduates of our program will be distinguished by their commitment to fostering equitable, inclusive, and decolonized learning environments. This year marks the 20th cohort at UFV.

Within the BEd, there are two options: the elementary/middle school option, where graduates are certified as ‘generalists’, meaning that they are able (and required) to teach all aspects of the K-7 curriculum; and the secondary school option where graduates are considered ‘subject specialists’, meaning that they are qualified to teach high school classes in the subject areas within their undergraduate degree. At present, there are two secondary school streams in the UFV BEd: Humanities (English/Social Studies) and Math/Sciences.

How does the UFV BEd work?

The UFV BEd follows a cohort model of instruction. Thus, all TCs take all of the same courses, in the same order and at the same time, within their ‘option’ or ‘stream’. Students must meet the learning outcomes for all courses in order to receive the BEd degree and be recommended for certification with the BC Teacher Regulation Branch (TRB).

For the two practica, the learning outcomes are the **BEd Program Goals**. These goals were developed out of the SOE Values and Commitments and are the competencies or essential requirements to be demonstrated by an effective teacher upon completion of the program. (For more information about essential requirements, please see the [Student Responsibility to meet the BCTC Professional Standards for BC Educators](#).)

The BEd is divided into three semesters, each with a different learning focus. Included within the three semesters are course and programmatic experiences to support learning in the form of field studies. These field studies (field trips) 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.**

Semester 1: Building a Community

- The focus of this semester is to help the TC to begin to consider their own positionality in relation to education and to deconstruct their own schooling experiences and examine them with ‘teacher eyes’.
- The TC completes 10 courses in a four-month period. (This includes foundational courses in diversity, special/inclusive education, Indigenous education, planning and assessment, reflective practice, and classroom culture, as well as subject-specific methods courses.)
- The TC completes a concentrated time period of five 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 nine courses in a six-week 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 Winter semester 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 three courses in a three-week 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 journey (via e-portfolio) with faculty and colleagues.



Created by Elizabeth Stobbe, part of her service plan for her practicum school, Terry Fox Elementary, Cohort 2025-2026

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 454	Supporting Diverse Learners	1.0	credit
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
----------------------	-------------	----------------

EDUC 480 - Designs for Teaching French as a Second Language (Optional BEd Course for elementary and secondary TCs)

Incoming BEd students with an independent/intermediate level of French proficiency are encouraged to register in EDUC 480 in the Fall semester. Teacher candidates who successfully complete the EDUC 480 course can complete their certifying practicum in a Core French or French Immersion classroom. See ufv.ca/school-of-education/programs/bachelor-of-education/teaching-french/ for more information about this course and how to request permission to register.

Note: This 3-credit course is above and beyond the 55 credits of the BEd program and it cannot replace one of the BEd courses.

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	Designs for Learning Secondary English Language Arts	3.0	credits
or			
EDUC 435	Designs for Learning Secondary Math	3.0	credits
EDUC 432	Designs for Learning Secondary Social Studies		
or			
EDUC 436	Designs for Learning Secondary Science	2.0	credits
EDUC 445	Lesson Planning and Assessment		
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	Investigations into Secondary English Language Arts	1.5	credits
or			
EDUC 457	Investigations into Secondary Science	1.5	credits
EDUC 456	Investigations into Secondary Social Studies		
or			
EDUC 458	Investigations into Secondary Mathematics	6.0	credits
EDUC 492A	Integration of Knowledge and Practice (Practicum II Part I)		
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/

BACHELOR OF EDUCATION PROGRAM GOALS

The 14 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:** *The elaborations for each goal are not a 'checklist'; they are utilized 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) will review how these goals relate to the specific classroom and school placement (all classrooms are quite different). Whether a TC should demonstrate some, all, or more, of these elaborated points for successful completion of EDUC 490 and EDUC 492 (the two practica) is based on the professional judgment of the mentors involved.

Note: *Naturally, work on the BEd Program Goals is always ongoing. We expect that TCs demonstrate consistent and continuous growth in these goals throughout the time that they are in the program and demonstrate readiness for certification at the level of a novice teacher by the end.*

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 SOE Commitments and Values; 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 communication during 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 policies related to health, safety, and professional conduct; 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 the BEd, 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 ability;
- 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 positionality and 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;
- thoughtfully and respectfully negotiating 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, then continue 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 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;
- 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 facilitating discussions, active listening, and effectively responding to individuals and groups.

10. *Effective teaching practices*

This goal is centred around maximizing student learning, and includes 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 teaching; 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 (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 a 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 Universal Design for Learning (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.



Rolley Lake, Cohort 2025-2026

DEVELOPMENT, SUPERVISION & SUPPORT OF TEACHER CANDIDATES

The UFV faculty and staff who work within the BEd are all deeply committed to public education and invested in the success of all TCs. Most faculty also have K-12 teaching experience.

Tenured faculty in the SOE (including the Program Chair) teach within the program and are involved in its overall planning and direction. Sessional instructors with K-12 experience are also hired to teach courses within the program. In some cases, faculty (including sessional instructors) will supervise TCs during practica. There is also an Education Librarian who provides support and guidance to both TCs and faculty.

The BEd Field Experience Coordinators (FECs) facilitate school placements for TCs. They liaise with school districts (SDs) and promote cooperative positive working relationships while TCs are in schools. They may also be called upon to do specific program tasks, give workshops for TCs while on campus, and provide instruction in their areas of experience. As the instructors for the EDUC 490 and EDUC 492 practicum courses, FECs also supervise and support Faculty Mentors (FMs), former teachers and administrators who are hired by the SOE to mentor TCs on their practica. FECs are responsible for securing Teacher Mentors (TMs).

Similar to K-12 schools, the UFV BEd program has an internal Student Support Team (SST), consisting of the Program Chair, an Academic Advisor and the FECs, who meet regularly to coordinate individual supports for TCs.

DEVELOPMENT, SUPERVISION & SUPPORT OF TEACHER CANDIDATES DURING FIELD EXPERIENCES (PRACTICUM)

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

BEd Field Experience Coordinators (FECs)

- Are the instructors for the two practicum courses
- 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, school administrators, and the BEd Program Chair
- Elicit 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 FECs, TMs, and BEd Program Chair to support TCs
- Work in conjunction with the FECs to contact TMs and administrators to familiarize them with the BEd 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 BEd, 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)

- 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 mutual understanding 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.

WHAT DOES MENTORSHIP LOOK LIKE DURING PRACTICUM?

Mentors engage in a variety of activities to support the development of the TC. These include:

- Completing formal and informal observations
- Reviewing and critiquing lesson plans
- Observing and participating in the assessment of students (providing the TC with informed feedback on the validity of the evaluations)
- Supporting the TC to determine areas in which growth is necessary to achieve competency in all program goals. (This is articulated by the TC in a Professional Growth Plan.)
- Discussing larger issues/concerns regarding education and schooling (including systemic inequities and injustices).

A key role of the mentor is to encourage and facilitate critical self-reflection. As such, the mentor’s role is multi-faceted and complex: they model, support, counsel, challenge, offer constructive feedback, and evaluate.

FORMAL OBSERVATION CYCLE

Formal observations are one of the ways in which FMs and TMs support the development of the TC. These 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.

1. Pre-Conference

- TC submits a formal lesson plan 24 hours in advance to the mentor who is observing.
- TM(s) and/or FM review the lesson plan and provide feedback to the TC.
- TC revises the lesson plan based on feedback received.
- TC identifies program goal(s) for the focus of the observation.
- All parties clarify the time of the observation and post-conference.
- Communication can be done over the phone, via email, in person, or via virtually.



2. Formal Observation

- TM or FM meets briefly (5–10 minutes) with the TC before observing to discuss the focus and clarify questions.
- TM(s) or FM make written, descriptive (not evaluative) observations on the observation form.
- Observations include data related to the focused goal(s) identified during the pre-conference.



3. Post-Conference

- TC leads the conversation.
- TC independently reflects on the lesson in terms of five questions:
 - What worked well? How do you know?
 - What were the surprises, if any?
 - What things could you do differently if you were to teach this lesson again? Why?
 - What changes will be observable in your next lesson?
 - What insights have you come to about teaching and learning due to today's experience?
- TM(s) and FM provide feedback after TC reflection.
- Written notes are recorded on the Post-Conference Form as evidence for the Midterm & Final Reports, including strengths and areas for continued growth.
- TM(s) and FM highlight evidence for 14 BEd program goals for Midterm & Final Reports.

FIELD EXPERIENCES (Practicum)

Field Experiences are a significant, and often favourite, part of the BEd 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 K-12 students whose needs will always come first.

BEd PRACTICUM POLICIES & PROCEDURES

PLACEMENT POLICY

The TC should be prepared to accept a practicum placement deemed appropriate by the BEd. 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. FECs consider many factors in finding the best possible placement, including location and grade preference. **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 FEC'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.

CONFLICT OF INTEREST POLICY

As required by Section 4.6 of the *BC Teacher Education Program Approval Standards*, all BEd programs must have a policy that assures that TC practica are free from conflict of interest. While this section speaks directly to supervision of the TC, at UFV it is also applied to *perceived* conflict of interest. A perceived conflict of interest exists when there are relationships that pre-exist between a TC and a member of that school. This may include having family member (e.g., parents, siblings, partners, or children) working or attending as a student in the school, having previous employers or mentors in the school, or having relationships with the parents/guardians of the students that a TC is teaching.

To avoid any potential challenges that may negatively impact the certification of the TC or the ability of a mentor to evaluate fairly, we actively avoid any and all conflicts. If you have any questions or concerns, please speak to the FECs or the Program Chair.

EDUC 490 – SCHOOL EXPERIENCE: PRACTICUM 1

The TC participates in EDUC 490 (School Experience) in October/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.

During EDUC 490 it is expected that Elementary/Middle School TCs 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 classroom routines
- Observe enrolling and non-enrolling teachers
- Discuss expectations specific to the classroom setting (e.g., Learning Support)
- 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 the culture of the 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
- 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 the Final Report
- Create an action plan in relation to the three categories for the BEd goals.

EDUC 490 – Suggested Guidelines	
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 . Prepare a draft Final Report describing progress re: the 14 BEd goals. Submit the draft Final Report to the FM and TM(s) for feedback. Include an action plan for the three categories of the BEd goals. Revise the Final Report to reflect feedback from mentors.

WEEK 5	ELEMENTARY: Teach 2 full days, preferably back-to-back (using the TM's planning) SECONDARY: Teach 2 blocks of 2 Linked Lessons on two days preferably back-to-back (for example, 2 blocks of Biology 11 and 2 blocks of Science 10) using the TM's planning. Final Report Conference and Final Report sign-off by Mentors
--------	---

EDUC 490 FINAL REPORT

- The TC is responsible for preparing the Final Report for EDUC 490 (due at the end of Week 5) in which the TC assesses their progress in each of the 14 BEd Program Goals (emerging or progressing).
- The TM and FM provide feedback on the TC's draft Report.
- The TC revises the EDUC 490 Final Report based on the mentors' feedback and creates an Action Plan describing how they will achieve certification readiness in all three goal category areas by the end of EDUC 492 (Certifying Practicum):
 - *Demonstrating a strong, professional teacher presence*
 - *Demonstrating knowledge and skills related to teaching*
 - *Becoming a positive member of the school and the community*
- Once the Report and Action Plan have been approved by the mentors, all parties meet in order to sign the revised document prior to submission to Brightspace.



BEd Orientation Day, Cohort 2025-2026

EDUC 492 – INTEGRATION OF KNOWLEDGE AND PRACTICE: PRACTICUM 2

In the late winter/early spring, the TC participates in EDUC 492 (Certifying Practicum), which is 12 weeks in length. 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 at the level of a novice teacher 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 designated FEC. Workload schedules vary depending upon the situation/progress of the individual TC.

Note: All unit plans taught prior to Spring Break must be approved by both the FM and TM prior to beginning EDUC 492.

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	3 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 to Phase In and/or extensions to Immersion that are due to concerns regarding the TC's practice can only occur after consultation between the FM and the FEC overseeing the practicum.
- Phase In that is delayed due to concerns regarding the TC's practice will result in a Notice of Concern.
- Extensions to Immersion 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(s), 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 collects evidence for EDUC 495 (Applications of Reflective Practice), the Midterm Report, and the Final Report

Immersion

- TC teaches 80% of a full-time teaching load for 6 weeks of the 12-week practicum
- 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), the Midterm Report, and the Final Report
- TC participates in Particulars of Practice, as scheduled by the FM
- At the conclusion of Immersion, the TM(s), FM, and TC each independently write a Final Report (see note on Final Report) describing the TC's progress.

Note: In order to successfully complete Immersion, the TC must 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

- The TC engages in an alternative practica experience within local schools or through national or international partnerships. This component piece is specifically designed to 'round out' the TC's experience and provides the opportunity to TCs to experience another K-12 grade, subject or classroom.
- Placements are arranged through the FECs.
- **This practicum is part of the certifying practicum, as per BCTC certification requirements.**

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 in all three goal category areas
- Once the Midterm Report and Action Plan have been approved by the mentors, all parties meet in order to sign the revised documents prior to submission to Brightspace.

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 provides copies of all reports to the BEd.
- The TC is also responsible for submitting the TM and FM reports to the TRB upon completion of the program, if requested.

DOCUMENTATION DURING PRACTICA

The TC is responsible for maintaining all required documents during both practica. This includes lesson and unit plans, observation data sheets, post-conference forms, etc. An electronic or hardcopy of the information must be accessible so that the TC, TM(s), or FM can revisit the documents at any time. The TC also maintains a physical daybook that remains in the classroom that contains detailed lesson plans and supporting materials for lessons taught, as well as other relevant documents (timetable, seating plan, class lists, schedules, etc.). This daybook must be complete prior to leaving the classroom at the end of the day.

PARTICULARS OF PRACTICE (POP)

Particulars of Practice is a process 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 Immersion and alternate practicum), 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.

E-PORTFOLIOS

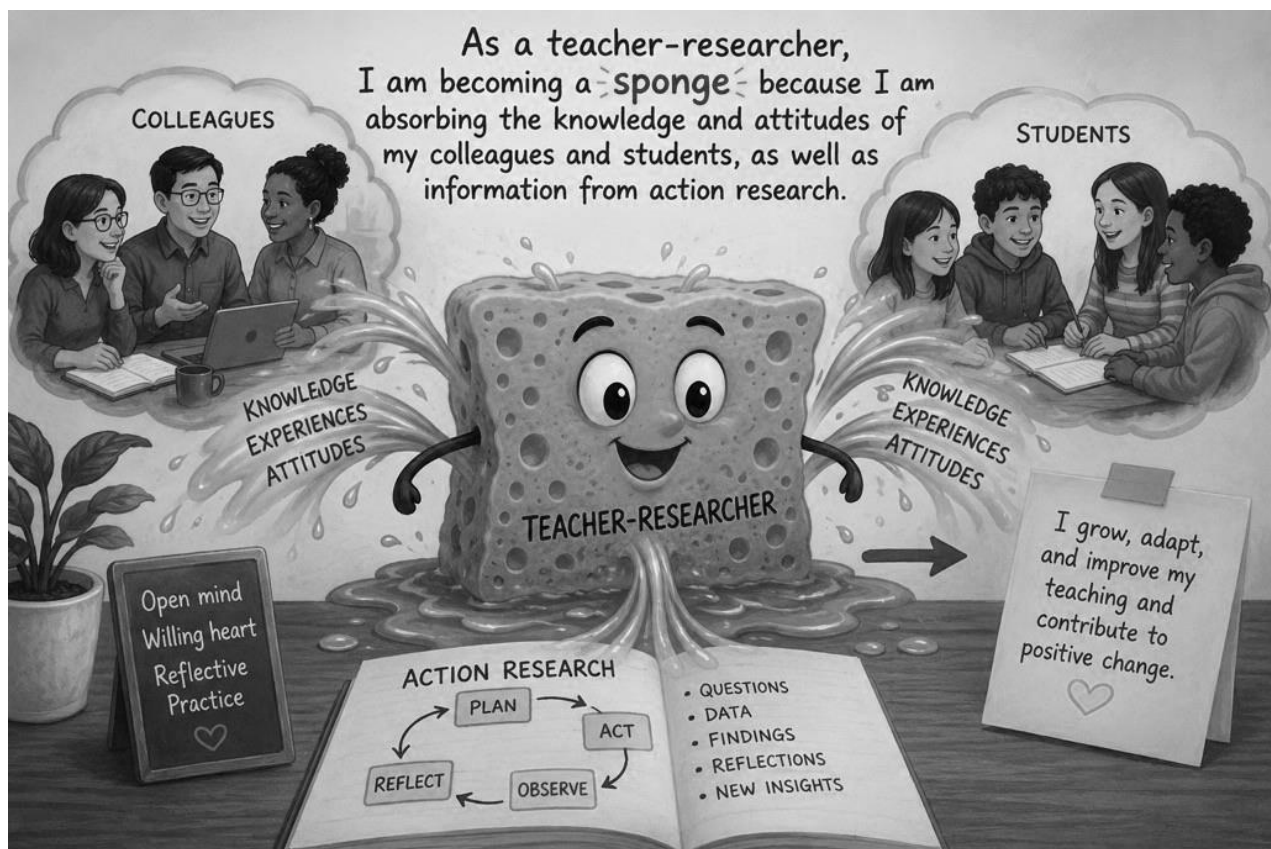
All TCs enrolled in the BEd at UFV are required to complete an e-portfolio as part of their certification with the Ministry of Education and Child Care through the BC Teacher Regulation Branch. Classwork related to the development and utilization of this assessment tool is engaged in during EDUC 495 (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 RESPONSIBILITIES AND REQUIREMENTS

All students enrolled at UFV must abide by UFV policies. As such, it is the responsibility of each student to make themselves familiar with them. This also applies to students registered in the UFV BEd who must also abide by the BCTC Professional Standards for BC Educators.

The following information provided here is a **supplement** to UFV policies. A list of UFV-wide policies is available at ufv.ca/secretariat/policies/. In some cases, the BEd program requirements described merely reflect and/or re-state the UFV-wide policies. In others, they provide further elaborations that are specific to Teacher Education Programs (TEPs) across BC and are in line with expectations laid out in both the BCTC TEP Approval Framework for BC TEPs and/or the [BCTC Professional Standards for BC Educators](#).

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



AI generated Meta-Analysis by Lisa Dietrick, Cohort 2025-2026

STUDENT (TC) ACADEMIC AND PERSONAL CONDUCT

Given the nature of the profession the TC plans to enter, of particular importance are those policies related to student conduct: Policy 70 (Student Academic Misconduct), Policy 18 (Discrimination, Bullying, and Harassment Prevention), Policy 236 (Prevention, Education, and Response to Sexualized Violence), Policy 14 (Appropriate Use of Information Technology Resources), and Policy 204 (Safe Student Learning Community). These policies refer to both the academic and personal conduct of students.

Moreover, the TC is expected to demonstrate ethically responsible professional conduct that includes behaviour consistent with the established the BCTC [*Professional Standards for BC Educators*](#). *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 BC Ministry of Education and Child Care), when the BEd 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 consistently align with the BCTC [*Professional Standards for BC Educators*](#).* 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 BEd 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.

BEd ATTENDANCE, ARRIVAL, AND ASSIGNMENTS REQUIREMENT

The BEd aims to prepare the TC to enter the profession. As such, the procedures and requirements surrounding attendance, lateness, and assignment completion align with both the BCTC *Professional Standards for BC Educators* and local school districts and are upheld through UFV Policy 62 (Attendance). BEd 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 are similar to 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, if required); arrival on time for all coursework/practica; prepared and ready to work prior to the start of class; and responding politely and professionally to administrator/instructor requests and tasks.

Because 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. ***While coursework begins at 8:30 am and 12:30 pm, the TC is expected to be in room and ready to begin at least 10 minutes prior to the start of class.***

Attendance, lateness, and/or incomplete assignments have become a problem that warrants the attention of the BEd Program Chair when:

- a) Lateness is affecting 30% or more of class time;
- b) An assignment is deemed incomplete by an instructor; and/or
- c) The SOE School Coordinator, 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 SOE School Coordinator.

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

- a) If it is the first time a concern is brought forward, the Program Chair will discuss the concern with the TC and together develop strategies for success.
- b) If it is the second time a concern has been brought forward, a NOC may be implemented by the Program Chair. Please refer to *“BEd Program Continuance/Due Process”* section on pages 36-37.

What do I do if I am ill?

Guidelines while on Campus

1. The TC is required to notify the instructor and the SOE School Coordinator of any absences. Send one email to both. Email the instructor and the SOE School Coordinator at soeinfo@ufv.ca from your UFV student account, including your name and student number.
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 BEd Program Chair, 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 BEd Program Chair 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 BEd Program Chair and dealt with accordingly.

Guidelines while on practica

1. If a TC will be absent due to illness, they must immediately notify the practicum school. They should also ensure the following people are informed: the TM(s), the FM, and the SOE School Coordinator at soeinfo@ufv.ca.
2. Prolonged illness (more than 3 days) may require a doctor's note to be submitted to the BEd Program Chair, substantiating the absence, and confirming the ability to return to practica. This information will be shared with the FEC and may impact TC certification.

What if I need to be away for a reason other than illness?

Any non-urgent absences for personal reasons during coursework or practica must be requested, in writing, to the BEd Program Chair at least 2 weeks prior to the expected absence. The TC is advised that non-urgent absences may not be authorized. (This includes specialist appointments, weddings, etc.)

If the absence is approved, the relevant people will need to be informed in writing by the TC. The BEd Chair and SOE Coordinator (soeinfo@ufv.ca) should be cced on this communication.

BEd PROFESSIONAL COMMUNICATION REQUIREMENT

Teachers, as role models in society, are held to a higher standard in all things – including in their oral and written communication. Strong interpersonal and communication skills are a necessity. Teachers in the field interact with many different people throughout the day (in a variety of communication forms) and must demonstrate effective, responsible, polite, and proactive communication capacities. **Keep this in mind as you draft emails to your instructors, TMs, FMs, School Administrators, and TC colleagues.**

As part of this professional communication policy, it is also expected that TCs will **check their UFV student email account at least twice a day throughout the program.** (First thing in the morning and later in the evening are recommended times.) They will also make regular use of the BEd Organizational Shell in Brightspace to review any changes to the class schedule, etc.

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 BEd Program Chair.

COMPUTER/INTERNET/ TECHNOLOGY USE ON CAMPUS EXPECTATION (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 BEd 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/personal device use. Please accept each instructor's decision if and/or when computers, other forms of technology, and/or the internet can be used. There may be exceptions for TCs registered with UFV Centre for Accessibility Services (CAS) who require it as an accommodation.
2. It is expected that computers and phones will be used for course-related activities only while classes are in session.

Note: During the practica in local schools, the TC is advised that the acceptable user agreement of that school district will also apply.

AI POLICY IN THE BEd

Artificial Intelligence (AI) is a reality in daily life and is increasingly making its way into the education sector at both the K-12 and post-secondary level. Educators in the UFV BEd all agree that AI has numerous benefits – but they also agree that we need to use AI with integrity. **For instance, asking AI to create your lesson or unit plan assignment or putting student information of any kind into AI would be inappropriate and unprofessional; however, asking it to create a scaffolded student worksheet that enables you to alter grade-appropriate content for a student's individual reading level *could* be appropriate** (with citations regarding the use of AI and the permission of your instructor).

The BEd faculty are transparent and proactive in addressing how AI can and cannot be used in their courses. **It is the responsibility of TCs to ensure that they understand these expectations and follow them to avoid concerns with academic misconduct.** As such, this topic will be addressed in the course syllabi for all BEd courses.



EDUC 480, Class of Fall 2025

BACHELOR OF EDUCATION GRADING POLICY

Grading for all courses in the BEd is on a credit/no credit basis. The TC must demonstrate a satisfactory level of competency and understanding in all coursework and both practica in order to successfully 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 syllabus. 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 progress in the BEd program at this time.** Please see the section on BEd Program Continuance/Due Process in this BEd Handbook for more information.

STUDENT RESPONSIBILITY TO MEET THE STANDARDS for BC EDUCATORS

The BEd program is designed to prepare candidates to meet the BCTC Standards for BC Educators. As such, candidates are expected to consistently demonstrate these standards throughout all components of the program. Consistent demonstration of these competencies is an essential requirement for program completion and recommendation for certification. While the program is committed to supporting candidates in their development, not all candidates will ultimately demonstrate the competencies required for entry into the teaching profession. Candidates who do not meet these expectations may be unable to progress in or complete the program.

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 or 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 BEd Program Chair; or,
 - ii. If the concern is related to EDUC 490 or EDUC 492, they will consult with the FECs. If the concern is not resolved at this level, the TC, FM, and FECs will consult with the BEd Program Chair.
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 BEd Program Chair can address the issue with the Director of SOE who can address the issue with the Dean of FECHD.

Note: *If the concern is regarding the BEd Program Chair, the TC should address this issue directly with the SOE Director.*

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 BEd Program Chair. 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 regarding a TC during coursework and/or practica. The BEd faculty approach these situations as opportunities for growth and learning. In such cases, we typically follow something called due process. This means the TC is formally notified of the concern and provided with a defined timeframe to address and resolve 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. For coursework, TCs are assessed against the SOE Commitments & Values 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 (NC) Grade* issued and removal from course.

There are four 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 SOE Commitments & Values.

It is reasonable to presume that BEd instructors will provide TCs 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.*

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. This will be shared with the BEd Program Chair.
- 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 BEd Program Chair. 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 concern occurs for a third time (following Credit Warning 1 and 2) within a specific course, the TC will receive a grade of NC.
- The BEd Program Chair meets with the TC to ensure a shared understanding of the grading rationale/reasons for the NC grade in the course and to discuss conditions, timelines, and processes for future program progression.
- The TC can engage in a Final Grade Appeal (Policy 217), if desired.

Note: *If it is determined by the BEd Program Chair 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 BEd Program Chair on behalf of the instructors. 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 FEC. 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 successful 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 FEC 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 SOE Commitments & Values and/or the BCTC Standards for BC Educators 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.

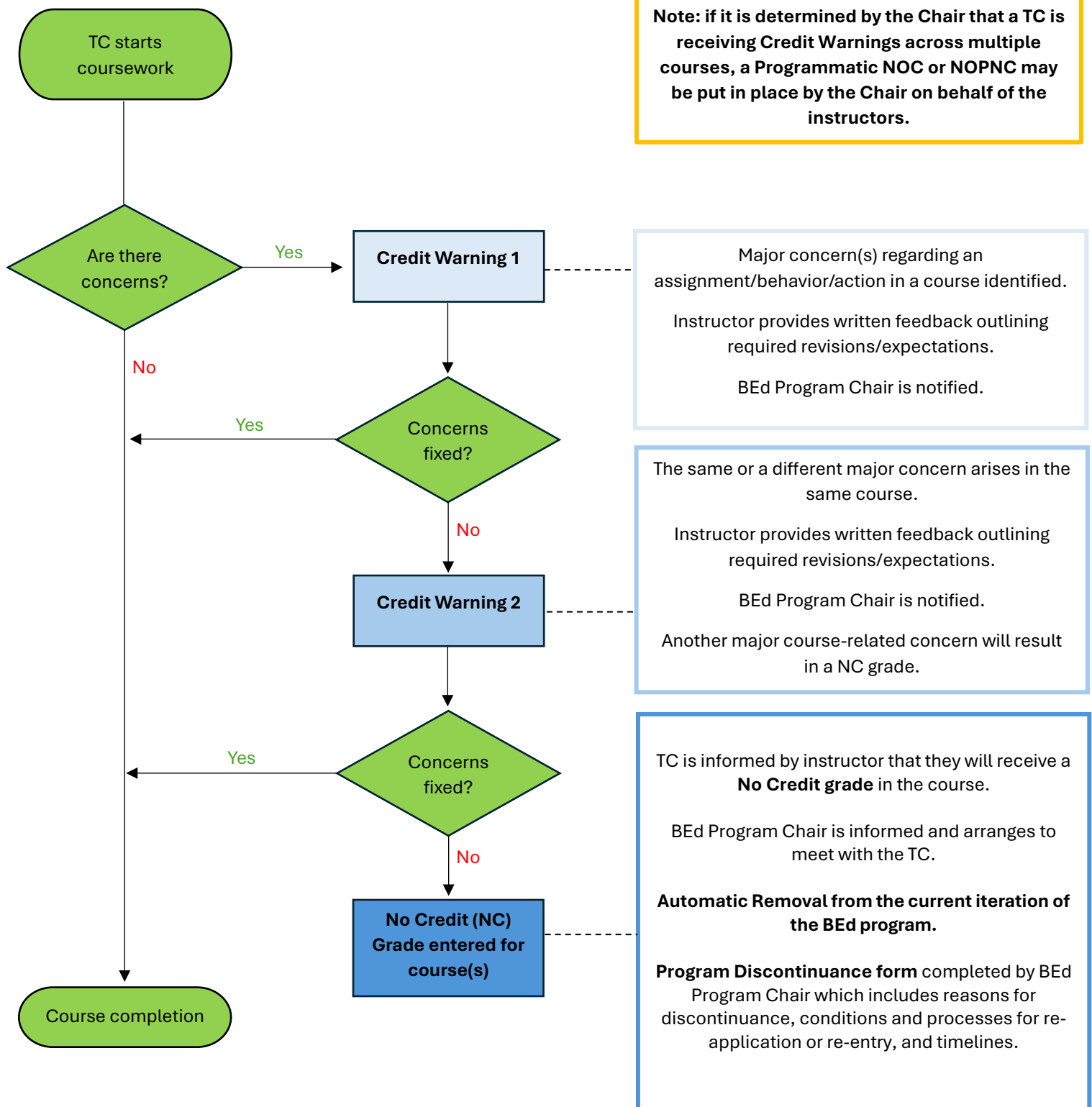


Weaving Workshop – Cohort 2025-2026

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., a potential threat to the physical, emotional, social, or intellectual safety of students), the FEC may choose to bypass the usual due process. Please see the [Student Responsibility to meet the BCTC Standards for BC Educators](#) for more information.

BACHELOR OF EDUCATION

PROGRAM CONTINUANCE/DUE PROCESS: COURSEWORK

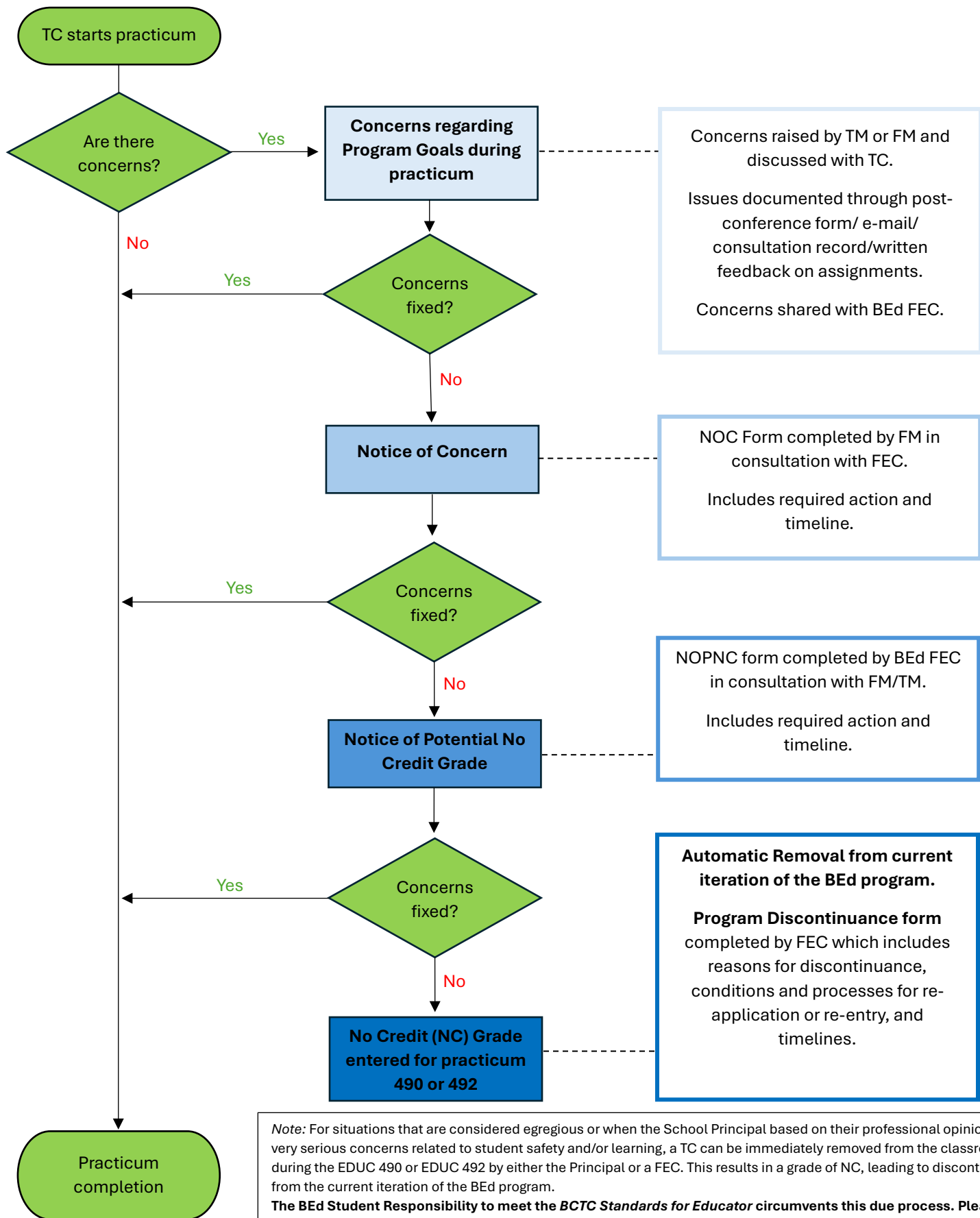


There are four course-related concerns that will warrant a Credit Warning:

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 contrary to the BEd program Values and/or Commitments.

BACHELOR OF EDUCATION

PROGRAM CONTINUANCE/DUE PROCESS: PRACTICUM



At any point, a TC may choose to voluntarily discontinue. They will receive a NC grade for all courses in the semester of their discontinuance. Voluntary discontinuance NC grades are not appealable.

BEd PROCEDURES FOR A NO CREDIT GRADE FOR A NON-PRACTICUM COURSE

In the case of receiving a NC grade for a non-practicum course (thus, automatically leading to discontinuance from the BEd program), a TC has a right to appeal as per UFV Policy 217 (Final Grade Appeal).

BEd PROCEDURES FOR A NO CREDIT GRADE FOR A PRACTICUM COURSE (EDUC 490/492)

Given the number of external bodies potentially involved in awarding a NC grade in EDUC 490 and 492, the BEd has an internal process that occurs prior to a student's initiation of the UFV institution-wide appeal process. Similar to the institution-wide appeal process, the purpose of this procedure 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 FEC 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 request a review of the discontinuance procedures that were followed. This request must be in writing and given to the SOE Director.
3. The SOE Director will call for a meeting that includes the TC, the FEC, the FM, and possibly the TM. This meeting should occur within 5 working days of receiving the written request. 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.
1. The TC will receive a written decision from the SOE Director within 3 working days of the meeting. If the Director's determination is that due process was followed, the NC grade will be immediately entered into the UFV system which enables the TC to initiate an appeal, as per Policy 217 (Final Grade Appeal). For more information about this policy, please see <https://www.ufv.ca/student-rights-responsibilities-office/academics/appeals/final-grade-appeal/>
2. In the case where no request to review the discontinuance procedures is made, the NC grade will be entered 11 working days after the discontinuance paperwork has been given to the TC.



Art Class, Cohort 2025-2026

BEd PROGRAM DISCONTINUANCE

Not progressing in the BEd program due to a NC grade is a difficult experience for all concerned, as candidates who do not achieve credit in any BEd course cannot continue in the program and will be withdrawn. It is important that all affected parties have a thorough understanding of the program progression 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 course grade of NC.

1. **Voluntary Program Discontinuance:** If a TC acknowledges their inability to meet the BEd program goals or learning outcomes of a course, they may discontinue the BEd program. The TC is required to inform their instructor and/or mentor and the FEC and/or BEd Program Chair. It will be the responsibility of the TC to inform the Office of the Registrar of their intention to discontinue from the current year of the BEd by emailing StudentRecords@ufv.ca from their student email account, including their name and student number, and cc soeinfo@ufv.ca. 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 FEC and/or BEd Program Chair. When a TC decides to discontinue, a variety of conditions for re-application or re-entry will be identified in 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:
 - a. *Immediate BEd Discontinuance:* For situations that are considered egregious or when the School Principal based on their professional opinion has very serious concerns related to student safety and/or learning, a TC can be immediately removed from the classroom during the School Experience or Certifying Practicum by either the Principal or a FEC. This results in a grade of NC (for either EDUC 490 or EDUC 492), leading to discontinuance from the current iteration of the BEd program.
 - i. *Typical BEd Program Discontinuance:* 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 successful 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 FEC and/or BEd Program Chair. 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.

Please note that if a TC has discontinued from the BEd program but applied to graduate, the TC is responsible for withdrawing their application to graduate by emailing StudentRecords@ufv.ca from their UFV student email account and cc'ing soeinfo@ufv.ca. The email should include the TC's name and student number and a request to formally withdraw their graduation application for the BEd Program. If the application is not withdrawn, their graduation status will be marked as 'not approved' on their official transcript. This designation is permanent and will remain on their record.

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 a No Credit grade 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 the discontinuance documentation, and an interview with the BEd Program Chair 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.

Please address and send the re-entry application to the BEd Program Chair.

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 (**Note:** Reference letters to support an applicant's re-entry should be addressed and sent to the BEd Program Chair from the teacher's/administrator's work email address); and/or
- d. An interview with the Student Support Team.

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.

GRADUATION

Please apply for graduation to the Office of the Registrar by the posted deadline. Refer to BEd Graduation and Certification for more information at ufv.ca/school-of-education/current-student-resources/bed-resources/graduation-and-certification/.

CERTIFICATION

Upon successful completion of the last semester of the BEd program, 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. **It is the responsibility of the TC to inform both the Office of the Registrar and the SOE School Coordinator at soeinfo@ufv.ca of any changes of name or address upon completion of the BEd.** See ufv.ca/registrar/records/change-address-name/ for more information.

It is suggested that the TC apply for certification as soon as they are eligible, even if they do not plan to immediately teach in BC. The TC should also apply to the Teacher Qualification Service (TQS) for teacher category classification. 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.

Refer to BEd Graduation and Certification for detailed information on applying for a teaching certificate and Teacher Qualification Service (TQS) Category Card at ufv.ca/school-of-education/current-student-resources/bed-resources/graduation-and-certification/.

The BEd program offers an optional workshop in March or April to review this process. **Please note that the application for certification has a fee attached to it.**



Stó:lō Governance Workshop, Cohort 2025-2026

ADDITIONAL POLICY INFORMATION

RESIDENCY

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

AUDITING COURSES

TCs will not be permitted to audit courses.

COURSE LOAD

The BEd is a full-time post-degree professional program, and the BEd has its own regulations about TCs wanting to take additional coursework outside of the program. **Since the workload of the BEd on campus and in schools is very demanding, TCs will not be permitted to take additional coursework outside of the enrollment in the BEd, except for EDUC 480.** The UFV undergraduate policy on course loads in an academic program does not apply to BEd students. If there are extenuating circumstances, TCs are advised to speak with the Program Chair.

TTOCing AFTER PRACTICUM

The on-campus portion of the third semester of the program is very short – and necessary for certification. As such, **while TCs may have successfully completed their certifying practicum and conditionally hired, they are not permitted to TTOC until the Semester 3 coursework is successfully completed.**

Note: Failure to adhere to any of these BEd policies may impact your certification.

ACCESS TO STUDENT FILES

Access to student files is governed by the Freedom of Information and Protection of Privacy Act (FIPPA). Most information contained in the BEd files is 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.

UFV STUDENT SUPPORTS

For information on all UFV Student Services, see ufv.ca/student-services/.

COUNSELLING

Counsellors at UFV can help students with studying, personal issues, and career exploration. Services are available by phone or online through a secure virtual platform. Students can make a confidential appointment in-person, by phone, or through an online booking portal. See ufv.ca/counselling/ for more details. In the event of a personal crisis, contact the Student Services Front Desk and let them know it is urgent. After hours, please use the 24-hour Crisis Line at 1-877-820-7444.

FINANCIAL AID

The Financial Aid and Awards Office oversees the distribution of awards, bursaries, loans, and scholarships. See their website ufv.ca/fineaid/ for important application and deadline information. For specific questions, book an in-person or online appointment using their online booking portal (ufv.ca/fineaid/appointment/), call 604-864-4601 or email financial.aid@ufv.ca.

CENTRE FOR ACCESSIBILITY SERVICES (CAS)

Accessibility Advisors in the Centre for Accessibility Services are available to facilitate and provide accommodations for registered students with disabilities for UFV events, courses, practica, or alternative format course materials. The SOE recommends submitting a CAS pre-intake form and scheduling your CAS intake appointment at least 2 months prior to the semester start date to allow adequate time to arrange accommodations. For information about pre-intake form, intake appointments, or contact information, please see ufv.ca/accessibility/. In the event of a medical crisis, call 911.

CRISIS COUNSELLING

If you are experiencing a personal crisis, contact Student Services immediately and let them know it is urgent. Counsellors will make every effort to help you. Please call 604-854-4528 (Abbotsford). If you have a personal crisis after 4:30 p.m., please call the 24-hour Crisis Line at 1-877-820-7444. In the event of a medical crisis, call 911.

INDIGENOUS STUDENT CENTRE

The Indigenous Student Centre (ISC) at UFV provides access resources and services, including cultural and academic support, to assist Indigenous students to reach their full potential. See ufv.ca/isc/ for more information.

STUDENT WELLNESS

Student Wellness offers practical resources to support resilience and growth, such as a food bank, wellness peers, social events, and workshops. See ufv.ca/student-wellness/ for more details.

TEACHER EDUCATION STUDENT ASSOCIATION (TESA)

This association 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 (SUS), 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 BEd Program Chair who will work to support the efforts of those interested in establishing the TESA.

TEACHING AND LEARNING CENTRE (TLC)

The 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 ufv.ca/teaching-and-learning/ or call 604-854-4546.

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.

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 (ILOs)

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:

Know

1. Apply Knowledge and Competencies Proficiently

Learners develop knowledge and information literacy, skills, and competencies within and across disciplines and knowledge systems. They access, organize, and examine written, oral, visual, and numerical information. Learners use and share knowledge responsibly and ethically, abiding by legal restrictions and cultural protocols for published, confidential, and/or proprietary information. Learners demonstrate technical proficiency and effectively apply knowledge in a variety of situations.

2. Examine Critically and Holistically

Learners use critical and creative thinking strategies, drawing on multiple perspectives and experiences to examine problems. They weave ideas together to expand on and create new ways of analyzing complex issues in a rapidly changing world. Learners pose questions and propose solutions using multiple literacies (digital, technical, numerical, media, and language-based) to develop a fuller understanding of concepts.

Connect

3. Communicate Effectively

Learners communicate ideas and build connections using a variety of oral, written, digital, and visual strategies. They listen attentively, seek clarification, and are open to other points of view. They effectively present information using a variety of technologies, modes, and media. They communicate using language and tools to maximize intercultural understanding, accessibility, inclusion, and participation.

4. Lead Collaboratively

Learners promote trust and foster collaboration across and within communities, groups, and organizations to lead change and address challenges in society. They value contributions from members of diverse groups and recognize the importance of collaborating with others to develop attainable goals. Learners provide opportunities for others to lead and they challenge themselves and others to demonstrate growth.

Transform

5. Engage with Indigenous Knowledge Systems

Learners engage with diverse Indigenous worldviews, perspectives, and knowledge systems. They learn about Indigenous communities and the lands where they live, work, and learn. Learners value and respect the knowledge held by Indigenous Peoples and understand that much of that knowledge is misrepresented and absent in commonly available resources and media due to colonization.

6. Contribute Locally and Globally

Learners gain knowledge in sustainability and model practices that effect positive change for humanity and the Earth. They recognize that they have a role in environmental stewardship and use what they learn at UFV to address local and global concerns. Learners make connections between course content and international and geo-political issues. They contribute to and are productive participants in communities.

7. Advocate for Equity, Diversity, and Inclusion

Learners are socially just, acknowledging and valuing diversity in all its forms. They understand that systems can favour certain individuals and groups over others, creating inequities and systemic barriers. Learners use their knowledge and skills to advocate for inclusive educational, professional, and community spaces. They develop and apply strategies that promote positive change in society.

Reflect

8. Engage in Reflection for Action

Learners utilize strategies to reflect on their growth and development. They work independently and draw on feedback to support personal, academic, and professional growth. Learners seek out experiences that enable them to clarify their values, beliefs, and motivations. They develop a mindset that favours life-long learning. Learners set personal and professional goals and identify ways to attain those goals.

Approved November 2023



Closing Ceremony, Cohort 2025-2026

BC TEACHERS' FEDERATION (BCTF)

The BCTF has approximately 51,000 fee-paying members. This membership is mandatory for all public school teachers in BC. The Federation's elected leaders work within governance structures and decision-making processes that are driven by members who are represented by more than 70 local teacher associations across the province.

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 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 News magazine (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 member speaks and acts toward students with respect and dignity, and deals judiciously with them, always mindful of their individual rights and sensibilities.
2. The member respects the confidential nature of information concerning students and may give it only to authorized persons or agencies directly concerned with their welfare. *The member follows legal requirements in reporting child protection issues.*
3. A privileged relationship exists between members and students. The member refrains from exploiting that relationship for material, ideological, or other advantage.
4. The member is willing to review with colleagues, students, and their parents/guardians the practices employed in discharging the member's professional duties.
5. The member directs any criticism of the teaching performance and related work of a colleague to that colleague in private. If the member believes that the issue(s) has not been addressed, they may, after privately informing the colleague in writing of their intent to do so, direct the criticism in confidence 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 the legal requirements for reporting child protection issues.

6. The member acknowledges the authority and responsibilities of the BCTF and its locals and fulfills obligations arising from membership in their professional union.
7. The member adheres to the provisions of the collective agreement.
8. The member acts in a manner not prejudicial to job actions or other collective strategies of their professional union.
9. The member, as an individual or as a member of a group of members, does not make unauthorized representations to outside bodies in the name of the Federation or its locals.
10. In the course of union business and meetings, the member must not discriminate against any other member because of race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age of that person or member, or because that person or member has been convicted of a criminal or summary conviction offence that is unrelated to the membership or intended membership, or any other protected grounds under the BC Human Rights Code.

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

bctf.ca/uploadedFiles/Public/NewTeachers/handbook/handbook.pdf for more information.



Convocation 2026

SCHOOL OF EDUCATION CONTACTS

Contact	Email	Telephone
Anna Webb, Sessional Faculty	anna.webb@ufv.ca	Email only
Amrit Cojocar, Faculty Member	amrit.cojocar@ufv.ca	Email only
Christian Ladders, Sessional Faculty	christian.ladders@ufv.ca	Email only
Christine Abbot, Field Experience Coordinator	christine.abbot@ufv.ca	Email only
Chuck Charles, Sessional Faculty	chuck.charles@ufv.ca	Email only
Daniel Muller, Sessional Faculty	daniel.muller@ufv.ca	Email only
Deirdre DeGagne	deirdre.degagne@ufv.ca	Email only
Gary Horton, Sessional Faculty	gary.horton@ufv.ca	Email only
Gena Hamilton, Academic Advisor	soeinfo@ufv.ca	Email only
Gunita Gupta, Field Experience Coordinator	gunita.gupta@ufv.ca	Email only
Heather Compeau, Education Librarian	heather.compeau@ufv.ca	Email only
Jas Uppal, PhD, Faculty Member	jas.uppal@ufv.ca	Email only
Joanne Robertson, PhD, MEd Program Chair, Faculty Member	joanne.robertson@ufv.ca	Email only
Nancy Pennier, UFV Elder in Residence		
Nikki Yee, PhD, BEd Program Chair, Faculty Member	nikki.yee@ufv.ca	Email only
Sarine Sathra, Faculty Member/Academic Advisor	sarine.sathra@ufv.ca , soeinfo@ufv.ca	Email only
Stefan Stipp, Sessional Faculty	stefan.stipp@ufv.ca	Email only
Suki Grewal, School Coordinator	suki.grewal@ufv.ca	1-888-504-7441 x6342
Vandy Britton, PhD, Director, Faculty Member	vandy.britton@ufv.ca	Email only

University of the Fraser Valley
 Mission Campus
 33700 Prentis Avenue
 Mission, BC V2V 7B1
www.ufv.ca/school-of-education/

BEd Handbook Cover Design created by Zach Naylor (BEd 2025-2026)

Hey yo, BEd 2026-2027 Teacher Candidates!

I gained a renewed interest in art during this program. In particular, I've been getting keen on typography, and thus chose a text-heavy design (inspired by a custom B.Ed sweater that didn't see the light of day)!

The idea here was something like "going the distance." The backdrop (a desaturated image of the Fraser Valley) and foreground trees represent a visual akin to looking back after a long trip, almost into the past itself. The sharp future-retro typeface is meant to capture a sense of the past and future meeting in that moment of reflection and recognition. The colours are to evoke the diversity of our area, our schools, this program, and its Teacher Candidates – that's you!

I hope this cover communicates the mood you'll feel once you've "gone the distance": looking back at how far you've come, seeing yourself at the moment where the past is visible from your present, and feeling ready for your future-emboldened and bright!

***I hope you find friends, love, and success; I know we did.
Cheers,
Zach Naylor!***



Mission Campus
33700 Prentis Ave.,
Mission, BC Canada V2V 7B1

ufv.ca/school-of-education/programs/bachelor-of-education/