

Learning Goals for Field Experiences

Candidates and interns in the Okanagan School of Education develop the competencies reflected in the BC Teachers' Council's Professional Standards for BC Educators (2019) that can be found on www2.gov.bc.ca.



Where we are beginning		Where we are going
Candidates Two Week Experience	Candidates Six Week Experience	Internship
Focus on Standards 1, 2, and 3	Add Standards 5, 6, and 9	Add Standards 4, 7, and 8

Standard One	Classroom Examples	Reflective Questions
<p>Educators value the success of all students.</p> <p>Educators care for students and act in their best interests</p> <p>Educators...</p> <ul style="list-style-type: none"> • have a privileged position of power and trust. • are responsible for the physical and emotional safety of students. • respect and value the diversity in their classrooms, schools and communities, inclusive of FN, Inuit and Metis, and other world view and perspectives. • foster students' positive personal identity, mental and physical well-being, social and personal responsibility and intellectual development. • engage students in meaningful participating in their own learning. • treat students equitably with acceptance, dignity and respect. • understand the importance of confidentiality and protect student privacy unless disclosure is required by law. • do not abuse or exploit students or minors for personal, sexual, ideological, material or other advantage. 	<ul style="list-style-type: none"> • consistently seeks to build positive and respectful relationships with students. • demonstrates sensitivity to individual diversity for students and families with regard to ability, language, culture, religion, gender and sexual orientation. • establishes appropriate/safe classroom procedures through firm, yet flexible structures to guide student behaviour and scholastic expectation, e.g., co-constructed classroom expectations/agreements in student-friendly language. • is aware of and weaves formal and/or informal lessons on social emotional learning (SEL) and self-regulated learning (SRL) into classroom practice. • exercises an appropriate degree of confidentiality when communicating orally and in writing; handles sensitive information with caution and care, e.g., emails, collegial conversations, parent/guardian meetings, documents for student files, social media posts, etc. • understands the privileged relationship that exists between teacher and student, and as such, educators refrain from exploiting children for any purpose. 	<ul style="list-style-type: none"> • How did I introduce myself to students at the start of the term? Did I communicate to them that I care about their success? • What do I say and do as students enter or exit my class? Do I intentionally connect with each individual at some point during the class? • Do I respect the diversity and unique learning needs of each student? • Do I have any practices that acknowledge and celebrate students' successes?

Standard Two	Classroom Examples	Reflective Questions
<p>Educators act ethically and maintain the integrity, credibility and reputation of the profession.</p> <p>Educators...</p> <ul style="list-style-type: none"> ▪ are role models. ▪ are held to a higher standard and are accountable for their conduct on duty and off duty. ▪ understand the law as it relates to their duties. ▪ know that their individual conduct contributes to the perception of the profession as a whole. ▪ know and recognize the importance of the Professional Standards for BC Educators. 	<ul style="list-style-type: none"> ▪ demonstrates an enthusiasm and a positive attitude toward teaching and learning through time management, dependability, and presence. ▪ models professionalism when inviting community into the classroom and when sharing classroom experiences in public, i.e., staff meetings, parent meetings, collaborative time, professional conferences, casual conversations in public settings, etc. ▪ embodies calm and patience when navigating high stress moments with students, staff and community. ▪ manages and maintains personal well-being to be a positive influence for others. ▪ is aware of community stature, i.e., digital footprint, conduct within and beyond the school community. ▪ acts in accordance with BCTF Code of Ethics, BC Ministry of Education Teachers Act, and BC Human Rights Code. 	<ul style="list-style-type: none"> ▪ Do I value the reputation of teachers in my community? Have I found ways to contribute or uphold the perception of teachers in my area? ▪ How do I conduct myself in and outside of the school? Am I aware of how my choices and actions could affect the overall reputation of this profession? ▪ Do my social media posts demonstrate a positive role model as teacher? ▪ Am I aware of laws that govern teachers and how they relate personally to how I conduct myself?
Standard Three	Classroom Examples	Reflective Questions
<p>Educators understand and apply knowledge of student growth and development.</p> <p>Educators...</p> <ul style="list-style-type: none"> ▪ are knowledgeable about how children and youth develop as learners and social beings. ▪ demonstrate an understanding of individual learning differences and needs. ▪ recognize the importance and connection of cultural identity, ways of being and worldviews to student learning. ▪ use this knowledge to inform decisions about curriculum, instruction and assessment. ▪ work to create a positive, safe and inclusive learning environment to best meet the diverse needs of students. 	<ul style="list-style-type: none"> ▪ promotes positive relationships among students. ▪ fosters a growth mindset in students and in oneself. ▪ demonstrates responsiveness to diverse learning needs by choosing instructional strategies and/or materials appropriate to students' needs and abilities. ▪ actively and continuously monitors student development. For example, Early Years/Middle Years Development Instrument (MDI) ▪ incorporates community resources to help the practice of being socially and culturally responsive. ▪ seeks to make informed decisions based on consultation, reflection and mindful assessment. 	<ul style="list-style-type: none"> ▪ Have I incorporated assessment FOR learning into my lesson plans? ▪ Could I demonstrate student growth through my assessment practices? ▪ Have I used a variation of formative and summative assessments? ▪ Do my instructional and assessment practices accommodate all types of learners?

Standard Four	Classroom Examples	Reflective Questions
<p>Educators value the involvement and support of parents, guardians, families and communities in schools</p> <p>Educators...</p> <ul style="list-style-type: none"> understand, respect and encourage the participation of families and communities in student learning and development. consider the perspectives of parents/guardians regarding their children. communicate effectively and in a timely manner with parents/guardians. 	<ul style="list-style-type: none"> communicates effectively and consistently with students' families (formal/informal, written, verbal and electronic). practices learning and assessment as collaborative processes and recognizes the exchange of ideas between families and teachers as vital to the development of a learning community. shows tact and thoughtfulness toward students, parents, teachers and administrators. contributes to the school community, e.g., social justice actions, special events, parent/guardian conferences, concerts, holidays, sports, before/after school engagement with students. understands the role of the school-based team and participates as opportunities arise. 	<ul style="list-style-type: none"> Do I respect the role of the family and the community in my students' development? Have I initiated communication with parents or guardians to involve them in the learning process? Do any of my assignments or projects encourage participation with families? Have I provided feedback in a timely manner?
Standard Five	Classroom Examples	Reflective Questions
<p>Educators implement effective planning, instruction, assessment and reporting practices to create respectful, inclusive environments for student learning and development.</p> <p>Educators...</p> <ul style="list-style-type: none"> have the knowledge and skills to facilitate learning for students, including learning experiences that reflect individual contexts and local environments. value collaborative practice. recognize and understand the interconnectedness of all aspects of teaching and learning and employ a variety of instructional and assessment strategies. communicate effectively in either English or French. know when to seek support for their practice and for students. 	<p><i>Clear learning intentions that...</i></p> <ul style="list-style-type: none"> are constructed from the learning standards (curricular competencies and content). clearly describe what students are expected to understand, know, and do. <p><i>Meaningful learning experiences that...</i></p> <ul style="list-style-type: none"> are derived from the learning standards. will support learners' development of the core and curricular competencies. will facilitate learners' deep understanding of the learning standards. provide multiple ways of demonstrating understanding. <p><i>Student ownership of learning that...</i></p> <ul style="list-style-type: none"> empowers learners to select evidence that best represents their growth over time. enables learners to develop their own voices as they determine how to best communicate their learning. encourages learners to self-reflect, and to clearly articulate what they are learning, why they are learning it, and where they are going with their learning. <p><i>Authentic evidence of learning that...</i></p> <ul style="list-style-type: none"> is triangulated from a variety of sources and represents learners' growth over time. is linked to meaningful learning experiences. clearly represents what learners understand, what they know, and what they are able to do. frequently checks for understanding through individual, small groups and whole class structures, e.g., exit tickets, talking circles, student conferences, literature circle discussions, formative assessment tasks such as quizzes, etc. 	<ul style="list-style-type: none"> Do my lesson plans lead to positive and engaging learning experiences for all students? Are my instructions clear and easy for all students to understand? Do my lessons include a variety of instructional strategies that allow for all learning needs? Have I included formative and summative assessments that are directly linked to the learning objectives?

Standard Six	Classroom Examples	Reflective Questions
<p>Educators demonstrate a broad knowledge base and an understanding of areas they teach.</p> <p>Educators...</p> <ul style="list-style-type: none"> understand the curriculum and methodologies of areas they teach. teach curricula from Canadian, First Nations, Inuit, Metis, and global perspectives. build upon student capacity for intercultural understanding, empathy and mutual respect. cultivate the values, beliefs and knowledge of Canada's democratic and inclusive society. 	<ul style="list-style-type: none"> demonstrates an understanding of the three main elements of the curriculum: Big Ideas, Curricular Competencies and Content. prepares lessons that are concept-based and competency driven with more emphasis on a deeper understanding of concepts and application of processes than the memorization of isolated facts and information. creates flexible, relevant and engaging lessons. integrates Indigenous worldviews and knowledge. (for more detail see Standard #9)) demonstrates a deep understanding of the subject area. respects the unique nature of disciplines while supporting cross-curricular learning. 	<ul style="list-style-type: none"> Am I knowledgeable in all areas of the lesson material before it is presented? Do I regularly conduct research or study the content I will be teaching? Have I found ways to keep myself updated on all aspects of the curriculum? Am I aware of best practices and preferred methodologies for instructing my subject area?
Standard Seven	Classroom Examples	Reflective Questions
<p>Educators engage in professional learning.</p> <p>Educators...</p> <ul style="list-style-type: none"> engage in professional learning and reflective practice to support their professional growth. recognize and meet their individual professional needs through various learning opportunities. develop and refine personal philosophies of education, teaching and learning that are informed by research, practice and the Professional Standards for BC Educators. 	<ul style="list-style-type: none"> consistently documents learning through note taking, journaling, formal/informal discussions, and required BEd reflections. attends and actively participates in all relevant/appropriate professional development opportunities. actively seeks out and acts upon feedback from `s in a timely manner. engages in professional and collegial conversations. develops the ability to identify and communicate own learning needs and beliefs. embodies a scholar-practitioner stance that continually questions what they are doing and why, theorizes their practices, and practices their theory. 	<ul style="list-style-type: none"> Have I taken advantage of all professional development opportunities offered? Have I found mentors or colleagues who will help guide my professional growth? Do I regularly conduct personal reflections and self-assessments to determine my own growth needs? Have I selected growth goals and created a plan to achieve those goals?
Standard Eight	Classroom Examples	Reflective Questions
<p>Educators contribute to the profession.</p> <p>Educators...</p> <ul style="list-style-type: none"> honor the profession by supporting, mentoring or encouraging other educators and those preparing to enter the profession. 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. 	<ul style="list-style-type: none"> collaboratively and collegially plans, teaches, and assesses with colleagues. participates in inquiry-based learning opportunities/scholar- practitioner explorations at the host school, in the school district or within the BEd Program. works collaboratively in a Professional Learning Community (PLC) at the local or provincial level. infuses and articulates perspectives through a teacher-leadership stance. models a professional disposition that honors multiple ways of knowing, emergent learning and innovation. 	<ul style="list-style-type: none"> Have I acted as a mentor to other future teachers? Do I use strategies or have areas of expertise where I could assist other teachers? Have I contributed to areas of student development outside of my classroom? Do I honor the profession with my chosen activities in the community?

Standard Nine	Classroom Examples
<p>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.</p> <p>Educators contribute towards truth, reconciliation and healing.</p> <p>Educators foster a deeper understanding of ways of knowing and being, histories, and cultures of First Nations, Inuit and Metis.</p> <p>Educators...</p> <ul style="list-style-type: none"> critically examine their own biases, attitudes, beliefs, values, and practices to facilitate change. value and respect the languages, heritages, cultures and ways of knowing and being of First Nations, Inuit and Métis. understand the power of focusing on connectedness and relationships to oneself, family, community, and the natural world. integrate First Nations, Inuit, and Métis and Inuit worldviews and perspectives into learning environments. 	<p><i>Community Connections:</i></p> <ul style="list-style-type: none"> Collaborates with district and school-based Indigenous Education Programming: inviting speakers and arranging classroom presentations. Learns protocols for respectful engagement with people and land. Develops classroom resources: reading published or online resources created by First Peoples in the local area, collaborating with First Peoples partners. Makes Indigenous perspectives visible in the classroom through classroom structures and displays. Makes visible links between Indigenous Knowledge and contemporary dominant knowledge across curricular content. <p><i>Sense of Place: The concept of place goes far beyond the physical space. It includes a crucial connection to the memories, emotions, histories, spiritualities that bind the people to the land.</i></p> <ul style="list-style-type: none"> Inquiries into place names. Traditional knowledge is often embedded in place names. Paying attention to the name of places in traditional territories can lead to a wealth of information about local ecosystems, land use, or plant and animal behavior. <p><i>Story is one of the main methods of traditional Indigenous learning and teaching. Combining story and experience is a powerful strategy that has always used by First Peoples.</i></p> <ul style="list-style-type: none"> Presents authentic First Peoples voices that are created by First Peoples or through the substantial contributions of First Peoples Depicts themes and issues that are important within First Peoples cultures, e.g., loss of and affirmation of identity, tradition, healing, role of family, importance of Elders, connection to the land, nature and place of spirituality as an aspect of wisdom, relationships between individual and community, importance of oral tradition, experience of colonization and decolonization. Incorporate First Peoples story-telling techniques and features as applicable, e.g., circular structure, repetition, weaving in of spirituality, humor. <p><i>Traditional Ecological Knowledge (TEK) is a system of specialized knowledge that depicts interconnectedness of all aspects of the world and it is local place- based knowledge about ecosystems in a particular territory enabling a sustainable use of resources.</i></p> <ul style="list-style-type: none"> Explores the biology of species of plants and animals in local area: understanding of life cycles. Uses natural resources to make tools and other material goods. Explores how species change in an ecosystem after a disturbance.
<p>Reflective Questions</p> <ul style="list-style-type: none"> How do I create Community Connections? How do I create a Sense of Place? In what ways do I incorporate Story? Do I weave into my students' experiences Traditional Ecological Knowledge (TEK)? How do I honor local Indigenous Language? 	<p><i>Language is the vessel that contains Indigenous knowledge. Understanding is embedded in language, and knowledge is structured and transmitted through language. Learning through oral language is part of its experiential nature.</i></p> <ul style="list-style-type: none"> Inquiries into the diversity of Indigenous groups through their different languages. <p><i>Un/learning involves classroom pedagogy:</i></p> <ul style="list-style-type: none"> learner-centered, inquiry-based, experiential, emphasizes an awareness of self and others in equal measure, recognizes the value of group processes, supports a variety of learning styles.

Note: The descriptions offered here reference practices and language recommended by the First Nations Educational Steering Committee (FNESC). According to FNESC, First Peoples is a term which includes First Nations, Inuit and Metis across Canada, and Indigenous is an all- encompassing term that is used in both Canadian and International settings. www.fnesc.ca