



Bachelor of Education School Years Handbook 2018/2019

Education Fredericton



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Welcome

Welcome to the Bachelor of Education Program at the University of New Brunswick.

As students beginning this degree, you are entering a professional program where you are now going to be known as Pre-Service Teachers. This ten month program will be different from other university degrees in several aspects. It is an experience that combines theory and practice while supporting the development of professional understandings and beliefs. This handbook is for all of us who are involved in the BEd program including the Pre-Service Teachers, In-Service Teachers, Faculty Representatives, Instructors, Professors and Support Staff. It is our intention that this handbook will help establish guidelines that will support the success of all Pre-Service Teachers by providing a clear understanding of our expectations and responsibilities.

At the back of this handbook is a list of the faculty/staff who lead the program. All are accessible to students and more than willing to provide further information and support as the year continues. Welcome to the teaching profession.

Introduction to the Program

The Bachelor of Education program at UNB Fredericton is an intensive 10-month post degree program. It is designed around the belief that Pre-Service Teachers in a teacher education program should be in schools early and often. With that in mind, our Pre-Service Teachers are assigned to a school before arriving on campus and spend time in that school throughout the fall and winter terms. This model places an emphasis on a balance between field work and the work that Pre-Service Teachers do on campus. We believe that, because Pre-Service

Teachers are spending time in schools while being introduced to educational theories and concepts in university classes, they are able to consider, and perhaps challenge, ideas, using the context of their experience. Additionally, Pre-Service Teachers are able to reflect on their school experiences within the framework of educational research and literature.

We also believe Pre-Service Teachers should be exposed to a broad variety of experiences within their schools. One of the great strengths of our program is the uniqueness of each Pre-Service Teacher's placement, due to the fact that each school, and each classroom in each school, provides a distinctive experience. Because our Pre-Service Teachers are working in New Brunswick schools, they are primarily utilizing New Brunswick curriculum documents. At the same time, we recognize the universality of the principles behind these documents and are confident that we provide a strong foundation for our graduates, one that is transferable to any school jurisdiction. We wish you every success in the program.

Faculty of Education Mission Statement

The Faculty of Education is dedicated to learning experiences that encourage critical inquiry, equity, social justice and participatory citizenship. We support teaching, research, scholarship, creative activity and service that strengthens education and enriches community life.

BEd Program Guiding Principles

It is important for Pre-Service Teachers to have the opportunity to learn and to develop particular skills and concepts relating to teaching. The faculty has identified these areas as key, both to courses offered throughout the program and to the practicum experience. They include:

- * Knowledge of the **history and philosophy of education**
- * Knowledge of **human development/learning theories**
- * Planning and delivery of **effective lessons**
- * Awareness of the importance of **differentiation** and its application through planning and instruction
- * Awareness of the role of **modeling** and its application through planning and instruction
- * Knowledge and application of defined **standards of teaching**
- * Knowledge of and appreciation for the discipline(s) offered through the school **curriculum**
- * Understanding of the role of **assessment** to inform instruction
- * The nature of **professionalism** and its embodiment throughout the practicum
- * Knowledge and application of **policies and procedures** of school systems
- * The opportunity to build **resources** for future teaching, including an understanding of the role of **technology** and its application to the classroom
- * Theory and practice of **classroom management**

The faculty recognizes that the program has processes embedded within it. These processes are an important part of the experience of completing the BEd and help in the development of each teacher. These include:

- * The incorporation of reflectiveness in daily practice, both in courses and in the practicum
- * The use of collaboration on campus and in schools
- * The continual connection of research to practice
- * The on-going development of a personal philosophy of education
- * The defining of professional growth goals
- * The creation of a senior project that makes a significant contribution to the field of education
- * The compilation of a professional portfolio for teaching

Applicants for, and graduates of, the UNB BEd program should exemplify a number of affective qualities. Throughout the BEd program, these are traits that are modeled, emphasized and encouraged. While difficult to measure and subjective in one's analysis of their existence, these traits remain important elements for a successful career in teaching.

Our graduates will: demonstrate strong interpersonal skills, show effective communication skills, have the aptitude and ability to problem solve, demonstrate leadership, take risks, show initiative, show flexibility/adaptability/sensitivity, be able to anticipate, be a reflective practitioner, model humility with a sense of one's own position in the system, engage in critical thinking, have an underlying sense of confidence, self-efficacy and empowerment, be an innovator, demonstrate citizenship, show compassion, be a lifelong learner, demonstrate entrepreneurial spirit, have intellectual virtues – openness, engagement, curiosity, questioning (critique and wonder)

Professionalism

Professional Conduct

Since the Bachelor of Education program leads to Teacher Certification, all Pre-Service Teachers are expected to adhere to the professional code of conduct of the New Brunswick Teachers' Association Code of Professional Conduct (See Appendix A). Pre-Service Teachers are expected to practice behaviour in accordance with the legal, ethical, moral and professional standards of teachers. Failure to do so may result in dismissal from the program.

When such serious incidents occur, the Faculty Representative is required to bring them to the immediate attention of the Director of Field Services and the Bachelor of Education Associate Dean of Undergraduate Studies. If immediate improvement is not apparent or if the misconduct is of a sufficiently severe nature, the Associate Dean of Undergraduate Studies may recommend dismissal of this student to the Field Services Committee. The Field Services Director will report this decision to the student verbally and in writing.

In keeping with the principles of the NBTA Code of Professional Conduct, personal misconduct outside of the field experience situation (e.g., an infraction of the law, substance abuse, criminal charges) may lead to dismissal.

Attendance:

The program is comprised of 60 credit hours of course work and a fully integrated school-based practica pursued over an 10 month period. Consequently, all Pre-Service Teachers **must attend on a full-time basis**. We consider our program to be five days in duration each week with four days being devoted to scheduled classes and the fifth (Monday) for professional observation, reflection and development. Attendance is mandatory as part of university regulations and is also viewed as an expectation of participants in professional program. Pre-Service Teachers are also expected to be in class

at the start of class. This is also very important during the practicum. **Do not arrive late.**

If, as a Pre-Service Teacher, you are absent for illness, bereavement, other compassionate circumstances, or religious observances, you will not be penalized for your absence. You are, however responsible for all the work and class activities you miss, and for ensuring that you complete enough work to deserve credit for each course. Pre-Service Teachers should inform instructors and/or Faculty Representatives and Cooperating Teachers if they need to be absent for the reasons listed above.

If you miss four days of classes, or more, you must inform the BEd Office and provide documentation to verify your illness or bereavement. Upon returning to the Faculty, you must speak directly to each instructor. You may be assigned make-up work or alternative means for satisfying any missed academic requirements. In Extreme circumstances, attendance issues will result in an "F" in a course or withdrawal from practicum.

The UNB Faculty of Education is committed to recognizing and valuing religious diversity. You remain responsible for the work done in classes from which you are absent. Pre-Service Teachers may not be penalized for missing a class for religious observance. You must provide reasonable alternative means for satisfying any missed academic requirements.

Pre-Service Teachers are expected to attend professional learning activities/events during their BEd program, both at UNB and in your practicum. Many of these opportunities extend past the normal time allotted for classes. Others may be offered on weekends or all day during the week. Some of these professional development sessions will be mandatory for all Pre-Service Teachers. These sessions focus on topics that are of value within schools and classrooms, and provide important opportunities to enhance individual growth as professionals. They are an opportunity for Pre-Service Teachers to add to their experiences and resumé's.

Pre-Service Teachers are expected to be present in their assigned schools on every scheduled school day. **Pre-Service Teachers who, for any reason are unable to go to their practicum placement on a day when they are expected to be there, must adhere to the following procedure.**

- As soon as it is determined that you cannot get to the school, the school must be contacted and advised of the reason for the absence.
- After the phone call, this information must also be e-mailed to the school office, the Liaison Teacher, the Cooperating Teacher or the individual with whom one is scheduled to work that day, the Faculty Representative and the Director of Field Services.
- If there was planning/preparation for which the Pre-Service Teacher had responsibility (e.g. a lesson plan), it should be sent electronically to the appropriate school personnel.

Attendance FAQs:

Do the same attendance rules apply to Pre-Service Teachers and in-service teachers?

Yes, you must inform your school of our absence. You are held to the same professional standards as teachers. When you are employed as a teacher these are the only reasons that will justify your absence from school, **illness, compassionate circumstances, or religious observances**.

If at some point during your program you feel you *must* be absent or you *choose* to be absent—**you must take responsibility yourself for that absence.**

The weather is bad and you have a long commute?

If your school is closed for weather related reasons, you do not need to attend your practicum.

You're arriving late for the start of classes in September or January? Follow the procedures outlined above: *get in touch with your instructors*, tell them you will do *everything possible* to make up for your absence, ask for guidance, show them that you care.

Are you planning a vacation during the program? Your commitment to your program must outweigh an opportunity for a vacation. Make sure your family and friends know your schedule well ahead of time. Also, there is a holiday break at the end of December when you are not required to be at UNB or your practicum.

Am I able to supply teach during the program? You are not permitted to supply teach during your practicum. However, once practica are completed and IF time permits, there may be possibilities to help out or substitute in schools. **THIS CANNOT INTERFERE WITH COURSE WORK AND CLASS TIME.**