

UNIVERSITY OF CALGARY | Werklund School of Education

Curriculum Review – Public Report



Date

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Curriculum Review Team

The curriculum review team met throughout 2019-2020 and was responsible for planning and carrying out the curriculum review process based on the Quality Assurance Curriculum Review Handbook (2019). The process was led by the curriculum review team leads and guided by a diverse steering committee comprised of faculty and sessional instructors as well as administrative staff familiar with the Bachelor of Education program. Course coordinators were also asked to participate as part of the review team through their work on curriculum mapping and the gathering of feedback with their instructional teams.

Curriculum Review Team Leads

Dr. Amy Burns – Associate Dean, Undergraduate Programs in Education

Dr. Catherine Burwell – Associate Dean, Teaching and Learning

Curriculum Review Steering Committee

Dr. Gabriela Alonso Yanez – Associate Professor

Dr. Maren Aukerman – Associate Professor

Leanne Barham – Student Adviser

Dr. Patricia Danyluk – Senior Instructor

Dr. Nadia Delanoy – Sessional Instructor

Dr. Ronna Mosher – Assistant Professor

Cynthia Prasow - Instructor

Laurie-Lee Tuck – Sessional Instructor

Course Coordinators

Dr. Douglas Sewall

Dr. Theodora Kapoyannis

Dr. Brent Davis

Dr. Paulino Preciado Babb

Dr. Darren Lund

Dr. Man-Wai Chu

Dr. Nadia Delanoy

Dr. Dustin Louie

Dr. Ronna Mosher

Holly Wong

Dr. David Scott

Dr. Shelly Russell-Mayhew

Shirley Pepper

EXECUTIVE SUMMARY

The Werklund School of Education (Werklund School) Undergraduate Program offers five different program pathways at the Bachelor level. There are over 100 faculty dedicated to providing course work, field experiences, service learning and land-based learning, serving approximately 1600 students on a yearly basis. The program pathways are recognized by Alberta Education and graduates are eligible to apply for Interim Professional Certification for Kindergarten to Grade 12 in Alberta.

The Curriculum Review in the Werklund School Undergraduate Programs in Education was conducted during the 2019/2020 academic year. The lead members of the Curriculum Review included Dr. Amy Burns (Associate Dean, Undergraduate Programs) and Dr. Catherine Burwell (Associate Dean, Teaching and Learning). Six questions guided the curriculum review and data were gathered from students, instructors and in-service partner teachers through surveys and focus groups, as well as an extensive process of curriculum mapping. An integrated analysis was conducted and resulted in an action plan that will guide ongoing program improvements.

The Teaching Quality Standard (TQS) is a framework outlining the knowledge, skills, and attitudes required by individuals who hold a certificate of qualification as a teacher issued under the Education Act in Alberta. The 15-program-level outcomes (PLOs) used for the Curriculum Review were drawn from the six competencies in the TQS and the nine Bachelor of Education program goals. Data were gathered related to the PLOs as well as pedagogical approaches and assessment practices. Participants appreciated the opportunity to review courses through the lens of the PLOs as this helped raise awareness about the alignment between courses and coherence of the program pathways. The process also highlighted areas of overlap that could inform future programmatic changes.

The curriculum review provided the foundation for developing six key actions to guide next steps:

1. It will be important to continue providing a high-quality learning experience in the undergraduate program pathways as any programmatic changes are considered, such as restructuring semester four courses.
2. There will be an increased focus on supporting the alignment of course work with the TQS and program goals across all courses, including field experiences, service-learning, and land-based learning.
3. A communities of practice approach will be used to advance innovative pedagogy and assessment practices, particularly in online courses.
4. Additional opportunities will be created for students to learn about inclusive learning environments, English Language Learning, and enhancing Indigenous education.
5. A systematic review of assignments and student workload in semester three and four courses will be conducted with attention to group work assignments.
6. Student-connections with the community will be supported through the establishment of a mentorship program and Community Council.

CONTEXT

The Werklund School of Education is a non-departmentalized faculty within the University of Calgary and was renamed in 2013 after David Werklund, a leading entrepreneur and industry leader in the city of Calgary. Through his generous donation, David Werklund, provided funding for student scholarships, research support and teaching innovation as well as upgrades to technology and other resources which have allowed the Werklund School of Education to take research and teaching and learning to the next level. For undergraduate students, this gift sponsors \$120,000 in scholarships each year for those students that are leaders in community-engaged activities. Other annual endowed activities include: 3 research scholarships, 6 Werklund Community Engaged Scholarships, Teaching Across Borders travel grants, celebrating student excellence recognition, as well as, emerging innovative teaching and community partnership opportunities.



Programs		Academic and Administrative Support Offices			
UPE Associate Dean: Amy Burns	GPE Associate Dean: Janet Groen	Research Associate Dean: Sylvie Roy	Teaching and Learning Associate Dean: Barb Brown	International Associate Dean: Colleen Kawailak	Office of the Dean Directors: Violet Baron Cecilia de la Rocha

Academic Directors and Managers			
Student Experience Umit Boz Cynthia Prasow Field Experience Theodora Kapoyannis Astrid Kendrick Manager Angie Crowley	Professional Pgms Jim Brandon Graduate Pgm Directors Jim Field Brenda Spencer Manager Lisa Llewellyn	HUB Teaching Across Borders: Roswita Dressler Indigenous Education: Yvonne Poiras Pratt Partner Research Schools: Barb Brown	Comms Sr Manager Mary Kate MacIsaac Executive Assistant Jayne Dangerfield

Vision: *Bettering humanity through education and psychology*

Mission: *The Werklund School of Education integrates purposeful programs with meaningful research responsive to the needs of learners and communities.*

The Werklund School of Education is the only named faculty of education in Canada and houses the Undergraduate Programs in Education, the Graduate Programs in Education as well as numerous support offices and structures. The Undergraduate Programs in Education is one unit within the Werklund School of Education. On average we have approximately 1600 students at various points in their programs with approximately 1000 of those being in Education courses in the Fall and Winter. To ensure flexibility for students, the Undergraduate Programs in Education offers five separate ways in which the degree can be completed. These are described in more detail below under Program Structure.

Philosophical Foundations of the Bachelor of Education Degree Program¹

The Bachelor of Education degree program, which was redesigned in its entirety in 2011 and which underwent a curriculum review in 2014, is based on five Dimensions of Inquiry that highlight the participatory nature of knowledge creation.

Dimension of Engaged Inquiry 1: Engaged in learning about learning

Dimension of Engaged Inquiry 2: Engaged with/in specializations

Dimension of Engaged Inquiry 3: Engaged with contemporary contexts

Dimension of Engaged Inquiry 4: Engaged with/in teaching and learning communities

Dimension of Engaged Inquiry 5: Engaged in ethical action

Bachelor of Education Program Goals

The Bachelor of Education program is further supported by nine program goals. These are:

1. Foster competencies in a complex and rapidly changing world;
2. Have applied and critical knowledge of theories of learning and learners;
3. Develop specialized knowledge of teaching a discipline, and interdisciplinary approach;
4. Critically evaluate and respond to the contexts of contemporary learning;
5. Foster a critical and pragmatic knowledge of diversity in education;
6. Contribute actively to knowledge in education;
7. Understand the legal, moral, and ethical frameworks of contemporary education;
8. Respond to the diverse needs of students;
9. Build research capacity as teacher professionals.

Alberta Education Teaching Quality Standard

Finally, the Bachelor of Education program is one that leads to teaching certification by Alberta Education. To this end, the Teaching Quality Standard, and its component competencies, form another important part of the programmatic foundation. The Teaching Quality Standard (2019) states that “quality teaching occurs when the teacher’s ongoing analysis of the context, and the teacher’s decisions about which pedagogical knowledge and abilities to apply, result in optimum learning for all students” (p. 3). This standard is then supported by six competencies²:

1. Fostering Effective Relationships: A teacher builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning.
2. Engaging in Career-long Learning: A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning.
3. Demonstrating a Professional Body of Knowledge: A teacher applies a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student.
4. Establishing Inclusive Learning Environments: A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.
5. Applying Foundational Knowledge about First Nations, Metis and Inuit: A teacher develops and applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.

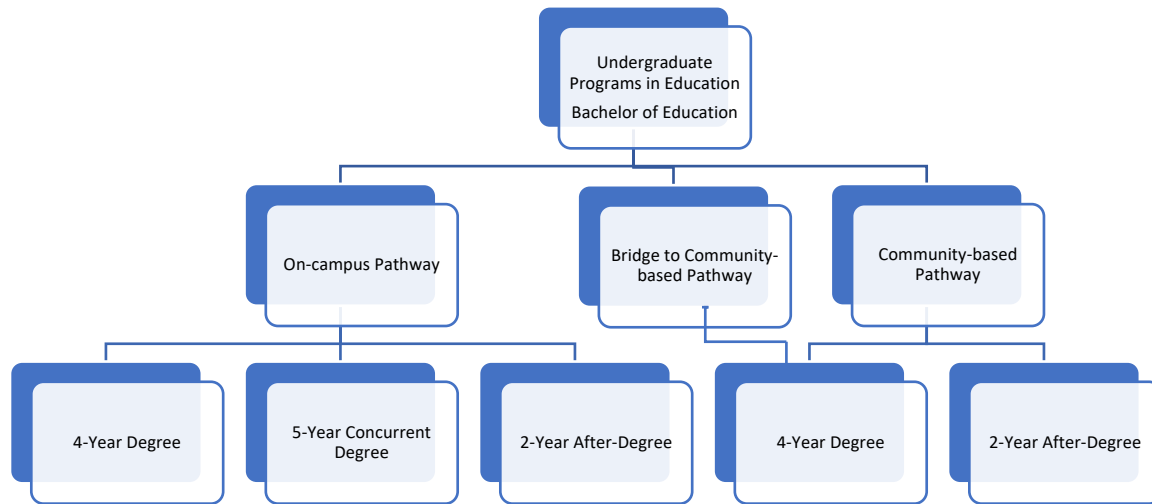
¹ First published in the *Bachelor of Education Task Force Report* (2010) and provided verbatim in Appendix A.

² Alberta Education Teaching Quality Standard, pp. 407. (<https://education.alberta.ca/media/3739620/standardsdoc-tgs-fa-web-2018-01-17.pdf>)

6. Adhering to Legal Frameworks and Policies: A teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system.

Program Structure³

The Undergraduate Programs in Education offers a Bachelor of Education degree that can be attained via three separate pathways, each with several degree configurations contained within. Within this structure students are required to choose a grade level route they will focus on including elementary (K-6), secondary (7-12) or K-12 as well as a teachable subject area.



Teachable Subject Areas

In addition to undertaking an elementary, secondary or K-12 focus, each student is also required to specialize in one teachable subject area. The choice of teachable subject area is dependent upon the pathway and information on teachable subject areas for each pathway can be found by following the links below. The philosophical underpinnings regarding the choice of a specialization for all students, including those in the elementary stream where one might expect a more generalist approach, is linked to the need for all teachers to be able to develop the skills and sensibilities necessary to interrogate curriculum deeply. Our students develop these skills and sensibilities within their teachable subject area and are then able to transfer these skills to other curricular areas they may engage in in the future.

For teachable subject areas available in each of the degree pathways please visit:

4-Year On-campus Pathway: <https://werklund.ucalgary.ca/undergraduate-programs/future-students/pathways-and-admissions/four-year-campus-bachelor-education>

5-Year On-campus Pathway: <https://werklund.ucalgary.ca/undergraduate-programs/future-students/pathways-and-admissions/five-year-concurrent-bachelor>

2-Year On-campus Pathway: <https://werklund.ucalgary.ca/undergraduate-programs/future-students/pathways-and-admissions/two-year-campus-bachelor-education>

³ For full description of each pathway see Appendix B.

4-Year Community-based Pathway: <https://werklund.ucalgary.ca/undergraduate-programs/future-students/pathways-and-admissions/four-year-community-based-bachelor>

2-Year Community-based Pathway: <https://werklund.ucalgary.ca/undergraduate-programs/future-students/pathways-and-admissions/two-year-community-based-bachelor>

Semester Structure

Each Education semester is mandated for students and consists of the following courses:

Semester 1	Semester 3
EDUC 420 Issues in Learning and Teaching EDUC 427* Science, Technology, Engineering, and Mathematics EDUC 430 Pragmatics of Learning and Teaching EDUC 435 Literacy, Language and Culture EDUC 440 Field Experience I	EDUC 445 Individualized Learning – Theories and Applications EDUC 450 Diversity in Learning EDUC 456 Assessment EDUC 460* Specialization I EDUC 465 Field Experience II
Semester 2	Semester 4
EDUC 520 Interdisciplinary Learning EDUC 525* Ethics and Law in Education EDUC 530 Indigenous Education EDUC 535* Specialization II EDUC 540 Field Experience III	EDUC 546 Design-Based Thinking EDUC 551 Comprehensive School Health and Wellness EDUC 556 Professional Development and Lifelong Learning EDUC 560 Field Experience IV

*Courses taken in summer semesters by Community-based Pathway students during on-campus residency.

Experiential Learning

Experiential learning is a cornerstone of the Undergraduate Programs in Education and is hallmarked by three critical elements including field experience, service learning and land-based learning.

Work Integrated Learning: All degree pathways include 20 weeks of integrated and purposeful preservice teaching within the various school divisions with which we work. All students, regardless of the pathway in which they are registered, have the opportunity to complete their practicums in either the Calgary and Area program or the Out-of-Area program. While traditionally students in the on-campus program choose to do their practicums in the Calgary area, there are some each year who choose to relocate to more rural and remote locations to gain this experience. Alternatively, the vast majority of community-based pathway students will complete their practicum requirements through our Out-of-Area program as they most often choose to complete these requirements in their home communities, however there are some who also choose to come to Calgary for their practicum so as to gain experience in an urban school. Each year we work with approximately 1400 in-service partner teachers in 65 school divisions across Alberta, British Columbia, Nunavut, Northwest Territories and Manitoba.

Service-Learning: Service-learning is a thriving part of the Werklund School of Education’s commitment to experiential learning. This co-curricular program provides preservice teachers with opportunities to engage with

children and youth in meaningful educational contexts. We collaborate with 20 Calgary- and Alberta-based organizations, who work alongside our students to support K-12 students in a variety of educational spaces, including classrooms, after-school programs, and community-based contexts. In 2019-2020, 179 Werklund students participated in 272 placements, which included focuses on early childhood education, literacy, STEM education, English Language Learners, youth leadership, inquiry, and holistic education. Since 2015, preservice teachers have completed more than 1,500 placements, serving more than 30,000 in their communities and developing their skills as educators.

Land-based Learning: All students are encouraged to participate in one of our many land-based learning initiatives. Each year students have the opportunity to spend three days with Elder Randy Bottle at Writing on Stone, learning about the land and the ways in which this land connects to Indigenous culture in the Calgary area. This opportunity is provided twice per year, once in the summer so that community-based students may take part and once in the fall. The faculty and Indigenous Elder associated with this opportunity were awarded the 2020 Experiential Learning Project in Sustainability Award by the University of Calgary. Additionally, students have the opportunity to visit Blackfoot Crossing and Nosehill Park, each with the expert guidance of Indigenous leaders and faculty.

Student Supports

Student experience is a primary focus of the Undergraduate Programs in Education and, as such, important supports have been put in place to ensure the best possible experience for students. In addition to our team of academic advisers who are available to students regularly for program planning, both the on-campus program and the community-based program are supported by dedicated Directors of Student Experience. These individuals follow the students throughout their programs, ensuring they have one person they can connect with in times of difficulty or should they have questions or concerns. They also act as a touchpoint for instructors who have concerns about student achievement in their courses, working closely with the Associate Dean of Undergraduate Programs in Education on all matters involving student success. In partnership with our excellent team of academic advisers, the Directors of Student Experience are there to ensure the program is as smooth as possible for all involved.

The Undergraduate Programs in Education is also supported by two Field Experience Advisers and two Directors of Field Experience, one who coordinates and oversees the Calgary and Area program and one who coordinates and oversees the Out-of-Area program. These two individuals work with not only our students and instructors, ensuring smooth and rigorous programming, but are also one of our primary points of contact with school division partners across Alberta, British Columbia, the Northwest Territories, Nunavut and Manitoba. Each year these Directors find and facilitate over one thousand field experience placements.

Finally, students are supported by numerous individuals leading opportunities designed to enhance the required aspects of the Bachelor of Education program. This includes a Service-learning Facilitator who finds service-learning opportunities for over 200 students per year as well as a Director of Teaching Across Borders who facilitates optional teaching opportunities for students in international locations.

GUIDING QUESTIONS & DATA ANALYSIS

The curriculum review process was guided by six questions, each with clarifying questions. These questions were developed in collaboration with the Steering Committee in October 2019 and were intended to uncover both structural aspects of the program as well as students' lived experiences within the program. These questions were:

1. What is the relationship between courses, and between the courses and the program as a whole?
 - Are the courses sequenced well? Is there continuity between courses?
 - Do students experience the program as building in a logical and meaningful way?
 - Are there overlaps or gaps in the program's content that need to be addressed?
2. How well does the program meet both its own goals and the Alberta Education competencies?
 - How well does the program meet the nine Program Learning Objectives that were generated during the 2014 curriculum review?
 - How well does the program meet the new Alberta Education competencies outlined in the Teaching Quality Standard?
3. What pedagogies and assessment practices are being used in the program?
 - How do these practices support and challenge student learning?
 - How are these practices becoming a part of students' own instructional repertoires during their field placements?
4. In what ways are English language learning, inclusive classrooms and Indigenous Education woven through the program? Are there ways to increase or strengthen the integration of these themes in our program?
5. How well does the program strike a balance between a manageable workload for students and a program that is challenging and robust?
6. To what extent do students experience the program as fostering a sense of belonging and wellbeing?
 - What aspects of the program and environment enhance or detract from a sense of belonging and wellbeing?

Data Sources and Analysis

Data was obtained from eight sources.

1. Student Exit Survey, Spring 2018
2. Curriculum Mapping, October 2019 – February 2020
3. Course Instructor Conversations, November 2019 – February 2020
4. Small Group Discussions, UPE Planning Day, August 2019
5. Small Group Discussions, UPE Planning Day, December 2019
6. Student Survey, 400 level, March 2020
7. Student Survey, 500 level, February 2020
8. Partner Teacher Survey, May 2020

Data was analyzed in iterative cycles in three ways.

1. The Curriculum review Steering Committee met two times (October 31, 2019 & March 5, 2020) to discuss data that had been collected and to determine further data sources that were required.
2. A graduate student was employed to work with the Curriculum Review Team Leads to analyze all data sources with respect to each guiding question.
3. All faculty and those sessional instructors currently employed in teaching undergraduate courses were invited to view and analyze/comment upon the data analysis completed so far. In this step participants were encouraged to provide ideas for actionable items that could come from the data.

ACTION PLAN

Strengths of the Program

The data collected noted a number of strengths associated with the program that should form the basis of all action items undertaken in the next five years. These strengths included:

- A good sense of continuity within the program with both students and instructors noting the way in which courses link to one another from one semester to the next;
- Good alignment between the course outcomes and the program learning objectives as noted by the instructors during the curriculum mapping phase of the review;
- A strong sense of belonging on the part of students; and,
- A manageable workload as reported by students and instructors with the notable exception of semester four which has been discussed in the action items below.

Action Items Per Question

1. What is the relationship between courses, and between the courses and the program as a whole?

Item: Restructure semester four to include choice for students while reducing overlap between EDUC 546 and EDUC 520.

Timeline: Medium Term

Responsibility: Associate Dean, Undergraduate Programs in Education, Faculty involved in developing in newly created/impacted courses.

Rationale: While students reported a manageable workload, semester four was noted as a point of tension. Students also noted significant overlap between EDUC 520 and EDUC 546. Therefore, EDUC 546 will be removed from semester four and this will allow for the creation of multiple courses from which students can choose based on their individual professional learning needs. It is anticipated that 8-9 courses will be developed on topics that have arisen from student data, from faculty analysis of the data and from conversations with over 200 school partners. The content from EDUC 546 will be retained in one of three ways: as a combined course with EDUC 520; as an option whereby students will choose between EDUC 546 and EDUC 520; or with the creation of a new course that attends to multiple ways to design learning including design-based learning and interdisciplinary learning among others.

Alignment with University Academic Plan:

- 3.2 Encourage pedagogical innovation and evidence-based teaching practices
 - Continue to support curriculum review processes to identify program innovations and develop strategies for continuous improvement

Alignment with the Werklund School of Education Academic Plan:

- Prioritize student engagement
 - Ensure all programs are strongly evidence-based and intellectually challenging

2. How well does the program meet both its own goals and the Alberta Education competencies?

Item: Utilize time at Undergraduate Programs in Education Planning Days to ensure all instructors are made familiar with the program goals and Teaching Quality Standard each year with a focus on how courses and student support programs align to those goals.

Timeline: Short Term

Responsibility: Associate Dean Undergraduate Programs in Education, Year Coordinators

Rationale: While it was found through both curriculum mapping and course instructor conversations that the courses within the program align well with the program learning objectives and the Teaching Quality Standard, it was noted that many instructors were unfamiliar with the program learning objectives. While instructors were more aware of the Teaching Quality Standard, its recent adoption also led to some unfamiliarity with the document. To ensure greater understanding of these objectives, the Year Coordinators will present an overview of these objectives and will provide instructors opportunities to discuss them in relation to the courses they are teaching during the Planning Days held in August and November. This opportunity will also be extended to all non-instructional program facilitators to ensure that our service-learning, land-based learning and other student support programs are aware of and engaged in program alignment.

Alignment with University Academic Plan:

- 1.2 Enhance and support a campus learning culture
 - Continue to evaluate academic and non-academic programs to identify and leverage our strengths and identify strategies for improvement.
- 3.2 Encourage pedagogical innovation and evidence-based teaching practices
 - Continue to support curriculum review processes to identify program innovations and develop strategies for continuous improvement

Alignment with the Werklund School of Education Academic Plan:

- Prioritize student engagement
 - Ensure all programs are strongly evidence-based and intellectually challenging

3. What pedagogies and assessment practices are being used in the program?

Item: Create collaborative opportunities for instructors to engage in professional learning on assessment, both as a function of what they teach as well as how assessment is role-modelled for students.

Timeline: Short Term

Responsibility: Werklund School of Education Office of Teaching and Learning

Rationale: While both students and instructors in the Undergraduate program were generally pleased with the way assessment was both implemented and taught, there were a small number of partner teachers who were concerned with the assessment abilities their preservice teachers demonstrated in field experience.

Additionally, in the online courses, students expressed frustrations with the reliance on discussion board posts as a form of assessment. Therefore, two communities of practice will be formed and facilitated by the Werklund School of Education Office of Teaching and Learning. The first will be aimed at role-modelling assessment practices for students and the second will examine alternative online assessment strategies.

Alignment with University Academic Plan:

- 1.2 Enhance and support a campus learning culture
 - Engage and support all members of the campus community to adopt a growth mindset that focuses on learning and innovation to acquire new knowledge, skills, and expertise. This will require a supportive culture necessary for risk-taking, one that values learning from failure
- 3.2 Encourage pedagogical innovation and evidence-based teaching practices
 - Continue to support curriculum review processes to identify program innovations and develop strategies for continuous improvement

Alignment with the Werklund School of Education Academic Plan:

- Prioritize student engagement
 - Ensure all programs are strongly evidence-based and intellectually challenging

4. In what ways are English language learning, inclusive classrooms and Indigenous Education woven through the program? Are there ways to increase or strengthen the integration of these themes in our program?

Item: Create additional opportunities for students to engage in learning on the topics of English language learning, inclusive classrooms, and Indigenous Education.

Timeline: Medium Term

Responsibility: Associate Dean Undergraduate Programs in Education, Faculty members assigned as part of workload

Rationale: While curriculum mapping and student exit surveys revealed that these topics were integrated well and to varying extents within the coursework, students noted that these were three areas where additional coursework could be beneficial. To that end, three optional courses will be created with these topics in mind. Two of these, entitled *Complex Classrooms* (linked to inclusive education) and *Supporting English Language Learners*, will be developed as optional courses within the new semester four structure (see action item question #1). The third will be a 300-level course on the topic of *Indigenous Education* that will be available online to ensure equity of access for both on-campus and community-based students. At this time, it is anticipated that this course will focus on Indigenous literature as an entry point for future teachers as they consider ways to include Indigenous perspectives into their K-12 classrooms.

Alignment with University Academic Plan:

- 3.2 Encourage pedagogical innovation and evidence-based teaching practices
 - Continue to support curriculum review processes to identify program innovations and develop strategies for continuous improvement

Alignment with the Werklund School of Education Academic Plan:

- Prioritize student engagement
 - Ensure all programs are strongly evidence-based and intellectually challenging

5. How well does the program strike a balance between a manageable workload for students and a program that is challenging and robust?

Item: Undertake a collaborative review of assignments associated with each course and create a sub-committee that includes student participation to examine the reviews.

Timeline: Long Term

Responsibility: Associate Dean Undergraduate Programs in Education, Year Coordinators

Rationale: While the data collected did suggest that workload was primarily manageable within the program, students did note opportunities for improvement with respect to the expectations for group work and the number of assignments associated with each course, particularly in semesters three and four when the semesters are condensed. To ensure that workload concerns are addressed while maintaining a robust program, Year Coordinators will undertake a systematic review over the next three years of each course in collaboration with the teaching teams instructing in those courses. This will be done as a regular part of the course team discussions that occur and will focus on the purposeful inclusion of group tasks, with an aim to limiting group tasks to those for which it is imperative as per student feedback, as well as the number of assignments and similarities in assignments across courses in a year. This process will be augmented by the development of a sub-committee chaired by the Associate Dean UPE that will include the Directors of Student Experience, the Year Coordinators, members of the Education Student's Association, faculty members and sessional instructors. It will be the work of this committee to examine the work done by each of the teaching teams and consider implications across the program by semester, by year and across the program as a whole.

Alignment with University Academic Plan:

- 1.2 Enhance and support a campus learning culture
 - Engage and support all members of the campus community to adopt a growth mindset that focuses on learning and innovation to acquire new knowledge, skills, and expertise. This will require a supportive culture necessary for risk-taking, one that values learning from failure
- 3.2 Encourage pedagogical innovation and evidence-based teaching practices
 - Continue to support curriculum review processes to identify program innovations and develop strategies for continuous improvement

Alignment with the Werklund School of Education Academic Plan:

- Prioritize student engagement
 - Ensure all programs are strongly evidence-based and intellectually challenging

6. To what extent do students experience the program as fostering a sense of belonging and wellbeing?

Item: Enhance the sense of belonging through: a) increased connections between students and; b) enhanced collaboration between students, the program and the profession.

Timeline: Short Term

Responsibility: Associate Dean Undergraduate Programs in Education, Service-learning Facilitator

Rationale: While student data collected suggested a positive sense of well-being within the program, students also noted that it was the informal connections they formed among themselves and with their instructors that was most positively experienced. Additionally, students noted that they would appreciate a greater sense of connection to the field as a part of their student experience. To that end, a peer mentorship program that will formalize the student-to-student connection will be implemented to ensure that students who may feel marginalized or less comfortable pursuing those informal connection on their own have access to a program designed to connect them with their peers. In addition to this, an alumni mentorship program will be implemented that will match students in their graduating year to in-service teachers and other education professionals in the field to enhance the sense of support that our graduates feel entering into their first teaching position. Finally, to further enhance the sense of connection between our program and the profession, a Undergraduate Programs in Education Community Council will be implemented. This council, chaired by the Associate Dean, will consist of school divisions partners comprised primarily of principals and central office administration who will come together three times per year to discuss topics of importance to both the program and to the profession.

Alignment with University Academic Plan:

- 1.4 Encourage and develop leaders
 - Continue the development and evolution of leadership programs for all students and staff groups
- 2.1 Connect and collaborate with: e) All communities
 - Work with various communities, including alumni, to develop work-integrated learning (WIL) opportunities, internship experiences, and other experiential learning opportunities

Alignment with the Werklund School of Education Academic Plan:

- Extend existing and develop new mutually beneficial relationships
 - Design responsive opportunities that engage communities in addressing complex issues
- Value and support a culture of scholarly and professional engagement
 - Develop and implement a plan that supports healthy living and wellbeing

COMMUNICATION PLAN

The Curriculum Review Report and any progress made on the action items within will be communicated to faculty through regular updates at the Werklund School of Education Faculty Council meetings held twice per semester. In addition, regular updates will be provided at the Undergraduate Programs in Education Council meetings held once per month. Students will be made aware of the report and any progress that is made through the Education Students' Association. The Associate Dean UPE currently meets with the Association executive once per month. Finally, the Undergraduate Programs in Education Office will also work closely with the WSE Communications Office to elevate and leverage the success of students and the program, including annual highlights to be published in the Werklund School Community Report that is distributed to external stakeholders and published on the website.

Appendix A - Dimensions of Engaged Inquiry

Dimension of Engaged Inquiry 1: Engaged in learning about learning

This dimension of engaged inquiry is framed more in terms of the development of theoretical connoisseurship than the mastery of a fragmented literature. The intention is to engage in critical review of prominent theories of learning within current discussions of education, attending to:

- How such theories tend to have an implicit (and often commonsensical) theory of knowledge;
- The ways that these frames identify/position/ frame/assume a learner;
- The entanglements of theories of learning with beliefs about (dis)ability, agency, and participatory responsibility; and
- The interpretations and practices of ‘assessment’ associated with the frames.

To these ends, there is reason to attend to emergent theories that situate learning as something more than individual cognitive development including, for example, theories attentive to the evolutions of other knowledge-producing systems/ecologies (e.g., social systems, cultures), and the role of old and new innovations in learning. Finally, all discussions should be situated in research and that research should itself be subject to critical interrogation of its assumptions and blind spots.

Dimension of Engaged Inquiry 2: Engaged with/in specializations

This dimension of engaged inquiry asserts that a teacher education program prepares specialists. It also asserts that a teaching specialization does not preclude aspects of a generalist preparation. As with any effective team, members of a teaching staff must have a certain level of commonality. It might be appropriate to develop depth in a specific discipline while ensuring adequate preliminary introductions to the range of topics for which one might eventually be responsible. Indeed, there is some compelling evidence that generalist abilities are enabled and amplified by deep specialization (e.g., Gardner, 2006).

Dimension of Engaged Inquiry 3: Engaged with contemporary contexts

This dimension recognizes the importance of attending to contemporary learning contexts (e.g., engaging teacher candidates in ways that allow them to develop the ability to collaborate, solve problems, think critically, communicate, use technology and be globally competent). This includes engaging them in emergent issues, challenges and opportunities such as sustainability, environmental issues, socio- and geo-political contexts, multiculturalism, diversity, and global citizenship. The goal here is to help prospective teachers to develop a set of capabilities or capacities for dealing with the world as it is and the responsibilities and capacities to teach well in order to carry that world forward.

Dimension of Engaged Inquiry 4: Engaged with/in teaching and learning communities

There is general agreement that “teacher education programs require deep and ongoing links among various school, university, and community stakeholders to ensure relevance, currency, and the inclusion of varied expertise” (Gambhir et al., 2008, p. 19). Further, such links and experiences are most often framed in terms of integration of university-based theory and classroom-based reality. Given this situation, it is hardly surprising that teacher candidates consistently report that the time spent in classrooms is the most important aspect of their professional education (Darling-Hammond & Baratz-Snowden, 2005a; 2005b). It is, after all, the principal opportunity to practice the skills that are imagined to define the role of teaching.

Dimension of Engaged Inquiry 5: Engaged in ethical action

The topic of professional ethics is considered part of the core curriculum in every teacher education program. Most often cast in terms of professional and legal obligations to other stakeholders, the topic is typically treated as developing reasoned and necessary guidelines for professional behaviour. Understanding the cultural necessity of such detached and prescriptive codes, we propose that a more active, participatory attitude toward the topic of ethics become a vital dimension of engaged inquiry in initial and ongoing teacher education.

Appendix B – Program Pathways

1. On-campus Pathway: The on-campus program is designed for students who wish to pursue their Bachelor of Education degree in person at the University of Calgary. Students may do this in one of three ways:

- **Four-year degree:** The four-year degree pathway allows students to complete the Bachelor of Education degree in four years. Students complete non-Education requirements in the Faculties of Arts, Sciences and Kinesiology and their degree program is housed entirely within the WSE. Students in this route are required to choose an elementary (grades K-6) or secondary (grades 7-12) focus.
- **Five-year concurrent degree:** The five-year concurrent degree pathway allows students to complete two separate degrees in five years. Through collaboration between faculties, students are able to complete a Bachelor of Arts, Bachelor of Science or Bachelor of Kinesiology, housed within those faculties, in a condensed time frame of three years. This is then followed by a two-year Bachelor of Education degree housed within the Werklund School of Education. Students in this route are required to choose an elementary (grades K-6) or secondary (grades 7-12) focus.
- **Two-year after-degree:** The two-year after-degree pathway is designed for students who have already received a Bachelor of Arts, a Bachelor of Science or a Bachelor of Kinesiology and are now looking to pursue a Bachelor of Education. This degree pathway is comprised entirely of Education courses and is housed within the Werklund School of Education. Students in this route are required to choose an elementary (grades K-6) or secondary (grades 7-12) focus.

2. Community-based Pathway: The community-based program is designed for students living in rural and remote communities who would like to pursue a Bachelor of Education degree but may experience issues with equity of access given their location. Currently the program has students from multiple provinces and territories including Alberta, British Columbia, the Northwest Territories, Nunavut and Manitoba. This program is comprised of a summer residency at the University of Calgary campus and is followed by courses in both the Fall and Winter semesters that are held online. These online courses are completed by students while they remain in their home communities. Students may complete the community-based Bachelor of Education in one of two ways:

- **Four-year degree:** The four-year degree pathway allows students to complete the Bachelor of Education degree in four years. Students may complete non-Education requirements at either the University of Calgary or other institutions through a letter of permission, depending upon their needs and the transferability of the courses they consider. Students in this route undertake a K-12 focus.
- **Two-year after-degree:** The two-year after-degree pathway is designed for students who have already received a Bachelor of Arts, a Bachelor of Science or a Bachelor of Kinesiology and are now looking to pursue a Bachelor of Education. This degree pathway is comprised entirely of Education courses and is housed entirely within the Werklund School of Education. Students in this route are required to choose an elementary (grades K-6) or secondary (grades 7-12) focus.

3. Bridging to the Community-based Bachelor of Education Pathway

The Werklund School of Education also offers the Bridging to the Community-based Pathway for those students who lack the English 30-1 requirement or who may need to bolster their grade point average for admission into the Bachelor of Education program. The Bridging to the Community-based Bachelor of Education pathway is an additional year that can be taken by students and which, if successfully completed, leads to entrance to the

Community-based Bachelor of Education pathway. It requires students to take EDUC 101 in the Summer. This course provides them with the knowledge and skills they may have missed by not completing English 30-1. In the fall they are required to take three online courses on the topic of reading and in the winter they are required to take three online courses on the topic of writing. Each of these fall and winter semesters include an experiential component where students are able to work with a child on their reading and writing.