

# Professionalism in UBC's Teacher Education Program

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# Know the Policies and Guidelines

The screenshot shows the Faculty of Education Teacher Education Office website. The navigation menu at the top includes: About, News/Projects, Admissions, BEd Program, Professional Development, **Students**, Faculty, Alumni, Jobs, and Contact. The 'Students' menu is open, showing a list of options: Advising, Attendance, Awards, Before you start the BEd program, Calendar, Courses, Education Career Fair, Forms, Graduation, Inquiry, Orientation, **Policies and Guides**, Registration, Resources, Social Media Gallery, and Teacher Certification. The 'Policies and Guides' option is highlighted with an orange circle.

The main content area is titled 'Policies and Guides' and contains several links and descriptions:

- Bachelor of Education Program Policies and Guidelines**: Questions about registration, advancement, or professional conduct.
- Bachelor of Education Program Practicum**: Everything you need to know about your in-school teaching practicum and advisors.
- Community Field Experience (CFE) Community Partners Guide**: A guide for community partners collaborating with the Faculty of Education's EDUC 430: Community Field Experience course for teacher candidates.
- Community Field Experience (CFE) Teacher Candidates Guide**: A guide for EDUC 430: Community Field Experience outlining the purpose of the CFE, the relationship with community partners, faculty advisors, and teacher candidates, expectations of teacher candidates, and more.
- Protocol and Procedure for Investigating and Responding to Alleged Unprofessional Conduct**

On the left side, there is a sidebar menu with the following items:

- Advising
- Attendance
- Awards
- Before you start the BEd program
- Calendar
- Courses
- Education Career Fair
- Forms
- Graduation
- Orientation
- Policies and Guides**
- Protocol and Procedure for Investigating and Responding to Alleged Unprofessional Conduct

**Bachelor of Education Program  
Policies and Guidelines  
2015-16**

**Faculty of Education**

**Teacher Education Office  
Neville Scarfe Building - 1st Floor  
2125 Main Mall  
Vancouver, BC  
V6T 1Z4**

**604-822-5242  
[teach.educ.ubc.ca](http://teach.educ.ubc.ca)  
[teacher.ed@ubc.ca](mailto:teacher.ed@ubc.ca)**



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# Professional Conduct of Teacher Candidates

1. Understand the 8 standards for education, competence and conduct of educators.



**BRITISH COLUMBIA** | Ministry of Education

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Home > Standards

Overview

- Public School
- Independent School
- Questions and Case Studies

## Standards for Educators in BC

The Standards for Educators communicate to certificate holders, letter of permission holders and the public a description of the work of educators - what they know, what they are able to do, and how they comport themselves as they serve the public. The standards provide the foundation and stability on which educators can grow, articulating both the values and characteristics that distinguish their work.


In order to be issued a teaching certificate, Section 30 of the *Teachers Act* requires that a person meet certain standards, in respect of a certificate of qualification or independent school teaching certificate. Applicants must also be of good moral character and otherwise fit and proper to be issued a certificate of qualification or an independent school teaching certificate.

The public and independent school systems are legislated by two different statutes, therefore; there are a slightly different set of standards for conduct and competency. The two sets of standards are as follows:

- Standards for the Education, Competence and Professional Conduct of Educators in BC**  
*Established by the British Columbia Teachers' Council for individuals who hold a certificate of qualification.*
- Independent School Teacher Conduct and Competence Standards**  
*Established by the Independent School Teaching Certificate Standards Committee for individuals who hold an independent school certificate.*

### Related Forms

Download the related documents:

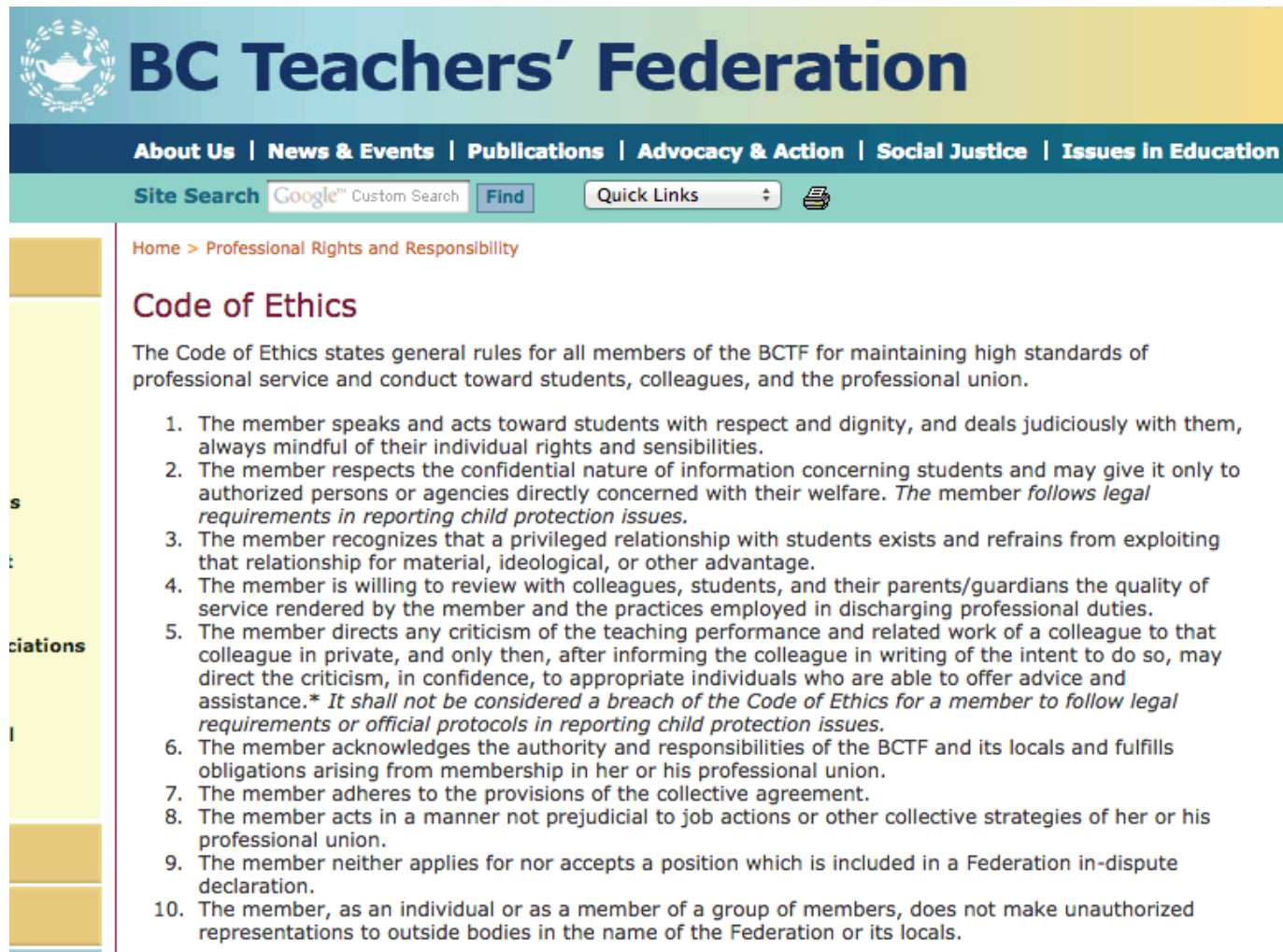
- Standards for the Education, Competence and Professional Conduct of Educators in British Columbia**  
(373 Kb) 
- Les normes régissant la formation, les compétences et l'éthique professionnelle des enseignantes et enseignants de la Colombie-Britannique**  
(381 Kb) 
- Understanding Your Duty to Report**  
(195k) 
- L'obligation de signaler les cas d'inconduite**  
(195k) 

### Related Links

There are currently no related links.

# Professional Conduct of Teacher Candidates

1b) Familiarize yourself with the BCTF Code of Ethics.



The screenshot shows the BC Teachers' Federation website. The header features the organization's logo and name, "BC Teachers' Federation", in a blue and yellow banner. Below the banner is a navigation menu with links for "About Us", "News & Events", "Publications", "Advocacy & Action", "Social Justice", and "Issues in Education". A search bar with "Google Custom Search" and a "Find" button is present, along with a "Quick Links" dropdown menu and a printer icon.

The main content area displays the breadcrumb "Home > Professional Rights and Responsibility" and the title "Code of Ethics" in a large, bold font. Below the title, a paragraph states: "The Code of Ethics states general rules for all members of the BCTF for maintaining high standards of professional service and conduct toward students, colleagues, and the professional union."

A numbered list of 10 items follows, detailing the Code of Ethics:

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. The member recognizes that a privileged relationship with students exists and 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 quality of service rendered by the member and the practices employed in discharging professional duties.
5. The member directs any criticism of the teaching performance and related work of a colleague to that colleague in private, and only then, after informing the colleague in writing of the intent to do so, may direct the criticism, in confidence, to appropriate individuals who are able to offer advice and assistance.\* *It shall not be considered a breach of the Code of Ethics for a member to follow legal requirements or official protocols in 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 her or his 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 her or his professional union.
9. The member neither applies for nor accepts a position which is included in a Federation in-dispute declaration.
10. 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.

# Professional Conduct of Teacher Candidates

2a) Understand the expectations for conduct within the Teacher Education Program.

## Honesty and Integrity

- personal and academic honesty
- truthful communications
- acknowledgement of the work of others



# Professional Conduct of Teacher Candidates

2b) Understand the expectations for conduct within the Teacher Education Program.

## Respect for Others

- according to BC Human Rights Code
- respectful communications in all places
- maintenance and respect of personal boundaries
- respect of confidentiality of students and others





# Professional Conduct of Teacher Candidates

2c) Understand the expectations for conduct within the Teacher Education Program.

## Responsibility

- **accountability for personal conduct**
- **meeting of expectations: dependability, punctuality, attendance, participation, deadlines**
- **ensuring the primacy of students' wellbeing**
- **recognizing one's own limitations and seeking help when needed**



# Professional Conduct of Teacher Candidates



- a highly participatory program
- you contribute to your colleagues' learning by engaging in class activities
- you need to do more than just "be there"



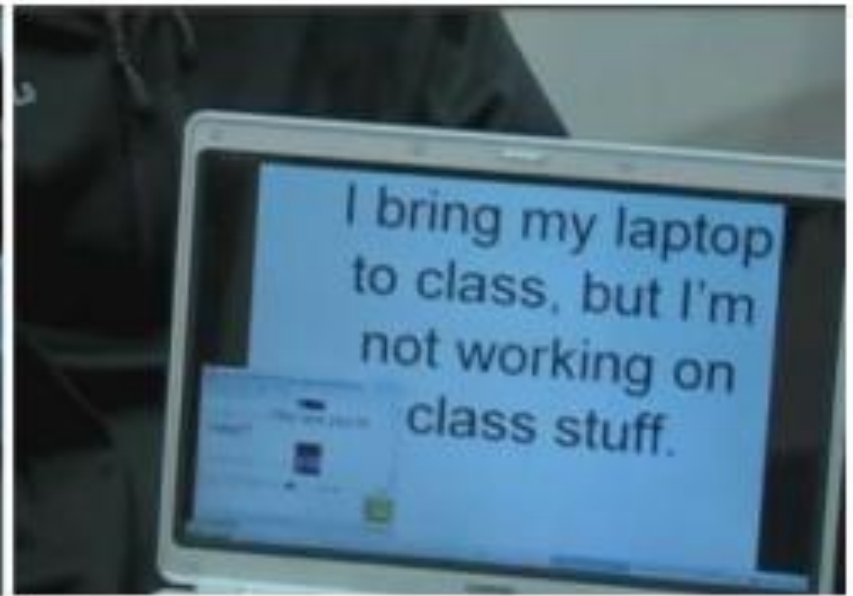
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# Professional Conduct of Teacher Candidates

Be here – be present – be ready to contribute and learn.

Includes not using digital devices for work other than what is related to the class



*A Vision of Students Today (Youtube)*  
Michael Wesch



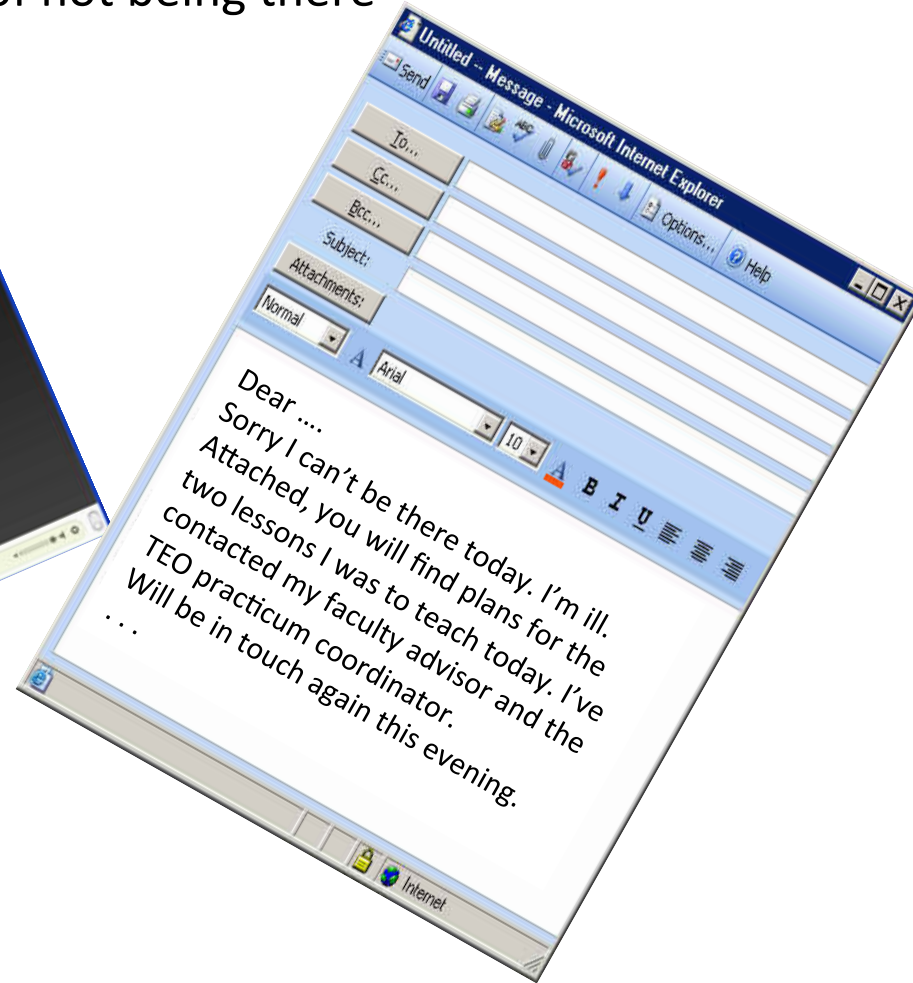
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# Professional Conduct of Teacher Candidates

Be responsible if you cannot be here (as in any professional context)  
Take responsibility for the consequences of not being there



# Professional Conduct of Teacher Candidates

3. Become familiar with pertinent policies governing conduct.

**Teacher Regulation Branch (BC Ministry of Education)**

**BC Teachers' Federation's Code of Ethics**

**BC Ministry of Children & Family Development's Child, Family and  
Community Service Act (duty to report abuse or suspected abuse)**



# Professional Conduct of Teacher Candidates

Evaluate your courses/instructors

- areas of strength
- areas of growth



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**FACULTY OF EDUCATION  
UNIVERSITY OF BRITISH COLUMBIA  
TEACHING EVALUATION**

**Course:**

**Section:**

**Instructor:**

### Part I: University Module Items

Based on a scale of 1 to 5, where 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly agree, please rate your instructor on the following:

- | <b>1</b>                 | <b>2</b>                 | <b>3</b>                 | <b>4</b>                 | <b>5</b>                 |   |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1. The instructor(s) made it clear what students were expected to learn.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2. The instructor(s) communicated the subject matter effectively.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3. The instructor(s) helped inspire interest in learning the subject matter.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4. Overall, evaluation of student learning (through exams, essays, presentations etc.) was fair.<br><i>(Recommended: The evaluation criteria were explained to students clearly.)</i> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5. The instructor(s) showed concern for student learning.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 6. Overall, the instructor(s) was an effective teacher.   |

# What do you do if you have a complaint?

Speak to the Dean?

Write to the  
superintendent?

Tell your friends?

Tell your colleagues?

Make an appt with the  
Associate Dean?

Visit the principal?





## Complaint Process Flow Chart

**EDCP, LLED, ECPS, EDST courses**

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Addressed to instructor

If unresolved

Addressed in writing to course  
coordinator or Department Head

If unresolved

Addressed in writing to  
Ombudsperson for Students

## Complaint Process Flow Chart

**EDCP, LLED, ECPS, EDST courses**

Addressed to instructor

If unresolved

Addressed in writing to course coordinator or Department Head

If unresolved

Addressed in writing to Ombudsperson for Students

**EDUC, NITEP, practicum courses**

Addressed to instructor / faculty advisor

If unresolved

Addressed in writing to Associate Dean, Teacher Education Office

If unresolved

Addressed in writing to Ombudsperson for Students

# Professional Development

Provincial Pro D Day – October 23rd



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Preparing Educators for local, rural and international contexts

**INQUIRE  
IMAGINE  
INSPIRE**

News

Projects

Information Sessions

Year of Teacher Education

# UBC TEACHER EDUCATION PROGRAM Viewbook 2015/16

[teach.educ.ubc.ca/viewbook](http://teach.educ.ubc.ca/viewbook)

## 2015/16 Viewbook

Learn about the 12-month UBC Bachelor of Education Teacher Education Program in our latest viewbook. [Read More](#)



**LOCAL**

**RURAL**

**INTERNATIONAL**



# Professional Development Opportunities (October 23 – Pro-D Day)

Source: [BCTF PD Calendar](#)Show  entriesSearch: 

Date	Association	Event	Location	Description	Contact
October 23 – 24	<b>ABCDE</b> (Association of BC Drama Educators)	"To The Moon and Back!"	TBD	This beloved annual fall conference will inspire and refresh with workshops in a variety of dramatic arts, including acting and musical theatre, stagecraft and tech theatre, and using drama as a tool for social justice conversations in the drama and non-drama classroom. Reach for the stars in workshops for elementary, middle, secondary and TTC's. Conference package includes an incredible dinner and fabulous entertainment where delegates can mix, mingle, share and network with each other.	Contact: Gordon Hamilton at <a href="mailto:gghamilton@sd35.bc.ca">gghamilton@sd35.bc.ca</a> or Lana O'Brien at <a href="mailto:lobrien@sd22.bc.ca">lobrien@sd22.bc.ca</a>
October 22-24	<b>ACPI-APPICP</b> (Association canadienne des professeurs d'immersion et l'Association provinciale de professeurs d'immersion et du programme francophone)	L'Immersion et la francophonie se rencontrent au sommet Conférencier: Yves La Roche, champion de ski acrobatique	Whistler	Cette année l'Association canadienne des professeurs d'immersion (ACPI) se joint à l'Association provinciale des professeurs d'immersion et du programme francophone (APPICP) pour offrir un congrès qui rassemblera les éducateurs, chercheurs et administrateurs en immersion française de toutes les régions du Canada. Ce congrès de l'ACPI-APPICP offre ainsi plus de 50 ateliers qui présenteront les dernières tendances en pédagogie immersive, fournissant ainsi aux éducateurs de partout au pays de nombreuses possibilités d'apprentissage professionnel inscriptions: <a href="http://www.congres-acpi.ca">www.congres-acpi.ca</a>	Pour information: Martha Godon at <a href="mailto:mgodon@acpi.ca">mgodon@acpi.ca</a>  Site internet: <a href="http://www.congres-acpi.ca">www.congres-acpi.ca</a>
October 23	<b>AEA PSA</b> (Aboriginal Education Association Provincial Specialist Association)	Annual fall conference "Indigenous Perspectives"	Langley	Keynote and workshops relating to new BC curriculum, including new Residential School curriculum, incorporating Aboriginal content into curriculum, Deconstructing Myths, Shannen's Dream, cultural activities, and more.	Contact: Bertha Lansdowne at <a href="mailto:blansdown@sd40.bc.ca">blansdown@sd40.bc.ca</a>
October 23	<b>AEGTCCBC</b> (The Association of Educators of Gifted, Talented and Creative Children in British Columbia)	"Designing High Quality Differentiated Units of Study: A Look at the Parallel Curriculum Model"	Vancouver	Keynote Speaker: Marcia Imbeau. Participants will be introduced to the Parallel Curriculum Model and will be shown how to create meaningful, emotive, and engaging curriculum.	For more information and to register, visit <a href="http://aegtccbc.ca">aegtccbc.ca</a> , or call Elizabeth Ensing at 604 574 0465.
October 22-24	<b>BC Association of Mathematics Teachers (BCAMT)</b>	54th Northwest Mathematics Conference "Feeling New"	Whistler	Opening Keynote: Thursday October 22 at 7:30  KEYNOTES: - Dan Langer	Conference registration and program details found: <a href="http://www.bcamt.ca/nw2015">www.bcamt.ca/nw2015</a>



# Faculty Orientation Sept. 1 – UBC Golf Course



## Resources &gt;

Adjunct Teaching Professors ▾

Alumni Employment Update Form &gt;

Committees &gt;

CREATE Seminars ▾

## Policies and Guides

### [Bachelor of Education Program Policies and Guidelines](#) 📄

Questions about registration, advancement, or professional conduct and more? This comprehensive guide should help answer your questions.

### [Bachelor of Education Program Practicum Guidelines](#) 📄

Everything you need to know about your in-school teaching practicum. This guide includes information for teacher candidates, as well as school and faculty advisors.

### [Community Field Experience \(CFE\) Community Partners Guide](#) ↗

A guide for community partners collaborating with the Faculty of Education's EDUC 430: Community Field Experience course for teacher candidates

### [Community Field Experience \(CFE\) Teacher Candidates Guide](#) ↗

A guide for EDUC 430: Community Field Experience outlines the purpose of the CFE, the relationship with community partners, faculty advisors, and teacher candidates, expectations of teacher candidates, and more.

### [Protocol and Procedure for Investigating and Responding to Alleged Unprofessional Conduct](#)

### [Interpretation of the Pass/Fail Assessment in the BEd Program](#) 📄

A letter from Dr. Rita Irwin, Associate Dean of Teacher Education, on the marking practices of the Bachelor of Education program

### [Appeal Procedure](#) 📄

Procedure to appeal decisions made about admission or academic studies in the programs administered by the Teacher Education Office





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Faculty of Education



**Best wishes for an amazing and transformative year!**