



DEPARTMENT OF CURRICULUM & PEDAGOGY | FACULTY OF EDUCATION

Five-Year Plan for
Strategic Thinking and Action ►
2019-2024



THE UNIVERSITY OF BRITISH COLUMBIA

Faculty of Education

Department of Curriculum & Pedagogy



Contents

Executive Summary	1
A Note from the Head of EDCP	7
Introduction.....	10
Section I Achievements	11
Section II Core Values	23
Section III Prospectus.....	25
Section IV Challenges	34
Appendices.....	37



Executive Summary

This *Five-Year Plan for Strategic Thinking and Action* in the Department of Curriculum and Pedagogy (EDCP) at the University of British Columbia sets out our collective vision and purpose, as well as our goals and strategies for the years 2019 to 2024. It builds on the previous EDCP Strategic Plan 2016-2019 to create a vision, purpose and set of values around: a) the three central themes of inclusion, collaboration, and innovation in the 2018 UBC Strategic Plan and b) the vision, purpose, and nine priorities of the *Faculty of Education (FoE) Strategic Plan 2019-2024*. The goals and objectives for action are framed around the four core areas contained in both the UBC and FoE Plans: *People and Places, Research Excellence, Transformative Learning, and Local and Global Engagement*.

This plan describes the strong connections between the vision, purpose and the core areas that continue to define what we do as an academic department. It also emphasizes our enduring focus on academic excellence and on Indigenous engagement, sustainability and wellbeing. It will guide our decisions, actions and interactions into the next five years. An emphasis on community remains the cornerstone of EDCP. The plan reflects our commitment to the health, learning, and success of faculty members and students without whom we cannot fulfill our collective vision and purpose.

The plan has four sections. Framed around the previous *EDCP Strategic Plan 2016-2019*, Section I examines the **achievements** made relative to the six goals and accompanying actions. Section II details the three **core values** that represent the enactment of the vision and purpose of the unit. Section III takes a prospectus look at the action that should characterize EDCP over the next five years; it unpacks the goals and objectives that are associated with each of the four core areas of *People and Places, Research Excellence, Transformative Learning, and Local and Global Engagement*. Section IV deals with the challenges that the department may face as it attempts to enact the prospectus framed around the four core areas. At the end, there are three Appendices:

APPENDICES

APPENDIX A	EDCP Response to 2018 External Review of Teacher Education
APPENDIX B	Unit Overview of Funding for EDCP Graduate Students
APPENDIX C	Upgrading EDCP Labs and Studios: Cost Estimates

In sum, this plan charts the course of EDCP over the next five years within the framing of the *2018 UBC Strategic Plan and the Faculty of Education (FoE) Strategic Plan 2019-2024* to demonstrate that EDCP's enduring focus is grounded in its academic excellence and its emphasis on Indigenous engagement, sustainability and wellbeing.

Purpose

Pursuing research, teaching, and community engagement to advance excellence in curriculum and pedagogy in a variety of contexts and across the lifespan.



THE UNIVERSITY OF BRITISH COLUMBIA

Faculty of Education

Department of Curriculum & Pedagogy

Vision

Inspiring people, ideas, and action for a better world through complicated conversations about curriculum, pedagogy, and educational research.



THE UNIVERSITY OF BRITISH COLUMBIA

Faculty of Education

Department of Curriculum & Pedagogy

Values

We are committed to developing, demonstrating, and fostering excellence in scholarship, research, practice and programs in education for the many communities (local, provincial, national, and international) that we serve. Thus, we value:



THE UNIVERSITY OF BRITISH COLUMBIA

Faculty of Education

Department of Curriculum & Pedagogy

Intellectual Curiosity and Hospitality

We engage rich and diverse traditions of thought and practice. We embrace different histories of scholarship and we are committed to disciplinary, inter-disciplinary and trans-disciplinary study. We seek to create rich discursive communities with our students, whose lived particularity, diverse perspectives, and provocative questions animate the curriculum in our face-to-face and online classrooms. We value the mystery and the ritual that characterizes educational experience and welcome the arrival of the new and the unanticipated.

Decolonization

In acknowledging our responsibility for and experiencing our implication in the suffering of Indigenous peoples, the department is committed to reparation and reconciliation. As per the *Truth and Reconciliation Commission of Canada: Calls to Action* (2015), we take up the challenge of creating conditions for learning that are ethical, socially just and inclusive. This involves challenging the entropy and inertia characterizing our current industrial and colonized educational system by attending to systemic and personal erasures, eliminating those structures that limit, and advancing multiple ways of being and knowing in the world.

Care

Our first duty of care is to children and youth—those students of our students—acknowledging the singularity of their histories, circumstances and potentialities; and embracing our responsibility for generating understandings and practices that facilitate their growth and wellbeing. Our second duty of care is to our students and colleagues; we strive for a form of regard between and among us that is independent of personal qualities, however admirable, or academic achievements, however praiseworthy. Such respect reflects an understanding that each member of the department, whatever their role, has something significant to contribute to the collective. Finally, care is threaded through our efforts to find creative, inventive ways of organizing and operating in the department, being open to doing things differently, and to “teaching against the grain” when our values and commitments call for it.

A Note from the Head of EDCP

Samson Nashon | Department of Curriculum & Pedagogy

The values and commitments of the Department of Curriculum and Pedagogy (EDCP) are keenly aligned with the Priorities contained in the Faculty of Education (FoE) Strategic Plan 2019-2024, Learning Transformed, and with the Values expressed in the UBC Strategic Plan 2018-2028, Shaping UBC's Next Century.

Intellectual Curiosity and Hospitality resonates with the following FoE priorities: *education as a social good; diverse scholarship, knowledge practices, and intellectual traditions; research-transformed teacher education; educational leadership; and engage with local, national, and international partners.* It also aligns with the following UBC Values: *excellence; integrity; respect; and academic freedom.*

Decolonization resonates with the following FoE priorities and UBC values: *education as a social good; diverse scholarship, knowledge practices, and intellectual traditions; research-transformed teacher education; educational leadership; engage with local, national, and international partners; foster sustainable relationships, collaborations, and partnerships with Indigenous communities; acknowledge and challenge barriers to educational access, while promoting high quality, socially responsible educational opportunities; enhance the wellbeing of our community.* It also aligns with the following UBC Values: *excellence; integrity; respect; academic freedom; and accountability.*

Care resonates with the following FoE priorities and UBC values: *education as a social good; diverse scholarship, knowledge practices, and intellectual traditions; research-transformed teacher education; foster sustainable relationships, collaborations, and partnerships with Indigenous communities; acknowledge and challenge barriers to educational access, while promoting high quality, socially responsible educational opportunities; enhance the wellbeing of our community.* It also aligns with the following UBC Values: *integrity; respect; and accountability.*

The Significance of EDCP's Values

In increasing the department's capacity to support advancements in research, teaching, and outreach at local, provincial, national, and international levels, EDCP has always sought to nurture a supportive and respectful community of scholars, staff, and students in which we "quarrel joyously about ideas that matter."¹ That means that we strive always to treat others and their views with the utmost respect. Hence, it follows naturally that the values of **Intellectual Curiosity and Hospitality**, **Decolonization**, and **Care** are not only central to our conduct but also constitute the department's vitality and quintessence. It means that we show a caring attitude and a depth of understanding toward our work, our colleagues, our staff, and our students. It means that we acknowledge our complicity in the calamitous history of relationships with First Nations peoples and our resolution to redress pernicious erasures of their culture. It means that the way we live together as a scholarly community and listen to one another's words will bond us together around the sense of story, conversation, and reflection that constitutes the soul of the department. It means that we commit ourselves to courage, not force; to be brave in executing our responsibilities in every way that is ethically possible; to become, as Block (2009, p. 117) exhorts, "a prophet in a degraded world" engaging in "vigorous public debate" (Lasch, 1995, p. 162), that commits us to "erudition and understanding . . . [resulting in] subjective and social reconstruction" (Pinar, 2012, p. 233). These are our values and commitments that will mark our department over the next five years.

References

- Block, A.A. (2009). *Ethics and teaching: A religious perspective on revitalizing education*. New York, NY: Palgrave Macmillan.
- Lasch, C. (1995). *The revolt of the elites and the betrayal of democracy*. New York, NY: Norton.
- Pinar, W.F. (2012). *What is curriculum theory?* (2nd ed.). New York, NY: Routledge.

¹ Dean Blye Frank first brought this particular citation to our attention in April, 2011. It is actually a re-worked version of Marge Piercy's (1976) statement, taken from her utopian science fiction book, *Woman on the Edge of Time* (New York, NY: Ballantine Books) that Hilary Rose quotes in her (1994) book *Love, Power, and Knowledge: Towards a Feminist Transformation of the Sciences* (Cambridge, UK: Polity Press): Some day the gross repair will be done. The oceans will be balanced, the rivers flow clean, the wetlands and the forests flourish. There'll be no more enemies. No Them and US. We can quarrel joyously with each other about important matters of idea. (p. 24) (*Emphasis added*)



Introduction

The Department of Curriculum and Pedagogy (EDCP) hereby undertakes an academic plan for strategic thinking and action that will direct activities for the next five-year period— 2019-2024. The academic plan contained herein is located within the strategic context of the University of British Columbia (UBC) and the Faculty of Education. As such the proposed academic plan is informed by:

- The University of British Columbia Strategic Plan 2018-2028.
- The Faculty of Education Strategic Plan 2019-2024.
- The Department of Curriculum and Pedagogy Plan for Strategic Thinking and Action 2016-2019.
- Reports from the Department of Curriculum and Pedagogy's 2018 and 2019 faculty retreats, including summaries of faculty conversations about achievements (vis-à-vis the recommendations articulated in the department's 2016-2019 plan), and priorities going forward.

The academic plan 2019-2024 is organized as follows:

SECTION I	Achievements	What have we accomplished thus far?
SECTION II	Core Values	What drives our decisions going forward?
SECTION III	Prospectus	Where do we wish to go?
SECTION IV	Challenges	What do we need to overcome?

APPENDICES

APPENDIX A	EDCP Response to 2018 External Review of Teacher Education
APPENDIX B	Unit Overview of Funding for EDCP Graduate Students
APPENDIX C	Upgrading EDCP Labs and Studios: Cost Estimates

Section I | Achievements

What have we accomplished thus far?


In the department's Plan for Strategic Thinking and Action 2016-2019, a series of long- and short-term goals and requisite actions were identified. Taken together, the six long-term goals, and their associated actionable items, constituted the unifying vision for the department over the past three years and set the backdrop for our collective aspirations. Below we revisit those goals and reflect on our achievements in relation to action items outlined in the 2016-2019 plan.

Goal 1

Undertake **cutting-edge scholarship, research, and creative activities** in part by recruiting and retaining high-quality faculty, graduate students and staff, fostering disciplinary, interdisciplinary, and cross-role collaboration in research.

Action 1.1 | Recruit and retain high-quality faculty and staff.

Over the last five years, 'high quality' has been conceived in terms of prospective faculty members' capacity to fulfill the programmatic demands within a particular disciplinary subject area and to contribute to the department in an inter-disciplinary manner. There have, however, been pragmatic challenges in this regard. Given the department's specific disciplinary contribution to both undergraduate and graduate programs, and the challenge of maintaining the credibility of those programs with only one or two faculty members in the various areas of specialization, the ongoing need for succession planning and hiring research and leadership stream faculty members in specific subject areas has become evident. Subject area coordinators have recognized the need to involve lecturers as well as tenure stream faculty in all dimensions of programming such as involvement in academic committees.



The replacement of retired faculty members has been a challenge for the department in recent years particularly as expectations of what program areas ought to deliver appear to have remained unchanged. The result has been a tension between what department members can dream of doing, or want to do at the graduate level, and what we need to do to sustain what already exists. For instance, in order to meet minimum enrolment numbers for graduate courses each term, individual programs have needed to admit a certain number of eligible, M.A. and M.Ed. applicants, and this in turn has had sustainability implications.

The recruitment and retention of high-quality faculty also depends on the nurturing and acculturation of junior faculty members into the intellectual and scholarly culture of the department. While some progress has been made in this regard in recent years, it continues to be important to generate ways (e.g. senior members acting as mentors and research proposal critics) to assist members in meeting the priority expectation that no member can be without a funded research project for longer than three years.

Action 1.2 | Foster disciplinary, inter-disciplinary, and cross-role collaboration in research.

The department considered the practice of clustering affinity disciplines (e.g. STEM disciplines) and the decision was taken to introduce the idea of programmatic clustering as a way of bringing different program areas and the specializations they represent into a framework that encourages a disciplinary focus within an inter-disciplinary context. The idea of setting up larger sub-units where Science, Technology and Mathematics (STEM) scholars come together, Visual and Performing Arts scholars would come together under another, and Curriculum Studies, Social Studies, and Indigenous Education under a third, was considered. While there has been progress in terms of clustering areas of specialization—e.g., Health, Outdoor, Physical, and Experiential Education (HOPE) is a good example; plus a STEM cluster is evolving—it may be time to revisit the idea of clustering and its meaning.

While an interest in linking the teacher education program to graduate programs was articulated in the 2016-2019 EDCP Strategic Plan, there is little evidence of such linkages today.

Goal 2

Develop and engage in **exemplary instructional programs** that are scholarly, research informed and responsive to the changing learning needs at local, provincial, national and international levels.

Action 2.1 | Develop accessible and innovative instructional programs that contribute to learning by critically examining relationships between theory and practice.

During the past three years, department members have given serious attention to our involvement in the *undergraduate teacher education program*. The Undergraduate Advisory Committee (UAC) considered the recommendation, made by external reviewers, that EDCP take the lead in undergraduate teacher education. To this end many fruitful conversations between UAC and TEO occurred that have helped both parties to understand the respective and important roles that each play in the education of teachers at UBC.

There was extensive discussion of the 2018 External Review of the UBC Teacher Education program and office both by the Undergraduate Advisory Committee (UAC) and faculty members attending the October 2018 department meeting. A synthesis of the departmental response, prepared by the UAC in December 2018 (See Appendix A), was forwarded to the Associate Dean, Teacher Education, and subsequently discussed by the Teacher Education Advisory Committee (TEAC). As a result of TEAC deliberations about responses from all four departments in the Faculty of Education, a set of concerns were identified and prioritized. In turn, the UAC ranked those areas of concern as follows:

DEPARTMENT OF CURRICULUM & PEDAGOGY | FACULTY OF EDUCATION

Five-Year Plan for Strategic Thinking and Action | 2019-2024

1. **Fragmentation in the program, including staffing fragmentation and numbers of credits allocated for courses**
2. **↑ Joint ranking**
 - Addressing racism and discrimination in the program
 - Space/flexibility within the program and program length
3. **Joint ranking**
 - Collaboration and communication (interdepartmental discussion needed), both administratively and in the content of courses
 - ▼ ▪ Cohort/secondary subject area autonomy/pedagogical autonomy
4. **Class size and classroom space**
5. **Assessment and grading**
6. **Cohort rotation/regeneration/rejuvenation**
7. **Teacher inquiry**

At this juncture the Teacher Education Advisory Committee (TEAC) is considering necessary substantive and strategic program reform. The department continues to be represented on TEAC by the UAC Chair.

Graduate level programming continued to attract outstanding local and international students. During the period 2016-2019 the issues addressed by the GAC and the department included: graduate student admission and funding; experimentation in course delivery; conversion of current subject specific M.A. programs into a single M.A. in Curriculum Studies program; creation of an M.A. in Education program; clarification of the distinction between M.A. and M.Ed. programs.

During recent years the department implemented changes to admission practices by combining all program admission dates to December 1; Ph.D. admissions have been limited to 10-12 students as a result of the mandate to fund all incoming doctoral students. There was no decision to limit masters admissions once applicants have the requisite qualifications and meet specific program expectations as per subject areas. With regard to increasing admission numbers in M.A. programs, it was felt

DEPARTMENT OF CURRICULUM & PEDAGOGY | FACULTY OF EDUCATION

Five-Year Plan for Strategic Thinking and Action | 2019-2024

that the impact of admitting large numbers of M.A students (who require supervision of varying kinds and levels) into a program with one or two active professors is no longer sustainable.

Graduate student funding was and continues to be an important concern in the department as it is pivotal to attracting high-calibre doctoral and masters applicants. As stated in the 2016-2019 academic plan: “While the inadequacy of funding for all graduate students is significant, that available to the Ph.D. student body is striking given the length of program, the necessary commitment to full time study, and the cost of living in Vancouver. More striking still is the challenge facing international students who are not eligible for SSHRC funding. Not only does the department need additional funding, we also need to be able to guarantee funding packages for Ph.D. and M.A. students for four and two year programs, respectively” (p. 8). This situation remains unchanged. Since 2016, the department has concentrated funding on Ph.D. students.

The UBC mandate that all incoming doctoral students be funded has made this move necessary. The table in Appendix B illustrates the range and amount of funding dedicated to the Ph.D. program. With the exception of one-time funding—\$10,000 for the 2018-2019 academic year from the Provost’s office—for the recruitment and retention of masters students, there is currently no funding for M.A. students.

The department has grappled with the recommendation to redefine and promote all M.A. programs in terms of Curriculum Studies in order to safeguard subject area programs with very few students and to promote greater cohesiveness of programs within the department. While the proposal was initially opposed, faculty members did temper that stance at the May 2015 retreat and decided to consult with the Department of Educational Studies about the process involved in adding a specialization to a Senate approved degree program with a view to initiating the procedure through the department, Faculty, and University and aiming at completing this process by the end of 2016-2017 academic year. It is unclear whether such consultation did in fact occur and to date the department continues to host 11 M.A. programs. The recommendation that the department redefine and promote the M.A. programs solely in terms of Curriculum Studies has not been acted upon.

The recommendation that the department consider developing an M.A. in Education has not been addressed in any substantive manner. While there have been preliminary conversations about the way in which such a program could serve as a place in which questions of education are approached from disciplinary, inter-disciplinary and trans disciplinary perspectives, faculty members have expressed the need for a clearer understanding of what such a program would entail.

DEPARTMENT OF CURRICULUM & PEDAGOGY | FACULTY OF EDUCATION

Five-Year Plan for Strategic Thinking and Action | 2019-2024

In response to the external review recommendation that greater experimentation at the graduate level be encouraged, the GAC, and subsequently the department, deliberated about alternative models of teaching and course delivery. The following scenarios were suggested but not applied widely in the department:

- Two professors co-teach a 3-credit course, which would mean that they collectively design and deliver the course. This model has already been operationalized in the department.
- Two 3-credit courses are offered at the same time (day and term) in related areas or in a subject area with one professor assigned to each course but both professors co-plan and teach aspects of each course. This likely means that the same students would need to be enrolled in both courses.
- A 6-credit course is offered, and two professors are assigned to the course. They co-plan and teach on the course with each professor contributing 50% of the overall input.

Graduate students were also engaged variously in the context of off-campus face-to-face cohort-based programs as well as on-line/blended learning environments for distant learners. The use of off-campus cohorts for the M.Ed. in Curriculum Studies continued to thrive. For example, the following programs—Human Ecology and Everyday Life (HEEL4); Practitioner Inquiry and Place Conscious Pedagogies, West Kootenay (KYT2); Curriculum Leadership, North Vancouver (NVC5); Health, Outdoor and Physical Experiential Education (HOPE2)) and two new cohort-based programs—M.Ed in Science Education (Online) and an M.Ed. in Mathematics Education (Blended)—have been approved by the department. To date, however, there has been no discussion about on-campus cohorts for M.Ed. programs as per a recommendation in the 2016-2019 Strategic Plan.

During the past three years, efforts have been made to distinguish between M.A. and M.Ed. programs. While the Graduate Advisory Committee (GAC) found the current differentiation between the two masters programs listed in the department policy handbook to be adequate, the committee also recommended that differentiation between the M.A. and M.Ed. programs might be better achieved by offering additional types of educative and course experiences for M.A. students. Several options were considered: experiences that would bring faculty and students together in ways not previously

DEPARTMENT OF CURRICULUM & PEDAGOGY | FACULTY OF EDUCATION

Five-Year Plan for Strategic Thinking and Action | 2019-2024

envisaged (e.g., around a series of issues, ideas, questions or texts); reimagined research methods courses—introductory, intermediate and advanced—that capitalize on the disciplinary, trans-disciplinary, and inter-disciplinary commitments of the department; and/or, the creation of a mini-cohort model within our current M.A. programs. In the latter scenario, all students would be enrolled in subject-specific programs but regardless of discipline would have an opportunity to take a series of courses together as a cohort.

In response to GAC deliberations about program differentiation and a pattern of low enrolment in M.A. programs, the M.A. Program Ad Hoc Committee (2016-2017) was formed. The committee's remit was to explore the question of how faculty might create vibrant M.A. programs and strong student communities by working together across diverse areas of study and disciplines. The outcome of deliberations was the creation, with the support of the Department, of a trans-disciplinary seminar that was piloted as a required course for all incoming M.A. students in Winter 1, 2017. The seminar, titled "Orientations" (EDCP 580D), engaged seven new M.A. students in an exploration of educational research in terms of its purpose(s), conceptualization(s), objects, and relations.

The pilot EDCP 580D master's trans-disciplinary seminar was a positive experience for students and faculty. It was widely acknowledged that the seminar helped cultivate a trans-disciplinary community between and among students and faculty as well as a sense of identity among M.A. students. There was a concern, however, about increasing credit requirements for M.A. programs by a further 3 credits. Some M.A. programs already require 12 credits in the subject area (e.g. Science Education). Also, given that a second research methods course was made mandatory for all M.A. programs in the department in recent years, the addition of a mandatory trans-disciplinary seminar was considered problematic. The GAC voted not to continue the seminar as a required orientation to the M.A. Program.

Goal 3

Develop a scholarly, research-informed **outreach role at local, provincial, national and international levels by becoming a public forum for dialogue** on issues of educational aims, ethics, equity and diversity as they affect practice and public policy in education.

Action 3.1 | Provide opportunities for faculty members and students to engage with one another and with field-based practitioners and policy makers in debate.

The department has continued its successful departmental seminar series as a way of engaging faculty, graduate students, and community members in opportunities to debate and discuss important educational issues in curriculum and pedagogy with experts in the field. For example, departmental monthly research seminars featured:

- Canadian Viewpoints: Concealed and Revealed | Dr. Natalie Le Blanc, University of Victoria.
- Leadership and Mentorship: A “Hybrid Configuration of Practice” | Drs. Silvia Britton, MacMath, & Carroll, University of Fraser Valley.
- Transforming Your Practice Through Self-Study: Tales of Experience | Drs. Alan Ovens and Dawn Garbett, University of Auckland.

DEPARTMENT OF CURRICULUM & PEDAGOGY | FACULTY OF EDUCATION

Five-Year Plan for Strategic Thinking and Action | 2019-2024

In addition, the department has sponsored and co-sponsored forums and conferences on topical issues and themes including:

- SSHRC-funded Connections Symposium 'Re-conceptualizing Teacher Education Worldwide: A Canadian Response to a Global Challenge,' Vancouver, British Columbia, October, 2017.
- International Society for Art Education (InSEA) World Congress, July, 2019.
- 15th Canadian Symposium—Home Economics, February, 2019.
- Annual Family Mathematics and Science Fairs, October/November, annually.
- Annual Physics Olympics (co-sponsored with the Department of Physics & Astronomy), March, annually.
- Annual Indigenous Math Symposium May, annually.
- Annual Investigating our Practices conference, May, annually.

Action 3.2 | Develop an online, electronic forum for public discussion of educational issues.

Not only have faculty members had a notable presence in TV, radio and newspaper discussions, others have initiated interactive blogs and podcasts, see for example,

Dr. Shannon Leddy | "Situation-of-Education" podcasts | www.citr.ca/radio/situation-of-education

Dr. Marina Milner-Bolotin | "Thoughts on Science & Math Education"

Dr. Sandrine Han | blogs.ubc.ca/educationalvirtualworld

Dr. Stephen Petrina | "How we learn media and technology (across the lifespan)"
blogs.ubc.ca/howwelearn

Goal 4

Demonstrate **boldness in innovative programming** as it responds to changing needs at local, provincial, national and international levels.

The department has displayed a solid commitment to new initiatives in STEM Education, Outdoor, Environmental, and Sustainability Education, Indigenous/Placebased Education, Health Education, Teacher Education, and the Internationalization of SoTL and SoEL in Higher Education.

Action 4.1 | Build on the David F. Robitaille Professorship to develop and implement educational programs and research programs around Science, Technology, Engineering, and Mathematics (STEM) initiatives.

The department approved an M.Ed in Science Education (online), an M.Ed. in Mathematics Education (blended) and an M.Ed in Media and Technology Studies Education (online).

Action 4.2 | Develop and implement educational programs and research initiatives in Indigenous/Place-based Education.

The West Kootenay's Rural Teacher Education Program, located in Nelson, BC and surrounding communities is a case in point. So too the Practitioner Inquiry and Place-Conscious Pedagogies M.Ed program offered for working professionals and teachers in the West Kootenay's.

Action 4.3 | Develop and implement educational programs and research initiatives in Health Education.

The Health, Outdoor, Physical and Environmental Education (HOPE) program offers courses which include integrated/thematic approaches in health promotion and wellness; food and health literacy; mental well being; social and cultural understandings of physical activity and health; more-than-human relationships; outdoor environmental education; leadership; experiential education; active living; physical activity; movement education; teaching games for understanding; physical literacy and inclusive models of education for equity and justice.

Action 4.4 | Expand EDCP's commitment to internationalization through research and culturally sensitive programming.

The department's commitment to internationalization is evidenced by the increased diversity of the graduate student body; the EDCP-Shandong graduate program; participation in the Dadaab Teacher Education Program; and involvement in research collaboratives such as "Living, Learning and Teaching in a Refugee Context" – a SSHRC funded study of ex-Dadaab students now studying in Canada. In addition, a new graduate course on "International Teacher Education" has been piloted twice, once in 2018 and once in 2019.

Goal 5

Expand **access to the department's knowledge and services** at local, provincial, national and international levels by extending our outreach programs.

Action 5.1 | Increase capacity to develop teaching and learning partnerships.

There are several knowledge-sharing partnerships under way facilitating two-way communication between university academics and field-based practitioners. Partnerships between UBC and the Windle Trust and between Kenyan, British and Canadian universities make the Dadaab Teacher Education project possible, for example. The Inter-generational Landed Learning Project, the UBC Orchard Garden project, and the Peru Summer Institutes, all under the direction of EDCP faculty, are excellent examples of collaboratively-based community engagement.

Action 5.2 | Increase EDCP capacity to support degree continuing education.

EDCP supports several off-campus graduate programs and outreach programs in credit and non-credit instruction. These are facilitated through improved communication and collaboration between and among program areas, research centres, and the PDCE administrative support unit to support off-campus degree instructional programs. Examples include cohort programs in Curriculum Leadership, Digital Learning, Museum Education, and Eco-Justice & Sustainability Education.

Goal 6

Increase the department's capacity to **sustain a supportive and respectful community of scholars, staff, and students.**

There has been continual efforts to nurture the department's cultural climate as one where we "quarrel joyously about ideas that matter," always treating others and their views with the utmost respect.

Efforts have been made to coordinate material resources and infrastructure to support supporting research and teaching. Dysfunctional lab equipment and spaces have been updated. A detailed account of completed and planned updates to laboratories and studios is attached in Appendix C: Upgrading EDCP Labs And Studios: Cost Estimates.



Section II | Core Values

What drives our decisions going forward?

The department's values are rooted in its tradition of excellence in scholarship, teaching and service to public education. While many different interests and perspectives are evident within the department, a set of shared values orients all our endeavours. It is these values that prompt us as a department, to make the choices we make about our teaching, scholarship and service, and the standards that guide them.

Three core values best articulate the culture of our community—who we are, how we hope others perceive us, what we wish to convey to our students, and that to which we should be held to account.

Intellectual Curiosity and Hospitality

We engage rich and diverse traditions of thought and practice. We embrace different histories of scholarship and we are committed to disciplinary, inter-disciplinary and trans-disciplinary study. We seek to create rich discursive communities with our students, whose lived particularity, diverse perspectives, and provocative questions animate the curriculum in our face-to-face and online classrooms. We value the mystery and the ritual that characterizes educational experience and welcome the arrival of the new and the unanticipated.

Decolonization

In acknowledging our responsibility for and experiencing our implication in the suffering of Indigenous peoples, the department is committed to reparation and reconciliation. As per the Truth and Reconciliation Commission of Canada: Calls to Action (2015), we take up the challenge of creating conditions for learning that are ethical, socially just and inclusive. This involves challenging the entropy and inertia characterizing our current industrial and colonized educational system by attending to systemic and personal erasures, eliminating those structures that limit, and advancing multiple ways of being and knowing in the world.

Care

Our first duty of care is to children and youth—those students of our students—acknowledging the singularity of their histories, circumstances and potentialities; and embracing our responsibility for generating understandings and practices that facilitate their growth and wellbeing. Our second duty of care is to our students and colleagues; we strive for a form of regard between and among us that is independent of personal qualities, however admirable, or academic achievements, however praiseworthy. Such respect reflects an understanding that each member of the department, whatever their role, has something significant to contribute to the collective. Finally, care is threaded through our efforts to find creative, inventive ways of organizing and operating in the department, being open to doing things differently, and to ‘teaching against the grain’ when our values and commitments call for it.

Where might an academic unit committed to these values be headed in the next five years and beyond?

During this time period, the Department of Curriculum and Pedagogy can see itself become increasingly recognized locally, provincially, nationally, and internationally as one of the leading academic units in curriculum and pedagogy in North America. In doing so, EDCP would be widely recognized for advancing the university’s and Faculty’s agenda through opportunities for social and cultural enrichment by:

- Increasingly undertaking cutting-edge scholarly, research and creative activities (both individually and collaboratively) that enable and advance innovative instructional programs, professional practices, and public policy;
- Increasingly providing educational programs for all its constituents that are marked by up-to-date, exemplary practices;
- Increasingly becoming a forum for dialogue and debate on issues affecting public education, particularly issues of educational aims, curriculum theory and pedagogy, ethics, equity, and diversity;

Increasingly creating a community of scholars and practitioners, staff and students that fosters a welcoming and supportive intellectual culture.

Section III | Prospectus

Where do we wish to go?

The UBC strategic plan 2018-2028, *Shaping UBC's Next Century*, identifies the following core areas that represent the capacities within which the university community works: People and Places; Research Excellence; Transformative Learning; Local and Global Engagement. The goals and objectives outlined in the Faculty of Education Strategic Plan (2019-2024) are framed by and align with all four areas. In addition, the Department of Curriculum and Pedagogy Plan for Strategic Thinking and Action (2019- 2024) is so aligned. That said the department's decision to identify its particular commitments and resource its priorities is a mark of the department's autonomy within the Faculty of Education and the larger University.

Based on discussions during the May 2018 and 2019 department retreats the following goals and objectives were identified.

People and Places

At this time of remembrance, reparation and reconciliation and in light of the Truth and Reconciliation Commission of Canada's Calls-to-Action, it is right that the department promotes Indigenous resurgence. This is also in keeping with the university and faculty commitment to inclusion, defined in terms of "access, success and representation of historically underserved, marginalized or excluded populations" (Faculty of Education Strategic Plan 2019-2024, p. 7). In addition, with the Faculty of Education Plan, stating— "*Prioritize Faculty renewal to ensure the sustainability of outstanding programs, research, and scholarship and enhance the development of innovative teaching and learning environments*" Faculty of Education Strategic Plan 2019-2024, p. 35)—it is vital to underscore the importance of faculty and staff renewal for the continued growth and diversification of EDCP, its programs, and its obligations to the Faculty, University and larger communities of study and practice.

Goal 1

We will endeavour to support Indigenous Education as a field of study in the department. This requires that we not essentialize Indigeneity and that we recognize its inherent diversity and non-universality. Moreover, EDCP is committed to fostering sustainable relationships, collaborations, and partnerships with Indigenous communities through teaching, research, and public pedagogical and intellectual pursuits.

Objectives:

- Establish Indigenous Education as a distinct subject area and allocate FTE as necessary.
- Recruit more Indigenous scholars.
- Recruit Indigenous students into graduate programs.
- Provide resources to support teaching and research collaboration between Indigenous and non-Indigenous scholars.

In addition, in line with one of the Faculty's objectives, EDCP will commit to providing professional educational opportunities for students, faculty, and staff to deepen their understandings of Indigenous issues, histories, cultures, and research methodologies.

Inclusion, diversity and fairness are also expected outcomes of departmental leadership, decision-making, and institutional policies.

Goal 2

We will endeavour to assert the importance of inclusion, diversity and fairness in all departmental decisions with regard to workload responsibilities.

Objectives:

- Distinguish between responsibilities of faculty in research vs. leadership streams, while providing support for both.
- Strive for flexibility in terms of FTE workload and collaboration, online resources and accessibility, and a more balanced calendar year (e.g. avoid overwhelming workloads in Winter term 2).
- Work towards the decentralization of the Faculty budget to the departments.
- Explore ways and means to attain budget decision-making and oversight with regard to such issues as faculty hiring and workloads.
- Recruit and retain high-quality research faculty and staff; consider hiring according to cluster areas. The area of Physical Education has changed in recent years, for example, with emphasis being placed on the inter-discipline of 'health, outdoor education, and physical experiential education' (HOPE).
- Dedicate additional resources to support excellence in teaching and research and the career progress of faculty in both leadership and research streams.
- Articulate a long-term plan to support faculty in the leadership stream (i.e. instructors and professors of teaching).
- Ensure fairness in assigning service tasks emphasizing quality over quantity.
- Cultivate positive relationships with colleagues with a view to intellectual engagement and collaboration by cultivating cross-cultural and cross-disciplinary competence.
- Ensure the health and wellbeing of faculty by creating more sustainable work conditions for all with special attention to those on short-term contracts such as lecturers.

Excellence in Research, Scholarship, and Creative Practice

The UBC Faculty of Education is recognized as one of the world's leaders in Education research output and influence. The department will continue to undertake high-quality scholarship and engage in a diverse range of disciplinary, multi- and inter-disciplinary research focused on K-12 education and beyond, funded in part by private and public agencies. Department members are concerned with having sufficient resources to support faculty research and dissemination. They see this actualized as more research positions and more time for intellectual engagement. As there is only so much time, the latter would require less time on administration and more fairness around service requirements.

Goal 3

We will endeavor to lead in the fields of Curriculum, Pedagogy, and Teacher Education, by discovering, creating, and sharing knowledge that is diverse in intellectual focus, responds with criticality to educational contexts and evolving societal challenges, including unpacking commonly used terms such as social justice, postmodern, post-colonial, etc., and promotes the translation of new knowledge.

Objectives:

- Foster a vibrant, innovative, and forward-thinking research culture.
- Create research clusters around ideas (rather than disciplines) across degrees, programs, and departments.
- Foster criticality around the department's strategic value of decolonization.
- Recruit and retain high-quality research faculty and staff; deliberate on hiring according to cluster areas. For example, the area of Physical Education has changed in recent years with emphasis being placed on the inter-disciplinary nature of "health, outdoor education, and physical, experiential education"(HOPE).

DEPARTMENT OF CURRICULUM & PEDAGOGY | FACULTY OF EDUCATION

Five-Year Plan for Strategic Thinking and Action | 2019-2024

- Work towards ever more effective knowledge mobilization.
- Leverage the Faculty's research centres and programs to promote new research collaborations and increase funding to galvanize such collaborations.
- Expand and strengthen research experiences for undergraduate, graduate, and post-doctoral students to participate in, and contribute to, high-quality research.
- Engage in research with schools and other educative sites to improve educational practice, shape policy development, and extend understandings of education as a social good.

Transformative Learning

Intellectual programming includes research-practice integration, research clusters, graduate programs, and graduate course content. Faculty members have expressed interest in increased internationalization, inter-disciplinarity, and integration across current research areas. But they note that some of these changes require a rethinking of the current format for creating new courses, a commitment to hiring in research clusters, and a revision of institutional structures around FTE/course distribution.

Goal 4

We will endeavour to be bold, creative, and solidly justifiable risk-takers in our approach to intellectual programming.

Objectives:

- Generate new programs that focus on department priorities (e.g., M.A. in Indigenous Education; M.Ed. in Indigenous Pedagogies; a monetized Ph.D. cohort in Bellingham, WA; B.A. major or minor in educational studies with Curriculum, Pedagogy, and Teacher Education as central focus).
- Support spaces for experimentation with course formats – disciplinary and inter-disciplinary, co-teaching, salon style seminars – so that faculty and students can engage with a diversity of subject areas, perspectives, and modes of representation.
- Provide resources to support collaborative, inter-disciplinary programming and research to allow for experimentation. This would entail careful deliberation on how subject-area faculty members would adjust the requirements in their particular curriculum areas without losing its programmatic integrity.
- Revisit graduate program coherence with the view to student choice of core and elective courses and with a view to internationalizing, contextualizing and connecting (disparate) course contents.
- Recover full profit from the department's off-campus graduate cohorts, and expand these programs to create quality, flexible learning opportunities.

Referring primarily to undergraduate education, educational programming includes areas such as the relationship with the Teacher Education Program and the Teacher Education Office, the delivery of instruction in diverse contexts, and potential development in additional undergraduate areas (e.g., B.A. in Education, additional courses in areas such as the History and Philosophy of Curriculum and Pedagogy, Introduction to Reflective Practice, and Selected Questions and Issues in Teacher Education). Faculty priorities also include physical resources like well-equipped, modern classrooms and resources that would allow for a diversity of instructional delivery, and opportunities for the development of new programs that would increase the undergraduate student base.

Goal 5

We will endeavour to contribute to the operation and reassessment of teacher education in the Faculty of Education.²

Objectives:

- Provide academic oversight of the B.Ed. program in the department.
- Promote the idea of a 2-year B.Ed. program to offset the current intensity of the program for teacher candidates, instructors and staff.
- Create strong links between undergraduate and graduate programming such that B.Ed. students learn to appreciate and engage in educational research, potentially increasing the numbers of teachers entering masters programs, and PhD students having the opportunity to teach and/or conduct research in the B.Ed. program.
- Diversify the delivery model of the undergraduate program via mixing modalities and locations—self-directed, eLearning, and off-site cohorts—and reconsider the implications of cohort structures.³
- Create opportunities for the mentoring of teacher candidates.
- Develop a B.A. in Education in collaboration with all departments in the Faculty of Education.

² This goal links to the priority in the Faculty Plan: “Ensure high standards in research-transformed teacher education to support educational practice and enhance the quality of student learning in British Columbia and beyond.” ³ This particular objective reflects some of the language about innovative learning technologies found in the Faculty Plan. For example: “. . . using leading-edge learning technology and . . . up-to-date . . . innovations in digital learning delivery methods and social media tools . . . technology-enabled, and responsive to societal needs. . . enhance the development of innovative teaching and learning environments. . . seek innovative and accessible modes of delivery (including technology-enabled teaching).”

Local and Global Engagement

“International engagement is key to the Faculty of Education’s efforts to advance education as a social good” (The Faculty of Education Strategic Plan 2019-2024, p. 10). The department has a demonstrated commitment to internationalization through research and culturally sensitive programming. In recent years, the department has expanded its outreach programs at local, provincial, national and international levels.

Examples include the current international Scholarship of Teaching, Learning & Educational Leadership programs (SoTL & SoEL) with university and institutional partners in Qatar, United Arab Emirates, China, South Africa, Singapore, UK, and Europe; involvement in UBC’s Vancouver Summer programs; teacher education with refugees in Dadaab, Kenya; study tours in Central and Latin America; and active research partnerships and consultancy across the globe in Europe, Asia, Africa and the Americas.

In addition, work at the local level includes collaboration with school districts via a range of professional development initiatives (e.g. Templeton Secondary School and the Vancouver School District vis-à-vis STEM initiatives), and the introduction of a new graduate course focusing on the theory and practice of “International Teacher Education.”



Goal 6

We will endeavour to continue developing a scholarly, research-informed outreach role at local, provincial, national, and international levels by becoming a public forum for dialogue on issues of educational aims, ethics, and diversity as they affect the practice and public policy of education.

Objectives:

- Provide opportunities for faculty members and students to engage with one another and with field-based practitioners and policy makers in debate (e.g. departmental seminars; conferences; open, public lecture series).
 - Develop an online, electronic forum for public discussion of educational issues and related real-world problems.
-

Goal 7

We will endeavour to articulate a long-term plan for a post-carbon curriculum in light of potentially catastrophic climate changes.

Objectives:

- Identify a plan of action in relation to climate change, drawing inspiration from the UBC Sustainability Committee as well as existing global policies.

Section IV | Challenges

What do we need to overcome?

The next phase of this process of strategic planning will include a review and approval of this document by the department and the development of an implementation plan to articulate the steps needed to achieve the goals outlined herein.

During the next phase careful consideration will need to be given to a series of enduring and inter-related challenges facing the department. The root causes of some of these challenges are systemic and related to the faculty's organizational history (e.g. we are a department that contains several former academic units), and also to the centralized budget, and accountability/reward mechanisms (e.g. merit pay) at work in the Faculty. Whereas such challenges may not necessarily or readily disappear, we will endeavour to find ways in which we can live more effectively within their confines.

1. Tension between disciplinary priorities and inter/trans-disciplinary interests

While the desire to experiment with inter- and trans-disciplinary programming is evident in several cohort-based programs at the masters level (e.g. HOPE, Museum Education, Sustainability, and KTY2), there is less experimentation and cross discipline collaboration in the delivery of non-cohort based graduate programs. Obstacles to experimentation may include the extent of faculty commitment to undergraduate teacher education; the range of faculty representation and divergent perspectives on decision-making committees such as GAC; fear of rendering current graduate program areas vulnerable (e.g., decreased numbers of students in subject-based courses); lack of time for the study involved in working across diverse areas of study to create new courses; institutional structures of FTE/course distribution. An added source of tension may be the manner in which the field of curriculum is conceived organizationally in the department as either a disciplinary study of single subjects (e.g. social studies, mathematics, teacher education etc.) or as an inter/trans-disciplinary study of curriculum and pedagogy as a cultural object/encounter/event – informed by the Humanities and the Arts. With few resources to spare, there is a danger, perhaps, of competition rather than synergy between these orientations. In addition, we may need to revisit program descriptions of the M.A. and M.Ed. in Curriculum Studies to ensure that their distinctiveness from, and complementarity to, subject area study is clear to both students and faculty.

That said, the very language of disciplinary/inter-disciplinarity/trans-disciplinarity could well be the problem. It is often difficult to solve old problems while using old language; we may yet have to create new ways of talking about and imagine fresh approaches to intellectual programming going forward.

2. Confusion about the concept and practice of clustering

The idea of clustering needs to be revisited, reimagined and either enacted or put to rest. Consideration of UBC's current emphasis on "collaborative clusters", that is, "inter-disciplinary research clusters focusing on problems of societal importance" may be warranted (UBC Strategic Plan 2018-2028, p. 5). As stated previously, there is a sense for some faculty that something is not working with regard to the goal of clustering. The idea of clusters may work for some areas of study within the department while positioning other areas as remnants cast together in contrived and unlikely combinations (e.g. the combination of Curriculum Studies, Social Studies, and Indigenous Education). Perhaps it is time to consider non-disciplinary clusters and/or to re-imagine clusters into non-traditional forms (e.g. clusters that form around key texts, questions or ideas). Perhaps it is time for new ideas that could replace clustering. Further discussion within the department is needed.

3. Insufficient resources

The resource question raises its head in the following arenas: graduate student funding; FTE available for innovative and collaborative course delivery; faculty hiring; it is also evident in repeated calls from some faculty members for transparency around the Faculty budget.

4. Extensive service obligations

Reiterated throughout the documents reviewed for this academic plan is a deep concern among faculty about excessive service obligations that impact their research and teaching commitments.

APPENDICES

APPENDIX A EDCP Response to 2018 External Review of Teacher Education

APPENDIX B Unit Overview of Funding for EDCP Graduate Students

APPENDIX C Upgrading EDCP Labs and Studios: Cost Estimates

Appendices

Appendix A

EDCP Response to 2018 External Review of Teacher Education

Current insights into the UBC B.Ed. program UBC Department of Curriculum and Pedagogy (EDCP)
- April 27, 2018.

The UBC Bachelor of Education program is BC's largest and most comprehensive teacher preparation program, including all teachable subjects for secondary schools and thematic elementary and middle years options. The present program emerged from a faculty-wide initiative begun in 2008, the Community to Reimagine Educational Alternatives for Teacher Education (CREATE), and was designed to engender in beginning educators a strong sense of professional inquiry and appreciation of the importance of research in understanding teaching and learning.

The present B.Ed. program has been given firm support by the Faculty of Education since it was instituted in 2011, but changes made to the program both before and after CREATE have also raised concerns. Specifically, students have experienced excessive and impracticable workloads, instructors have experienced a progressive reduction in their instructional time and effectiveness, and other problems have arisen. We present the following list of insights—representing a variety of views within the Department—to those who are undertaking the self-study of the Teacher Education Office and the B.Ed. program, and to the external examiners charged with review, in the hope that we can work together to address the concerns and thereby strengthen the program.

1. Scheduling

The number of credits in Winter Term 1 was increased from 20 to 23 effective in Winter Term 1 2016, when one curriculum area course (“Curriculum 3”) was moved into Winter Term 1 from the Spring/Summer term and no courses were moved to another term. (A normal course load for undergraduate programs at UBC is 15-18 credits; owing to the addition of the Curriculum 3 course, students entering the B.Ed. program are now routinely required to take 23 credits during Winter Term 1, and those who have course deficiencies upon entrance may be required to take as many as 31 credits.)

The length of the B.Ed. program was changed from 12 months to 11 months when the “Curriculum 3” course was moved to Winter Term 1 beginning September 2017. In addition to creating an excessive workload for all students in the program in Winter Term 1, this change created additional problems in courses in certain areas, such as Physical Education, which offers some courses based on seasonal (weather) suitability.

Three 3-credit courses in Inquiry (EDUC 450, EDUC 451, and EDUC 452) were introduced into the B.Ed. program when the CREATE program was instituted in 2011. While faculty members generally support an emphasis on inquiry in the B.Ed. program, many have questioned whether three 3-credit courses in Inquiry are too many, as those courses take time from other studies needed in the 60- credit program. Some instructors have pointed out that they were not consulted about whether their Curriculum and Pedagogy courses already included assignments involving inquiry (or student inquiry projects) prior to the change and that the hours taken from their courses has reduced the amount of time they previously devoted to inquiry.

Hours of instruction have been reduced and credits have been devalued in curriculum area courses. Prior to the introduction of the CREATE program, the primary Curriculum and Pedagogy course in each Secondary program area was 6 credit hours per week; in 2011, it was reduced to 3 credit hours (i.e., 18 class meetings of 80 minutes each, plus 4 class meetings of 100 minutes each following a 2-week intra-term practicum). In the Elementary program, Curriculum and Pedagogy courses were reduced from 3 to 2 credit hours in 2011, to only 8 class

meetings of 2 hours each. Further, within the Elementary program, Winter Term 2 was divided into two parts to accommodate the high number of separate curriculum area courses that students are required to take. **Subject area instructors in Elementary and Secondary education generally agree that they no longer have adequate time in their Curriculum and Pedagogy courses to prepare teacher candidates to become successful teachers in their areas.** Students too feel that they do not have sufficient time to study and reflect on what they are learning before being required to submit assignments; in recent years, a number of student groups have submitted petitions to the Teacher Education Office requesting changes to the program and other accommodations for that reason. Some students have come to regard completion of assignments in Curriculum and Pedagogy courses as “just fulfilling requirements” or “hoop jumping” rather than beneficial learning experiences. Others have referred to the Faculty as a “diploma mill.”

An additional effect of these reductions in instructional time is that the work instructors have needed to do to address them (e.g., by re-designing courses to accommodate) has reduced the time they have available for research.

Elective courses previously offered in the B.Ed. program have been reduced and/or eliminated in order to accommodate for the increased number of courses required in the program, thus reducing or eliminating students’ choices in determining the content of their studies.

2. Class size /composition and instructional support

An overall increase in class sizes has taken place in both Elementary and Secondary programs in recent years. Cohorts are sometimes combined, resulting in classes of up to 40 students, which instructors find too large to teach effectively especially when class sizes exceed the legally established, fixed capacities of classrooms. Further, when cohorts of students from different subject areas have been combined (e.g., in Inquiry classes), students have complained that their subject-area learning has been compromised.

Tech coaches (B.Ed. students designated to help their peers with computer and video difficulties related to course work) were introduced into Curriculum and Pedagogy courses in 2009 to alleviate instructors' heavy workloads. **Tech coach positions were eliminated in 2012**, returning the responsibility of supporting students with technology difficulties to course instructors.

Faculty of Education funding for Graduate Teaching Assistants was eliminated from all EDCP courses in 2016. This change simultaneously curtailed mentorship of graduate students for careers in higher education and removed instructional support for course instructors.

In sum, the number of students in the program has increased and the level of instructional support has decreased. The quality of students' learning experiences in these courses and the program in general have thus also been diminished by these changes.

3. Consistency of content

Courses in Principles of Teaching and Communications were eliminated from the B.Ed. program in 2011. This change shifted responsibility for instruction in lesson planning to instructors of Curriculum & Pedagogy courses (especially "Curriculum 1" courses), thus reducing the amount of time available for instruction in subject-area specific curriculum and pedagogy in those courses. In addition, different approaches to lesson planning have been introduced by different curriculum area course instructors, leading to confusion among students and 3 disputes with instructors over different approaches to written lesson planning. The time instructors take to address these ongoing problems reduces their time for delivering subject-area instruction.

4. Pass/Fail grading policy

Three issues have arisen from the Pass/Fail grading policy:

(i) The institution of a Pass/Fail system for courses in the B.Ed. program has necessitated that all such courses must be taught with a “mastery learning” approach. In mastery learning classes, students must achieve a required level of mastery (as stipulated in the instructor’s course outline), sometimes completing two or three versions of the same assignment or test to achieve a pass before moving forward to acquire further skills or knowledge, rather than earning a grade on a single assignment or test and moving forward. Instructors must therefore often re-teach course content that students have not initially succeeded in learning, and they must provide multiple assignments or tests of the same skills and knowledge to ensure that each student has learned the required content. Some instructors believe this approach is effective only when all students in the class have approximately the same amount of prior knowledge of the subject matter and all students learn at approximately the same rate, neither of which is necessarily the case in B.Ed. program classes. **The additional time required for teaching with a mastery learning approach is considerable, and the Pass/Fail policy has placed an additional time burden on instructors in Curriculum and Pedagogy courses.**

(ii) Students must have achieved a minimum grade point average of 65% in their first Bachelor’s degree to be admitted to the B.Ed. program, but students’ minimum grade for passing a course in the B.Ed. program is not well defined, and it has led to conflicts between instructors and students, placing yet another time burden on instructors of Curriculum and Pedagogy courses. The Teacher Education Program provides limited only guidance on assessment of teacher candidates at <http://teach.educ.ubc.ca/students/policies-and-guides/teacher-educationprogram/>. The challenge lies in the wide range of interpretations of what it means to be “meeting expectations;” the criteria for assessment are not clearly articulated.

(iii) For Curriculum and Pedagogy instructors involved with helping their B.Ed. program teacher candidates to secure teaching positions upon completion of the program, **increased phone or written contact with School District administrators and human resources personnel has become necessary owing to the program's Pass/Fail system**; Human Resource personnel have complained that the absence of grades on UBC B.Ed. graduates' transcripts obscures their strengths and weaknesses, so they are unable to determine who they should hire without consulting Curriculum and Pedagogy instructors directly; this too has placed an additional time burden on instructors of Curriculum and Pedagogy courses.

5. Timing of the 2-week Practicum

The dates of the 2-week (10-day) practicum in Winter Term 1 have been changed several times in recent years for reasons that are not known by instructors. Where previously the practicum took place regularly at the end of October (following teachers' professional association meetings in which teacher candidates were often involved), it is now scheduled in late November. This change has led to two problems:

(i) In past years, Curriculum and Pedagogy instructors have normally endeavoured to draw upon students' experiences on practicum to contextualize their learning during the final four weeks of the term. Now, with just two weeks remaining in the term after they return from practicum (with classes that have been extended in hours for those final two weeks), students' feel highly pressed to complete their final assignments, and they are not able to deliberate carefully on curriculum and pedagogy issues with the in situ knowledge they have acquired. Curriculum and Pedagogy instructors' efforts to re-design their courses to address this problem have had limited success. Each change of dates for the 2-week practicum in recent years has necessitated re-designing of courses.

(ii) The 2-week practicum was only 8 days in length in 2017, owing to its having been scheduled during weeks that included a provincial holiday and a school district professional day. Students did not gain the educational benefit of a full 10-day practicum.

6. Cohort Issues

The dates of the 2-week (10-day) practicum in Winter Term 1 have been changed several times in recent years for reasons that are not known by instructors. Where previously the practicum took place regularly at the end of October (following teachers' professional association meetings in which teacher candidates were often involved), it is now scheduled in late November. This change has led to two problems:

(i) In past years, Curriculum and Pedagogy instructors have normally endeavoured to draw upon students' experiences on practicum to contextualize 4 their learning during the final four weeks of the term. Now, with just two weeks remaining in the term after they return from practicum (with classes that have been extended in hours for those final two weeks), students' feel highly pressed to complete their final assignments, and they are not able to deliberate carefully on curriculum and pedagogy issues with the in situ knowledge they have acquired. Curriculum and Pedagogy instructors' efforts to re-design their courses to address this problem have had limited success. Each change of dates for the 2-week practicum in recent years has necessitated re-designing of courses.

(ii) The 2-week practicum was only 8 days in length in 2017, owing to its having been scheduled during weeks that included a provincial holiday and a school district professional day. Students did not gain the educational benefit of a full 10-day practicum.

Recommendations

- **Ensure that all students have normal course loads of no more than 20 credits or 7 courses** (whichever is fewer) in the B.Ed. program in any one term.
- **Restore/Add credits to the main Curriculum and Pedagogy course in each subject area to include no fewer than 3 hours of instruction per week at the Elementary level and no fewer than 6 hours of instruction per week at the Secondary level**, each to be scheduled over the entire term. Scheduling possibilities for facilitating this recommendation on the Secondary level are either (1) reduce the number of credit hours for each of the 3 Inquiry courses from 3 to 2 credits, or (2) decrease the number of Inquiry courses from 3 to 2.
- **Establish and maintain a consistent number of hours in every course in each week throughout the term.**
- **Establish and maintain standards for class size and composition that are pedagogically well suited for the Teacher Education Program requirements and that comply with the legally established, fixed capacities of classrooms.**
- **Restore Faculty of Education funding for Graduate Teaching Assistants** to support undergraduate and graduate students' instruction, learning, and mentorship.
- **Return the two-week practicum to late October**, in order that students can draw upon their practicum experience and have time to complete assignments in the final four weeks of courses in Winter Term 1.
- **Re-visit the Pass/Fail grading system and consider establishing criteria for "meeting expectations" or minimum grades for passing courses in the B.Ed. program.**
- **Establish an open and transparent process for consultation, consideration, and approval of new cohorts.**
- **Make all decisions about future program modifications in open consultation with subject Area Coordinators, giving primary consideration to instructional effectiveness and quality of students' educational experience.**

Appendix B

2019/2020 Unit Commitments and Allocation of Graduate Student Funding – EDCP

Funding Amount	Name of Funding SIS Award Number	Funding Formula (if applicable)	Principles for Allocation of Funding
\$119,803.68	Graduate Student Initiative (GSI) SIS Award #6438	G+PS Formula: “Sum of Weighted Registrants” (ECPS, EDCP, EDST, CCFI, KIN, LLED) Students earn the following weightings: PhD - 4; Thesis-based Master’s - 2; Course-based Master’s - 1; Cost-recovery Master’s - 0.	GSI funding is to be used for the recruitment or retention of master’s or doctoral students (that is, it can be used to support new or current students, including international students). Note: 50% of the current year’s total GSI funding from G+PS may be carried forward to the next year.
4	Four-Year Funding (4YF) SIS Award #6456	G+PS Formula: 80% based on domestic and international PhD student enrolment in years 1-5; 20% based on success in Tri-Agency doctoral awards.	FYF are to be used for the recruitment of doctoral students only. FYF recipients are awarded financial support of at least \$18,200/year and tuition for up to four years of doctoral study.
\$16,800	Faculty of Education PhD Entrance Scholarship (FoE PhD Entrance Scholarship) (SIS Award #6372)	No formula: equal distribution of \$84,000 between EDCP, ECPS, EDST, Kin and LLED.	The FoE PhD Entrance Scholarship is to be used for the recruitment of doctoral students only, including internal MA to PhD students. This award may be split between students. Note: No carryover of these funds is allowed.
\$18,306.91	EDUC Strategic Award (SIS Award # TBD; DNSO will circulate)	G+PS Formula: “Sum of Weighted Registrants” (ECPS, EDCP, EDST, LLED) Students earn the following weightings: PhD - 4; Thesis based Master’s - 2; Course based Master’s - 1; Cost-recovery Master’s - 0	The EDUC Strategic award is to be used for the recruitment or retention of master’s or doctoral students (that is, it can be used to support new or current students, including international students). Note: There are no restrictions in relation to carryover of these funds.

Appendix C

Upgrading EDCP Labs and Studios: Cost Estimates

In attempt to address the concerns raised in both EDCP self Study and External Review Reports regarding the state of our labs and studios, we propose to request support to undertake the upgrading of the rooms designated as labs (they include studios) based on the cost estimates below within the next five years. Provided below as cost estimates for upgrading our labs and studios. The estimates have been determined from conversations with appropriate University units that deal with such responsibilities while in other cases the estimates are based on previous faculty capital equipment requests. There are thirteen rooms that require upgrades in terms of computers, AV, or physical space or accessories or a combination of these.

1. AV Install: 1105, 1317

AV Upgrade: 1025, 1209, 1226

➔ **Total Cost Estimate ~ \$85,000**

2. Computer Upgrades Rooms 1210, & 1227.

Newest computer are 2017 iMac's. Replacement anticipated in 2022.

Current cost to purchase 24 iMacs @ \$2,229 each

➔ **Total Cost Estimate ~ \$53,496**

3. All lab upgrades are described below:

Rooms 1128 and 1130 | Last physical upgrade: original upgrades - 2019 -2024

The re-design components will be the same for both of these labs.

- Remove millwork along south wall. Retain the two sinks.
- Install, clean and re-build counter extending two feet east and west of each sink.
- Replace millwork on south wall with 3 rolling carts; lockable, with stain resistant lab standard work surface, and electrical sockets (see room 1107 renovation for lockable, wheeled storage units).
- Remove all millwork on lower and upper north wall. Retain the one sink. Install, clean and re-build counter extending two feet east and west of sink.
- Provide 3 rolling carts. Remove old millwork on east wall. Replace with a display panel or display rack system similar to Room 1107.
- Install wooden edge guards to protect walls where rolling carts are stored against walls.
- Replace tables. Replace chairs.
- Repair and paint walls.
- Replace existing electrical sockets with GFI.
- Install track lighting along east wall display area to highlight work.
- Repair and resolve plumbing issues.
- Replace all sinks completely.
- Replace old/worn taps with lab standard flexible faucet.
- Remove and replace paper towel dispensers as well as providing soap dispensers.
- Install corner wall guards on all doorways and external corners.
- Replace damaged or dis-coloured ceiling tiles.
- Replace old drying racks with smaller all-purpose doubled-sided racks.

➔ **Estimated Cost ~ \$400,000+ each room**

Room 1204 | *Last physical upgrade: 1998 (Minor)*

- Re-orient the room from a length (East/West) to a width (North/South) teaching position.
- Remove one entrance/exit door.
- Remove Instructor's display bench.
- Reposition AV.
- Create fixed stations (tables) oriented towards new teaching position with epoxy resin tabletops.
- New chairs.
- Install power outlets, natural gas valves, water faucets and sinks.
- Move and re-install chalkboard.
- Install electrical outlets, natural gas taps, water faucets and sinks on in stations.
- Upgrade the lighting in the room.
- Repaint room one colour.
- Install doors on open storage and paint all cupboard covers with chalkboard paint.
- Installing six stations to house power outlets, natural gas valves, and water taps/sinks

➔ **Estimated Cost ~ \$486,000+**

Room 1206 | *Last physical upgrade: 2013 (Major)*

- Build backing onto shelves to prevent glassware from falling. Build sliding door covers for top shelves.
- Upgrade ventilation in chemical storage room to include specific vents for highly corrosive stock materials.
- Blinds are original and need updating.

➔ **Estimated Cost ~ \$14,000**

Room 1207 | *Last physical upgrade: 1998 (Minor)*

- Re-orient the room from a length (East/West) to a width (North/South) teaching position.
- Remove one entrance/exit door.
- Remove Instructor's display bench.
- Reposition AV.
- Create fixed stations (tables) oriented towards new teaching position with epoxy resin tabletops.
- New chairs.
- Install power outlets, natural gas valves, water faucets and sinks.
- Move and re-install chalkboard.
- Install electrical outlets, natural gas taps, water faucets and sinks on in stations.
- Upgrade the lighting in the room.
- Repaint room one colour.
- Install doors on open storage and paint all cupboard covers with chalkboard paint.
- Installing six stations to house power outlets, natural gas valves, and water taps/sinks.

➔ **Estimated Cost ~\$486,000+**

Room 1209 | *Last physical upgrade: 2003 (Major)*

- New Chairs.

➔ **Estimated Cost ~ \$1,000**

Room 1210 | *Last physical upgrade: 1998 (Minor)*

- Re-orient the room from a length (East/West) to a width (North/South) teaching position.
- Remove one entrance/exit door.
- Remove Instructor's display bench.
- Reposition AV.
- Create fixed stations (tables) oriented towards new teaching position with epoxy resin tabletops.
- New chairs.
- Install power outlets, natural gas valves, water faucets and sinks.
- Move and re-install chalkboard.
- Install electrical outlets, natural gas taps, water faucets and sinks on in stations.
- Upgrade the lighting in the room.
- Repaint room one colour.
- Install doors on open storage and paint all cupboard covers with chalkboard paint.
Installing six stations to house power outlets, natural gas valves, and water taps/sinks.
- Re-install fume hood.

➔ **Estimated Cost ~ \$540,000+**

DEPARTMENT OF CURRICULUM & PEDAGOGY | FACULTY OF EDUCATION

Five-Year Plan for Strategic Thinking and Action | 2019-2024

Room 1211 | *Last physical upgrade: 2018 (Minor)*

- SmartBoard Removal.
- WhiteBoard Install.

➔ **Estimated Cost ~ \$1,000**

Room 1227 | *Last physical upgrade: 1998 (Minor)*

- Upgrade the lighting in the room.
- New chairs and tables.

➔ **Estimated Cost ~ \$25,000**

Implementation Plan

2020 ➔ Rooms 1105, 1317 | Rooms 1025, 1226 | Room 1204 | Room 1209 | Room 1211

2021 ➔ Room 1226

2023 ➔ Room 1207 | Room 1128

2025 ➔ Room 1210 | Room 1130

edcp.educ.ubc.ca



THE UNIVERSITY OF BRITISH COLUMBIA

Faculty of Education

Department of Curriculum & Pedagogy

