

Education

Trent University offers four options for students intending to teach at the Elementary or Secondary levels in the Ontario School system:

- **Consecutive Bachelor of Education program** (p. 144), leading to a BEd from Trent University, open to students who have already completed a university degree.
- **Concurrent Bachelor of Education – Indigenous program** (p. 148), leading to a BEd from Trent University, open to self-identified Indigenous students.
- **Teacher Education Stream** (p. 159), a direct-entry program designed for students planning to teach at the elementary or secondary level. Students in the Teacher Education Stream who complete an Honours degree are eligible to be considered for a limited number of reserved spaces in the Trent Consecutive Bachelor of Education program (p. 144).
- **Option in Education** (p. 407), for students in an Honours or General program at Trent University who plan to apply to a Consecutive Education program at Trent University or elsewhere after completing their Trent degree.

Consecutive Bachelor of Education Program

trentu.ca/education/consecutive

Professor and Dean of the School of Education and Professional Learning

C. Bruce, BA, BEd (York), MA, PhD (Toronto)

Professors

P. Elliott, BSc, PhD (Wales)

L. Iannacci, BA, BEd (York), MEd, PhD (Western)

K. Young, BA, BEd, MEd, PhD (York)

Associate Professors

N. Bell, BA (Trent), BEd, MEd (Queen's), PhD (Trent)

J. Muldoon, BSc (Brock), MA (Guelph), PhD (McMaster)

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Senior Lecturer

C. Mooney, BEd (South Hampton), MA (Open)

The School of Education and Professional Learning, which offers the Consecutive Bachelor of Education program, combines attention to individual learners in small class settings with a community-based approach. The program is guided by a philosophy of ecological and social justice, recognition of learner diversity, and a commitment to professional performance. Through foundations and curriculum courses, candidates are provided the opportunity to engage critically with recent advances in theory, research, and practice. Teaching placements allow candidates to ground their learning in practical classroom experience, as they attend to individual student needs, multiple modes of learning, human diversity, and curriculum-building. Distinctive aspects of the Trent BEd include: a reading tutoring program, an alternative settings placement, expertise in special needs, professional identity development, multiple literacies, and legal aspects of education. The

Consecutive Bachelor of Education program is accredited by the Ontario College of Teachers and meets all of the core content areas mandated under regulation. The School collaborates closely with educators in the region, including those working in primary and secondary schools, local colleges, and community organizations.

Full-time programs of study are offered for students interested in teaching at the Primary/Junior levels (K–Grade 6) or at the Intermediate/Senior levels (Grades 7–12). The full-time program is a two-year program where students complete two terms (fall and winter) in each of two consecutive years. Teaching subjects at the Intermediate/Senior levels include: Biology, Chemistry, Computer Studies, Dramatic Arts, English, French as a Second Language, Geography, Health and Physical Education, History, Mathematics, First Nations, Métis and Inuit Studies, Physics, and Visual Arts.

Admission Requirements

Applicants must have an approved degree from an accredited degree-granting institution and a minimum average of 70%, based upon the last 10.0 full-year credits (or equivalents) in an undergraduate degree program completed at the time of application. College transfer courses will not be considered. Applicants are also required to submit a Profile of Experience including the names of two referees. For further details on the academic requirements and information about the Profile of Experience, please consult trentu.ca/education/consecutive. Applicants with Honours (4-year) degrees are given preference over those with General (3-year) degrees. Members of a visible racial minority, Aboriginal peoples, and persons with a disability may apply for an equity admissions place in the Bachelor of Education program using the Equity Admission Form.

English Proficiency Requirements

English is the normal language of instruction and communication at Trent University. Therefore, an applicant whose primary language is not English, or whose previous education has been conducted in another language, must demonstrate a command of English sufficient to meet the demands of classroom instruction, written assignments, and participation in tutorials and discussions.

All applicants are required to meet one of the following criteria:

1. Their mother tongue or first language is English.
2. They have studied full-time for at least three years in a university where the language of instruction and examination was English and which was located in a country where the dominant language spoken is English.
3. They have achieved the required level of proficiency on one of the following English language tests:
 - TOEFL (Test of English as a Foreign Language)
 - Paper-based (PBT) and Test of Spoken English (TSE): A score of at least 600 on the paper-based TOEFL, with scores of at least 58 on each of the listening and reading components, 5.5 on the Test of Written English (TWE), and a minimum score of 60 on the TSE.
 - Internet-based (IBT): An overall score of 100.
 - IELTS (International English Language Testing Services): An overall score of at least 7 on the Academic Module of IELTS with scores of at least 6.5 in reading and listening and scores of at least 7 in writing and speaking.
 - MELAB (Michigan English Language Assessment Battery): An overall score of 92.

Please be advised that English language proficiency score requirements are subject to change. Candidates are expected to have a demonstrated proficiency in English. The University reserves the right to require English language testing, upgrading, or withdrawal from the program if candidates do not meet the expected level of proficiency.

Certification

Successful completion of the practicum is a necessary requirement for successful completion of the program. Upon successful completion of the program, candidates are awarded a BEd degree. The School of Education and Professional Learning reserves the right to recommend candidates to the Ontario College of Teachers for the Certificate of Qualification to teach in Ontario. Non-Canadians completing the program may be recommended to the College but it is the responsibility of the candidates to provide acceptable and appropriate immigration documentation permitting them to work in Ontario. For further information about the Ontario College of Teachers, please see oct.ca.

Notes

- “Q” signifies 0.25 credit; “H” signifies 0.5 credit; “Y” signifies 1.0 credit; “P” signifies 0.0 credit.
- All program options require 10.0 credits. The Catholic stream requires an additional 0.25 credit for a total of 10.25 credits.
- A minimum grade of 70% is required in all BEd courses for the Consecutive Bachelor of Education degree.
- Numerical equivalents of letter grades for courses offered by the Bachelor of Education (BEd) program read as follows: A+ (90-100), A (85-89); A- (80-84); B+ (77-79); B (73-76); B- (70-72); F (0-69).
- A student who has failed (a grade of less than 70%) two or more courses, or who has failed a single course twice, may not continue in the program without re-application and acceptance to the BEd program.
- In order to graduate, teacher candidates must successfully complete four placements: classroom practicum year 1, classroom practicum year 2, supporting literacy placement, and alternative settings placement.
- Any teacher candidate who receives a final rating of unsuccessful in two placements will fail the practicum component of the program and will not receive the BEd or be recommended for certification by the Ontario College of Teachers.
- All curriculum courses incorporate Ontario Curriculum policy documents and other related Ministry policy documents that direct the professional practice of teachers in Ontario.
- All courses reflect the Ontario College of Teachers’ Foundations of Professional Practice, incorporating ethical standards and standards of practice.

Program Options

1. The Primary/Junior streams in the public school system. 10.0 EDUC credits consisting of:

Year 1

- 5.0 EDUC credits consisting of EDUC 4100H, 4121H, 4133H, 4300P, 4301Y, 4313H, 4361H, 4561H, 4571H, and 4574H

Year 2

- 4.5 EDUC credits consisting of EDUC 4302Y, 4335H, 4336H, 4341H, 4362H, 4563H, 4564H, and 4573H
- 0.5 EDUC credit from EDUC 4223H, 4381H, 4382H, 4383H, 4384H, 4385H, 4386H, or 4387H

2. The Primary/Junior streams in the Catholic school system. 10.25 EDUC credits consisting of:

Year 1

- 5.25 EDUC credits consisting of EDUC 4100H, 4121H, 4133H, 4300P, 4301Y, 4313H, 4344Q, 4363H, 4561H, 4571H, and 4574H

Year 2

- 4.5 EDUC credits consisting of EDUC 4302Y, 4335H, 4336H, 4341H, 4364H, 4563H, 4564H, and 4573H
- 0.5 EDUC credit from EDUC 4223H, 4381H, 4382H, 4383H, 4384H, 4385H, 4386H, or 4387H

3. The Intermediate/Senior streams in the public school system. 10.0 EDUC credits consisting of:

Year 1

- 3.5 EDUC credits consisting of EDUC 4200H, 4221H, 4233H, 4251H, 4300P, 4301Y, and 4361H
- 2.0 EDUC credits from EDUC 4661Y, 4662Y, 4663Y, 4664Y, 4665Y, 4671Y, 4672Y, 4673Y, 4674Y, 4675Y, 4676Y, 4681Y, or 4682Y

Year 2

- 4.0 EDUC credits consisting of EDUC 4302Y, 4252H, 4313H, 4335H, 4336H, 4341H, and 4362H
- 0.5 EDUC credit from EDUC 4223H, 4381H, 4382H, 4383H, 4384H, 4385H, 4386H, or 4387H

4. Intermediate/Senior streams in the Catholic school system. 10.25 EDUC credits consisting of:

Year 1

- 3.75 EDUC credits consisting of EDUC 4200H, 4221H, 4233H, 4251H, 4300P, 4301Y, 4344Q, and 4363H
- 2.0 EDUC credits from EDUC 4661Y, 4662Y, 4663Y, 4664Y, 4665Y, 4671Y, 4672Y, 4673Y, 4674Y, 4675Y, 4676Y, 4681Y, or 4682Y

Year 2

- 4.0 EDUC credits consisting of EDUC 4302Y, 4252H, 4313H, 4335H, 4336H, 4341H, and 4364H
- 0.5 EDUC credit from EDUC 4223H, 4381H, 4382H, 4383H, 4384H, 4385H, 4386H, or 4387H

Concurrent Bachelor of Education – Indigenous Program

Program Coordinator

N. Bell, BA (Trent), BEd, MEd (Queen's), PhD (Trent)

The Bachelor of Education – Indigenous is a five-year concurrent degree program designed for Indigenous learners who are aiming to be Ontario-qualified educators (see program notes below for details). The program prepares students to teach in urban; rural; First Nations, Métis, Inuit (FNMI) communities; Public, and Catholic educational settings and supports them in developing a deep understanding of Indigenous cultures, knowledges, and languages. An emphasis on Indigenous ways of knowing and learning is central throughout the five years of the program, which includes a series of core courses that build these understandings while considering how they apply to educational contexts such as schooling, learning from the land, learning from Elders, and related experiences. The program also equips students with essential content knowledge and skills related to disciplines/subjects in Ontario schools at the Primary/Junior and Intermediate/Senior levels, particularly in the two final professional years of the program. Successful graduates will receive a Bachelor of Education degree and may also qualify for a General Bachelor of Arts or Bachelor of Science degree.

Admission Requirements

Applicants to the Bachelor of Education – Indigenous program must meet secondary school admission requirements (see Admissions, [p. 456](#)), and self-identify as having Indigenous ancestry (First Nations, Métis, or Inuit) using the Equity Admission Form.

Applicants who have attended a postsecondary institution may qualify for advanced standing in the program. Transfer credits will be evaluated on an individual basis.

For further details on admission requirements, please consult trentu.ca/futurestudents/program/indigenous-bachelor-education.

English Proficiency Requirements

English is the normal language of instruction and communication at Trent University. Therefore, an applicant whose primary language is not English, or whose previous education has been conducted in another language, must demonstrate a command of English sufficient to meet the demands of classroom instruction, written assignments, and participation in tutorials and discussions.

All applicants are required to meet one of the following criteria:

1. Their mother tongue or first language is English.
2. They have studied full-time for at least three years in a university where the language of instruction and examination was English and which was located in a country where the dominant language spoken is English.
3. They have achieved the required level of proficiency on one of the following English language tests:
 - TOEFL (Test of English as a Foreign Language).
 - Paper-based (PBT) and Test of Spoken English (TSE): A score of at least 600 on the paper-based TOEFL, with scores of at least 58 on each of the listening and reading components, 5.5 on the Test of Written English (TWE), and a minimum score of 60 on the TSE.
 - Internet-based (IBT): An overall score of 100.
 - IELTS (International English Language Testing Services): An overall score of at least 7 on the Academic Module of IELTS with scores of at least 6.5 in reading and listening and scores of at least 7 in writing and speaking.
 - MELAB (Michigan English Language Assessment Battery): An overall score of 92.

Please be advised that English language proficiency score requirements are subject to change. Candidates are expected to have a demonstrated proficiency in English. The University reserves the right to require English language testing, upgrading, or withdrawal from the program if candidates do not meet the expected level of proficiency.

Certification

Successful completion of the field and workshop experiences (years 1-3) and the practica and placements (years 4-5) are necessary requirements for successful completion of the program. Upon successful completion of the program, candidates are awarded a BEd degree. The School of Education and Professional Learning reserves the right to recommend candidates to the Ontario College of Teachers for the Certificate of Qualification to teach in Ontario. Non-Canadians completing the program may be recommended to the College but it is the responsibility of the candidates to provide acceptable and appropriate immigration documentation permitting them to work in Ontario. For further information about the Ontario College of Teachers, please see oct.ca.

Notes

- In addition to the program requirements listed below, students may choose to pursue a major in Indigenous Studies or another single-major General program in the first three years of study. Students who have fulfilled the program-specific and University degree requirements for a General degree will graduate with both a Bachelor of Education and a Bachelor of Arts (General) or a Bachelor of Science (General) in the chosen discipline.
- Students must include at least 3.0 credits with a grade of 60% or higher, leading to majors in different disciplines, in the first three years of the program.
- Students should ensure that they have satisfied the University degree requirement for at least 4.0 credits at the 3000 level or beyond.
- Students must have an academic status of Good Standing (a minimum cumulative average of 60%) at the completion of year 3 to continue to year 4.
- A minimum grade of 70% in all EDUC courses is required for the Bachelor of Education – Indigenous degree.
- “Q” signifies 0.25 credit; “H” signifies 0.5 credit; “Y” signifies 1.0 credit; “P” signifies 0.0 credit.
- Numerical equivalents of letter grades for EDUC courses offered by the School of Education read as follows: A+ (90-100), A (85-89); A- (80-84); B+ (77-79); B (73-76); B- (70-72); F (0-69).
- A student who has failed (a grade of less than 70%) two or more EDUC courses, or who has failed a single EDUC course twice, may not continue in the program without re-application and acceptance to the BEd – Indigenous program.
- In order to graduate, teacher candidates must successfully complete: field experiences and workshops (years 1-3); four classroom practica, literacy tutoring placement, and alternative settings placement (years 4-5).
- Any teacher candidate who receives a final rating of unsuccessful in two placements will fail the practicum component of the program and will not receive the BEd or be recommended for certification by the Ontario College of Teachers.
- All curriculum courses incorporate Ontario Curriculum policy documents and other related Ministry policy documents that direct the professional practice of teachers in Ontario.
- All courses reflect the Ontario College of Teachers’ Foundations of Professional Practice, incorporating ethical standards and standards of practice.

Program Options

- Students elect to specialize in one of two teaching divisions: Primary/Junior (Grades JK to 6) or Intermediate/Senior (Grades 7 to 12).
- Students in the Intermediate/Senior division will select course electives based on their personal choice of teaching specializations.
- Teaching specializations offered are: Indigenous Studies, Native Language – Ojibway, Environmental Sciences – Indigenous Perspective, English, French as a Second Language, Biology, Chemistry, Computer Studies, Dramatic Arts, Geography, Health & Physical Education, History, Mathematics, Physics, and Visual Arts.
- For Education course descriptions, see below. For Arts & Science course descriptions, please see Indigenous Studies ([p. 263](#)) and other relevant program sections of the Calendar.
- Please consult the academic timetable, available through myTrent, for information on Arts & Science (Year 1 – Year 3) courses that will be offered in 2017–2018, including when they will be scheduled.

Primary/Junior Program

Year 1

- 1.0 INDG credit consisting of INDG 1001H and 1002H (or 1000Y)
- 1.0 INDG credit from INDG 2250Y or 2800Y
- 3.0 credits in addition to the above

Year 2

- 2.0 INDG credits consisting of INDG 2100Y and 2480Y
- 1.0 MATH credit consisting of MATH 2080Y
- 2.0 credits in addition to the above

Year 3

- 1.0 INDG credit consisting of INDG 3350Y
- 4.0 credits in addition to the above

Year 4

- 5.25 EDUC credits consisting of EDUC 4100H, 4133H, 4301Y, 4335H, 4344Q, 4421H, 4461H, 4464H, 4474H, and 4571H

Year 5

- 4.5 EDUC credits consisting of EDUC 4300P, 4301Y, 4313H, 4336H, 4341H, 4463H, 4465H, 4473H, and 4564H
- 0.5 EDUC credit from EDUC 4223H, 4381H, 4382H, 4383H, 4384H, 4385H, 4386H, or 4387H

Intermediate/Senior Program

Years 1–3

- 3.0 INDG credits consisting of INDG 1001H and 1002H (or 1000Y) and 2100Y and 3350Y
- 1.0 INDG credit from INDG 2250Y or 2800Y
- 12.0 credits in addition to the above, at least 5.0 credits in the first teaching specialization and at least 3.0 credits in the second teaching specialization (or 4.0 credits if the second teaching specialization is French or Ojibway)

Year 4

- 3.75 EDUC credits consisting of EDUC 4200H, 4233H, 4251H, 4301Y, 4335H, 4344Q, and 4464H
- 2.0 EDUC credits from EDUC 4661Y, 4662Y, 4663Y, 4664Y, 4665Y, 4671Y, 4672Y, 4673Y, 4674Y, 4675Y, 4676Y, 4681Y, or 4682Y

Year 5

- 4.0 EDUC credits consisting of EDUC 4252H, 4300P, 4302Y, 4313H, 4341H, 4336H, 4421H, and 4465H
- 0.5 EDUC credit from EDUC 4223H, 4381H, 4382H, 4383H, 4384H, 4385H, 4386H, or 4387H

Foundational Courses

- » **EDUC 4121H: Creating a Positive Learning Environment Through the Theoretical and Practical Approaches to Classroom Management (Primary/Junior)**
Examines current theories of instructional design and classroom management as they interact to create a positive learning environment in the Primary/Junior context. Students examine and critically assess contemporary models of design and management to develop personal philosophies related to their own teaching.
- » **EDUC 4133H: Supporting Literacy and Learners with Special Needs (Primary/Junior)**
An introduction to current educational research, theory, and professional practice regarding literacy instruction and learning diversity in supporting learners with special needs. Asset-oriented theoretical principles and approaches and models of inclusion informed by critical disabilities studies perspectives are explored. Provides a sound introduction to differentiated instruction and teachers' legal and ethical responsibilities towards learners with special needs. Co-requisite: EDUC 4100H.
- » **EDUC 4221H: Creating a Positive Learning Environment Through the Theoretical and Practical Approaches to Classroom Management (Intermediate/Senior)**
Examines current theories of instructional design and classroom management as they interact to create a positive learning environment in the Intermediate/Senior context. Students examine and critically assess contemporary models of design and management to develop personal philosophies related to their own teaching.
- » **EDUC 4233H: Supporting Literacy and Learners with Special Needs (Intermediate/Senior)**
An introduction to current educational research, theory, and best practices regarding literacy instruction and learning diversity in supporting learners with special needs at the Intermediate/Senior levels. Models of inclusion and individualized instruction are explored with emphasis on legal responsibilities, program modification, and classroom accommodation. Co-requisite: EDUC 4200H.
- » **EDUC 4251H: Teaching Intermediate Learners Part 1 (Intermediate/Senior)**
Critically examines the social, emotional, intellectual, and physical maturity and well-being of the adolescent learner from a range of researched and practical perspectives. Through supported theorizing, teacher candidates reflect on, and make sense of, practicum experiences in Grades 7-8.
- » **EDUC 4252H: Teaching Intermediate Learners Part 2 (Intermediate/Senior)**
Participants develop teaching expertise across a wide range of disciplines and within disciplines to meet the needs of the adolescent learner. Participants develop and refine a detailed and integrated unit of study beyond their own teachable disciplines. Prerequisite: EDUC 4251H.

- » **EDUC 4313H: Sociocultural Perspectives on Human Development and Learning (Primary/Junior and Intermediate/Senior)**
Offers a critical approach to the understanding of sociocultural and cognitive theories of human development. Examines how these theories apply to multiple contexts of education, including systemic processes, classroom practices, and embodied teaching and learning.
- » **EDUC 4335H: Indigenous, Environmental, and Sustainability Education (Primary/Junior and Intermediate/Senior) (ICR)**
Examines current issues and theories of Indigenous education, environmental and eco-justice pedagogies, and cultural and linguistic diversity as they pertain to the learning environment for K-12 classrooms. Students examine and critically assess these issues and theories as they develop personal philosophies related to their own teaching and learning. Prerequisite: Open only to students in year 2 of the BEd program.
- » **EDUC 4336H: Cultural and Linguistic Diversity (CLD) (Primary/Junior and Intermediate/Senior)**
Focuses on the culturally and linguistically diverse (CLD) learner at the elementary and secondary levels. Teacher candidates assess and apply theories of second language acquisition and learning to the development of instruction, programming, and assessment for CLD learners. A critical multicultural lens informs the course. Culturally responsive pedagogies are explored. Prerequisite: Open only to students in year 2 of the BEd program.
- » **EDUC 4341H: Educational Law, Ethics, and Professional Conduct (Primary/Junior and Intermediate/Senior)**
Provides an overview of legal, ethical, and professional issues. Introduces past and current theoretical/philosophical knowledge in applied educational ethics as practiced in the profession. Teacher candidates begin to learn about their legal rights and responsibilities to all stakeholders in Ontario education.
- » **EDUC 4344Q: The Philosophical, Historical, and Curricular Context of Ontario Catholic Education (Primary/Junior and Intermediate/Senior)**
Explores the legal, historical, and theological foundations and distinctive character of curriculum and the learning environment in the Ontario Catholic school system. Candidates develop the skills and attitudes to build effective classroom communities by exploring theories and practices of instructional design and the operational traditions of Catholic schools. Excludes EDUC 4343H.
- » **EDUC 4421H: Creating a Positive Learning Environment Through the Theoretical and Practical Approaches to Classroom Management (Primary/Junior; Indigenous Cohort)**
Examines current theories of instructional design and classroom management as they interact to create a positive learning environment in the Primary/Junior context. Students examine and critically assess contemporary models of design and management to develop personal philosophies related to their own teaching.

Curriculum Courses (Primary/Junior)

- » **EDUC 4461H: Mathematics (Primary/Junior; Indigenous Cohort)**
Focuses on developing a community of mathematics learners. Current theories related to teaching and learning mathematics are examined within the context of rich mathematical investigations. A variety of manipulatives and technologies are explored as tools for learning and assessment.
- » **EDUC 4463H: Science and Technology (Primary/Junior; Indigenous Cohort)**
Teacher candidates critically assess the learning opportunities offered by science and technology. They experience how fundamental attributes of science can be explored through the elementary curriculum and the role that inquiry plays in this. The importance of pedagogy for science, technology, the environment, and society is emphasized.

- » **EDUC 4473H: Integrated Arts in the Elementary Classroom (Primary/Junior; Indigenous Cohort)**
Teacher candidates learn how to integrate the arts into the elementary classroom. Drawing on current theory and practice in arts education, candidates focus on how children learn, create, and express ideas through the arts and consider ways that the arts can enrich learning across subject areas.
- » **EDUC 4474H: Health, Physical Education, and Dance in the Elementary Classroom (Primary/Junior; Indigenous Cohort)**
Approaches to movement education incorporating theories of kinaesthetic learning in physical education. Teacher candidates engage with foundations of movement to develop comfort and confidence in integrating health and movement concepts into classroom practice. Understanding of child/youth mental health concerns and awareness of community mental health services are developed.
- » **EDUC 4561H: Mathematics (Primary/Junior)**
Focuses on developing a community of mathematics learners. Current theories related to teaching and learning mathematics are examined within the context of rich mathematical investigations. A variety of manipulatives and technologies are explored as tools for learning and assessment.
- » **EDUC 4563H: Science and Technology (Primary/Junior)**
Teacher candidates critically assess the learning opportunities offered by science and technology. They experience how fundamental attributes of science can be explored through the elementary curriculum and the role that inquiry plays in this. The importance of pedagogy for science, technology, the environment, and society is emphasized.
- » **EDUC 4564H: Social Studies (Primary/Junior)**
Critically examines how children's developing sense of place is reflected in the Ontario curriculum. Teacher candidates encounter opportunities to develop meaningful learning that leads to a deeper understanding of self; raised awareness of eco-social justice issues; and an understanding of Canada's place in the world.
- » **EDUC 4571H: Language and Literacy (Primary/Junior)**
Prepares teacher candidates for planning, teaching, and assessing comprehensive balanced literacy programs in the Primary and Junior divisions. Candidates recognize how theories of language and literacy development and instructional methodologies can be effectively applied to classroom practice.
- » **EDUC 4573H: Integrated Arts in the Elementary Classroom (Primary/Junior)**
Teacher candidates learn how to integrate the arts into the elementary classroom. Drawing on current theory and practice in arts education, candidates focus on how children learn, create, and express ideas through the arts and consider ways that the arts can enrich learning across subject areas.
- » **EDUC 4574H: Health, Physical Education, and Dance in the Elementary Classroom (Primary/Junior)**
Approaches to movement education incorporating theories of kinaesthetic learning in physical education. Teacher candidates engage with foundations of movement to develop comfort and confidence in integrating health and movement concepts into classroom practice. Understanding of child/youth mental health concerns and awareness of community mental health services are developed.

Curriculum Courses (Intermediate/Senior)

» **EDUC 4661Y: Biology (Intermediate/Senior)**

Examines contemporary learning theory pertaining to Biology education. Teacher candidates explore the philosophical basis of appropriate teaching and assessment methodologies to facilitate pupil learning and understanding. The unifying principles of the life sciences form a framework for the course.

» **EDUC 4662Y: Chemistry (Intermediate/Senior)**

Teacher candidates investigate theories of instructional practice supporting student learning in Chemistry. The foundational concepts of chemical science are linked to contemporary theories of assessment and evaluation of pupil performance to develop effective teaching and learning models.

» **EDUC 4663Y: Computer Studies (Intermediate/Senior)**

Topics include the study of hardware and software design applications, their impact on society, including cyberbullying; effective online research; and the importance of creating an appropriate digital footprint. Teacher candidates use a variety of Web 2.0 tools to create effective educational resources.

» **EDUC 4664Y: Mathematics (Intermediate/Senior)**

Focuses on pupil construction of mathematical concepts and skills through engagement as a community of learners. Exploration of current pedagogical theory in Mathematics, teaching practices, assessment techniques, and the skills and content areas of the curricula are critically examined.

» **EDUC 4665Y: Physics (Intermediate/Senior)**

Explores contemporary research and theoretical foundations of Physics instruction, focusing on pupil construction of knowledge. They apply these theories in designing effective physics courses which incorporate a wide range of teaching practices and assessment techniques to engage all learners.

» **EDUC 4671Y: Dramatic Arts (Intermediate/Senior)**

Critically examines current theory and practice of teaching Dramatic Arts in the Intermediate and Senior divisions. They apply educational theory and pedagogy in exploring a variety of teaching and assessment strategies for developing effective drama programs.

» **EDUC 4672Y: English (Intermediate/Senior)**

Investigates the theoretical foundations for teaching oral communication, reading, writing, and media studies in the Intermediate and Senior divisions. Teacher candidates apply research and theory in planning a balanced curriculum, evaluating student performance, preparing students to meet literacy expectations, and modifying programs according to individual needs.

» **EDUC 4673Y: French as a Second Language (Intermediate/Senior)**

Explores current pedagogical research and theory that supports the teaching/learning of listening, speaking, reading, and writing in French as a Second Language. Focuses on the models for the integration of language skills and culture and investigates a variety of instructional and assessment approaches for creating effective lessons and teaching units.

» **EDUC 4674Y: History (Intermediate/Senior)**

Provides the fundamentals in contemporary theory and practice of teaching History to pupils in the Intermediate and Senior divisions. Students are given opportunities to study the research and theoretical foundations for various models of history instruction, methods of assessment and evaluation of pupils, and effective course design.

- » **EDUC 4675Y: Visual Arts: Theory and Practice (Intermediate/Senior)**
Students engage in a critical exploration of visual art. Students take part in studio activities while they explore art history, aesthetics, and art criticism, balancing practical creation with considerations of the object, its role in society, and its relevance to the individual and to the larger community.
- » **EDUC 4676Y: Health and Physical Education (Intermediate/Senior)**
Provides a theoretical and practical foundation in health and physical education. Topics include trends in health and physical education, motor skill development, coaching, fundamental movement skills, building a community through co-operative games, strategies for integration, dance, and safety. Students experience practices and strategies for planning, instruction, and assessment.
- » **EDUC 4681Y: Geography (Intermediate/Senior)**
Provides the professional skills necessary for effective teaching of Geography at the Intermediate and Senior levels. Through a variety of teaching strategies and reflective practice, candidates investigate contemporary research, theories, and methods of teaching Geography, and assessing student learning in the subject area.
- » **EDUC 4682Y: First Nations, Métis, and Inuit Studies (Intermediate/Senior)**
Explores theoretical foundations for teaching First Nations, Métis, and Inuit Studies in Intermediate and Senior classrooms. They apply these theories to a critical examination of a variety of teaching and assessment practices appropriate to the subject area.

Practicum and Placement Courses

- » **EDUC 4361H: Practicum Year 1: Developing Teaching Identity, Knowledge, and Skill (Primary/Junior and Intermediate/Senior; Public Stream)**
Teacher candidates reflect upon personal identity, and how individual experiences and values impact teaching practice. We examine the importance of making meaningful observations of students; comprehensive planning (including individual lesson planning and unit planning using backward design); assessment for, of, and as learning; and strategies to create an engaging, exciting classroom environment.
- » **EDUC 4362H: Practicum Year 2: Developing Teaching Identity, Knowledge, and Skill (Primary/Junior and Intermediate/Senior; Public Stream)**
Teacher candidates bring experience, knowledge, skills and attitudes acquired in year 1 to their teacher preparation. Teacher candidates take a deeper look at the at the importance of making meaningful observations of students, comprehensive planning assessment, and strategies to create an engaging, exciting classroom environment to support the development and well-being of all learners. Prerequisite: EDUC 4361H.
- » **EDUC 4363H: Practicum Year 1: Developing Teaching Identity, Knowledge, and Skill in a Catholic Education Setting (Primary/Junior and Intermediate/Senior; Catholic Stream)**
Teacher candidates reflect upon personal identity, and how individual experiences and values impact teaching practice. We examine the importance of making meaningful observations of students; comprehensive planning (including individual lesson planning and unit planning using backward design); assessment for, of, and as learning; and strategies to create an engaging, exciting classroom environment in a Catholic education setting.

- » **EDUC 4364H: Practicum Year 2: Developing Teaching Identity, Knowledge, and Skill in a Catholic Education Setting (Primary/Junior and Intermediate/Senior; Catholic Stream)**
Teacher candidates bring experience, knowledge, skills and attitudes acquired in year 1 to their teacher preparation. Teacher candidates take a deeper look at the at the importance of making meaningful observations of students, comprehensive planning assessment, and strategies to create an engaging, exciting classroom environment in a Catholic education setting, to support the development and well-being of all learners. Prerequisite: EDUC 4363H.
- » **EDUC 4464H: Practicum Year 1: Developing Teaching Identity, Knowledge, and Skill (Primary/Junior and Intermediate/Senior; Indigenous Cohort)**
Teacher candidates reflect upon personal identity, and how individual experiences and values impact teaching practice. We examine the importance of making meaningful observations of students; comprehensive planning (including individual lesson planning and unit planning using backward design); assessment for, of, and as learning; and strategies to create an engaging, exciting classroom environment.
- » **EDUC 4465H: Practicum Year 2: Developing Teaching Identity, Knowledge, and Skill (Primary/Junior and Intermediate/Senior; Indigenous Cohort)**
Teacher candidates bring experience, knowledge, skills and attitudes acquired in year 1 to their teacher preparation. Teacher candidates take a deeper look at the at the importance of making meaningful observations of students, comprehensive planning assessment, and strategies to create an engaging, exciting classroom environment to support the development and well-being of all learners. Prerequisite: EDUC 4464H.

Practicum and Placements

The following practicums and placements are required for successful completion of the BEd program.

- » **EDUC 4100H: Supporting Literacy and Learners with Special Needs Placement (Primary/Junior)**
A field placement experience connected to EDUC 4133H that further develops the concepts and application of current educational research, theory, and professional practice regarding literacy instruction and learning diversity in supporting learners with special needs. Students develop empathy and understanding for learners faced with a variety of learning challenges. Co-requisite: EDUC 4133H.
- » **EDUC 4200H: Supporting Literacy and Learners with Special Needs Placement (Intermediate/Senior)**
A field placement experience connected to EDUC 4233H that further develops the concepts and application of current educational research, theory, and professional practice regarding literacy instruction and learning diversity in supporting learners with special needs. Students develop empathy and understanding for learners faced with a variety of learning challenges. Co-requisite: EDUC 4233H.
- » **EDUC 4300P: Alternative Settings Placement**
The alternative settings placement is designed as an opportunity for consolidation and enrichment of educational perspective and expertise through placement in a setting new to the teacher candidate. It also provides opportunities to explore careers outside of the classroom that are related to teaching.

» **EDUC 4301Y: Classroom Practicum Year 1**

Practicum is the heart of teacher development and learning: it is where teacher candidates consolidate and extend their growing understanding of teaching and learning. Teacher candidates work with host professionals (certified teachers) to translate their knowledge, experiences, and coursework into meaningful classroom practice and to build comfort and skill in expected teaching competencies.

» **EDUC 4302Y: Classroom Practicum Year 2**

Practicum is the heart of teacher development and learning: it is where teacher candidates consolidate and extend their growing understanding of teaching and learning. Teacher candidates work with host professionals (certified teachers). Expectations increase from the first year of the program and candidates continue to build on the skills and competencies started in year 1. Prerequisite: EDUC 4301Y.

Elective Courses

Year 2 Bachelor of Education students take one half-course elective (0.5 credit) in contemporary issues in education to further enrich their theoretical and practical understandings as an educator. Each year, a subset of the following specialized elective courses will be offered.

» **EDUC 4223H: Issues in Planning, Assessment, and Evaluation (Primary/Junior and Intermediate/Senior)**

Through the application of current research and theoretical foundations, this course explores contemporary issues in planning, assessment, and evaluation, and their application to classroom teaching practice. Selection, design, and use of assessment tasks, tools, and data are addressed and critiqued, with opportunities for connections to all curriculum areas. Open only to students in year 2 of the BEd program.

» **EDUC 4381H: Literacy and Math in the Early Years (Primary/Junior and Intermediate/Senior)**

Designed for teacher candidates who are interested in working with young children (ages 3-8). The course critically examines and assesses current curricula and policies related to early childhood education on national, provincial, and international levels. Special emphasis is placed on children's literacy and mathematics. Open only to students in year 2 of the BEd program.

» **EDUC 4382H: Experiential and Adventure Education (Primary/Junior and Intermediate/Senior)**

An exploration of experience as a vehicle for education, with a particular focus on analyzing how lived experience drives learning in intentionally designed hands-on environments such as outdoor adventure programs, community service learning, and inquiry-based approaches. Key questions surround uses of uncertainty, risk, choice, and mastery as tools for developing student understanding. Open only to students in year 2 of the BEd program.

» **EDUC 4383H: Indigenous Education (Primary/Junior and Intermediate/Senior)**

Explores Indigenous ontology, epistemology, and pedagogy in teaching to and about Indigenous peoples. Explores infusion of Indigenous ways of knowing in public education and Indigenous culture-based education. Additional topics studied include educational policy, decolonization, identity, Indigenous student success, culturally relevant instruction, teacher capacity, teaching in Indigenous communities, and community partnership. Open only to students in year 2 of the BEd program.

- » **EDUC 4384H: The Role of STEAM Education (Primary/Junior and Intermediate/Senior)**
Integrates Science, Technology, Environmental Education, Engineering, the Arts, and Mathematics to develop a pedagogy of problem-solving that reconceptualizes challenges we face individually and collectively. Problematic issues of prioritizing STEAM subjects and careers, the use of current technologies, and employing assistive devices in classrooms, are also explored. Open only to students in year 2 of the BEd program.
- » **EDUC 4385H: Teaching through Drama (Primary/Junior and Intermediate/Senior)**
Explores components of drama that include play, process, interpretation and theatre, and demonstrates how drama can be used across various divisions (Kindergarten to Intermediate/Senior) and curriculum areas. Teacher candidates engage in developing their own drama pedagogy as it relates to the various divisional qualifications they are attaining. Open only to students in year 2 of the BEd program.
- » **EDUC 4386H: Teacher Stories—Narrative and Practice (Primary/Junior and Intermediate/Senior)**
Students analyze literature and write creatively about teacher identity and practice. We investigate novels, memoirs, short stories, and poetry about teachers' lives, and have the opportunity to construct narratives of our own. We draw upon theories of teacher identity, educator reading and writing circles, and arts-based inquiry. Open only to students in year 2 of the BEd program.
- » **EDUC 4387H: International Education and International Teaching (Primary/Junior and Intermediate/Senior)**
Explores the world of international education and international teaching with a focus on the impact increasing global connectedness has on educational systems. Teacher candidates consider specific case studies of educational systems worldwide, with a view to comparing and contrasting these systems with their own experiences. The world of international teaching and related pathways will also be explored. Open only to students in year 2 of the BEd program.
- » **EDUC 4388H: Modelling Digital Citizenship through Technology and Social Media Use in the Classroom**
Teacher candidates engage with a range of tech devices and platforms from a practical stance in order to subsequently analyze classroom implications, including professional standards, laws and policies, the impact of social media on mental health and device use, and evidenced-based practices related to effective uses of technology in the classroom. Prerequisite: Open only to students in year 2 of the BEd program.

Teacher Education Stream

trentu.ca/education

The Teacher Education Stream is designed for students planning to teach at the elementary or secondary level. The program will provide students with academic and non-academic foundations for entrance into a Consecutive Teacher Education program and, ultimately, the teaching profession.

Candidates complete the requirements for an Honours degree as well as the Teacher Education Stream requirements at Trent University and then make application to the Consecutive Teacher Education program to pursue a Bachelor of Education at the Elementary (Primary/Junior) or Secondary (Intermediate/Senior) level. Please note that some Honours degrees have requirements that may not be compatible with the program requirements of the Teacher Education Stream (refer to [p. 14](#) of the Academic Calendar for requirements which apply to all undergraduate degree programs). Students in the Teacher Education Stream may also consider completing the Option in Education ([p. 407](#)).

The transcripts of students graduating with an Honours degree who have successfully completed the requirements of the Teacher Education Stream will contain the notation “Teacher Education Stream.”

Admission Criteria

This is a direct-entry program with a limited number of student spaces. Admission decisions are based on an applicant’s academic average (a minimum of 75% is required on courses considered for admission). As this is a limited enrolment program, fulfillment of the minimum requirements does not necessarily guarantee admission.

Program Requirements

The following requirements apply for students entering the program from 2017–2018 onward:

Year 1

- 1.0 EDUC credit consisting of EDUC 1010H and 1020H

Year 2

- 1.0 EDUC credit consisting of EDUC 2010H and 2020H

Year 3

One of the following:

- Option 1: 0.5 EDUC credit consisting of EDUC 3010H
- Option 2: Successful completion of a Year Abroad Program

Year 4

- 1.0 EDUC credit consisting of EDUC 4010H and 4020H

Entrance to the Trent University Consecutive Teacher Education Program

A limited number of spaces in the Bachelor of Education program are reserved each year for Teacher Education Stream students. To be considered, students in the Teacher Education Stream must make an application through the Teacher Education Application Service (ouac.on.ca/teas). Students who maintain an average of 85% or higher on their last 10.0 credits at time of application, and who meet all Teacher Education Stream and undergraduate degree requirements, will be offered guaranteed admission to the BEd program at Trent. Teacher Education Stream students who do not meet the above criteria are still encouraged to apply and will be considered for admission on an individual basis.

All Teacher Education Stream students who are interested in pursuing a Bachelor of Education degree should review the admission requirements for the Consecutive Bachelor of Education program ([p. 144](#)). Successful Bachelor of Education applicants must complete all Trent Honours

degree requirements and teaching division prerequisites by the May preceding enrolment in the Bachelor of Education program.

Teacher Education Stream students who are interested in pursuing a Bachelor of Education at the Intermediate/Senior (I/S) level should take particular note of the requirements for teachable subjects (trentu.ca/education/consecutive). Admission to the BEd program at the I/S level is contingent on meeting the requirements for two teachable subjects, in addition to meeting the requirements listed above. The Teacher Education Stream advisor within the School of Education is available to support students in their course selection.

Please consult the academic timetable for information on courses that will be offered in 2019–2020, including when they will be scheduled.

- » **EDUC 1010H: Understanding Teaching and Learning 1**
Introduces concepts and dispositions of teaching and learning. Investigates the nature of what it means to be a teacher and the relationship between “good” teaching and effective learning, with a particular focus on teaching as a reflective practice. Students begin to develop understandings of the broad scope of what it can mean to be “a teacher” in a variety of educational contexts. Includes at least 18 hours of field placement.
- » **EDUC 1020H: Understanding Teaching and Learning 2**
Introduces concepts and dispositions of teaching and learning. Investigates the nature of what it means to be a teacher and the relationship between “good” teaching and effective learning, with a particular focus on social and environmental justice. Students begin to develop understandings of the broad scope of what it can mean to be “a teacher” in a variety of educational contexts. Includes at least 18 hours of field placement. Prerequisite: 60% or higher in EDUC 1010H.
- » **EDUC 2010H: Conceptions and Dispositions in Teaching and Learning 1**
Expands the conceptions and dispositions of teaching and learning with a focus on the role of leadership, and an analysis of the representation of education in public spheres and the media. Includes at least 18 hours of field placement. Prerequisite: 60% or higher in EDUC 1020H.
- » **EDUC 2020H: Conceptions and Dispositions in Teaching and Learning 2**
Investigates the nature of teaching, with a particular focus on making space and place for social justice in education, within and against the context of representations of teaching and learning in society and media. Includes at least 18 hours of field placement. Prerequisite: 60% or higher in EDUC 2010H.
- » **EDUC 3010H: Learning and Literacy**
Explores a range of learning theorists and theories. This exploration is contextualized within the area of literacy development across the elementary and intermediate ages. Includes at least 18 hours of field placement. Prerequisite: 60% or higher in EDUC 2020H. Excludes EDUC 4000Y.
- » **EDUC 4010H: Topics in Mathematics Education**
Considers both mathematical subject and pedagogical knowledge within the context of the elementary and intermediate ages. Explores the mathematical knowledge necessary to effectively support numeracy development for learners. Includes at least 18 hours of field placement. Prerequisite: 60% or higher in EDUC 3010H, or successful completion of a year abroad program and 60% or higher in EDUC 2020H.
- » **EDUC 4020H: A STEAM Driven Classroom**
Considers the integration of science, technology, the environment, engineering, the arts, and mathematics within the context of the elementary and intermediate ages. Explores critical thinking and inquiry within this multidisciplinary approach to education. Includes at least 18 hours of field placement. Prerequisite: 60% or higher in EDUC 4010H.