

School of Education Terrace Campus Newsletter December 2015



UNBC

School of Education, NW Region
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B.ED STUDENTS HOST COMMUNITY EVENTS



UNBC Math Fair

On Thursday afternoon of November 26 the fifth biannual UNBC Math Fair was held by the NW student teacher cohort in UNBC's Bachelor of Education program for the primary/elementary level. The program includes two courses in math education, and this event constituted part of their assignments. The event attracted almost a hundred students and caregivers from the community. As it was scheduled after school, teachers and administrators from local schools and district also attended, as well as UNBC personnel.

The atmosphere was charged with the natural curiosity and enthusiasm that most young children show for math activities. Learners of ages 3 to 14 were obviously enjoying themselves at twelve stations. One of the stations was administered by the seven-year-old daughter of a student teacher, with some help from her dad. Our student teachers designed the stations, working individually, to provide children from the community with enjoyable learning experiences connecting to the school curriculum. The activities were based on problem solving, creating connections to existing knowledge, reasoning, communicating one's ideas, and representing them in creative ways. The areas of mathematics covered number skills, shapes and space, patterns and relations, statistics and probability – quite an expanded field compared to the old 'rithmetic and representing the current BC math curriculum for K-8. There was lots of material to take home as well as numerous door prizes.

Previous Math Fairs were held in 2007, 2009, 2011 and 2013, and all received a very favourable response from the community. More information about this event can be obtained by contacting Alex Lautensach at 615-3334 (office), or alexl@unbc.ca.

EDUCATION 390 – THE OBSERVATION PRACTICUM

For the past two months, our students have spent each Tuesday visiting schools in the Terrace area. This has given them an opportunity to experience a variety of grade levels, subject areas, and teaching styles. B.Ed. faculty, staff, and students would like to thank the following schools for welcoming our Teacher Candidates:

PACES	Veritas
Caledonia	Thornhill Primary
Suwilaawks	Skeena Middle
Parkside	Na Aksa Gila Kyew



B.ED. PROGRAMME – 2017 ENTRY

We have many potential students who, over the past few years, have expressed an interest in entering the B.Ed. (elementary) programme offered here in Terrace. I certainly appreciate those who through interviews or email have kept their files up-to-date by letting me know about their courses in progress, courses completed, and final marks. It is important to understand that there are prerequisites for entry into this programme, and that acceptance cannot be granted until these requirements have been fulfilled. If you are planning on becoming a member of the 2017 cohort, please contact me (if you have not already done so) to make certain you are "on track" with the courses you have taken and those you still plan on taking. Email me at lynn.turner@unbc.ca.

Lynn Turner, PPC Terrace campus

Come Join Us On Campus!

Public Presentation

December 9th

"Editorial Decision Making in the Newspaper Business"

Presenter: Rod Link, Terrace Standard

12:00 – 1:00

New Intake!

EDUC 101

Program Start: Winter 2016
UNBC Terrace

To Register please contact:
Alma Avila: alma.avila@unbc.ca

or
phone (250) 615-5578

Bachelor of Education 2017 Intake

If you are interested in taking the B.Ed program, it is strongly recommended that you meet with Lynn Turner to discuss pre-requisites.

email: lynn.turner@unbc.ca or
phone: 250-615-5578

Important Dates!

Application Deadline for Master of Education

December 15th

Campus Closed

December 24th – January 4th

1st Day of Classes

January 5th



LINDA'S LINKS

IndyKids.org

formed to provide "a progressive ad-free news media to be presented in a way that would interest and engage young kids. IndyKids has grown into a vital multi-platform current events and social justice news source that is produced by kids for kids."

outofedenwalk.com

Out of Eden is a journey being taken by Paul Slopek – started in 2013 and ending in 2020. He is recreating the epic journey of our ancestors, by travelling by foot starting at humankind's birthplace in Ethiopia and ending at the southern tip of South America. He is supported in part by the National Geographic Society. There is so much to check out on this site (storytelling, photos, videos, maps, social media). It is the most amazing journey and...there is a section for educators and classes.

Linda Lee

EDUC 346 ACMALP Community Event – Oct 28th

The teacher-candidates in the Bachelor of Education EDUC 346 – Introduction to Aboriginal Education class opened their doors to the community on Oct 28th, 2015. This open event allowed the guests to review the students' Aboriginal Culturally-Mindful Approaches to Lesson Planning (ACMALP). Our twelve lively B.Ed. students and their displays rivaled the "enthusiastic chatter" of the visiting faculty, staff, students, family members, friends, and community representatives that filled the room. Two students commented, "This was very special to me to see the support and the interest these people have in what we are doing as future teachers"; and "The visual aspect of their displays was beyond anything I imagined, and I was very inspired." One guest remarked, "The amount of thought that was put into the displays and the philosophy behind it, was based on solid thinking. This speaks to me of their professionalism! My wish is that they never get too tired or busy that they stop doing that." Another guest said before leaving, "After talking with each student and seeing their work, I can easily see all of them being teachers one day. Great job!"

At first, the students expressed a hint of apprehension and glee saying, "We actually had guests...I was a little nervous at the beginning not knowing what to expect and how things would go. Once things got rolling it was very casual conversation and people were genuinely interested in the information we had to share." "Just hearing the passion and the excitement each of them had about their lesson and hearing the conversations going on with the questioning and answering was so inspiring."

Although this event was a first for the new cohort of teacher-candidates, the students covered a variety of topics pertaining to indigenous content with competence and sensitivity. "Through this Aboriginal Culturally Mindful Approach to Lesson Planning open house, I learned that I know a lot more than I thought I might have regarding this subject", said another student.



The conversations further enriched the lesson plans. "One thing that I would take away from this event and use in future practice would be the use of visuals...people seemed to like this, and may have found it useful in enhancing their experience and learning." "I enjoyed working with a child, and seeing their response to my activity."

"After our talk I have thought of many ways in which I could use this in math. For our children who are hands on and tactile you could use these...to present fractions." "[I] was thinking of how I could modify or change the activity to suit different children. If I was working with a child who had special needs I could probably find different material for the child to work with." "There are so many different avenues that I would like to take this lesson plan in the future."

Creating an inclusive learning community is rewarding and many valuable lessons were revealed. "It gave me an opportunity to show my other instructors a different side of me which was nice." "Everyone's [displays] were so unique...[and] people were so kind and helpful, but they also gave constructive criticism...the learning was so complete." "I enjoyed the chance to be able to experiment with our ideas with other people. Having people and children poke and test out your project allows you to see how realistic it is or where you need to make adjustments." "I really loved some of the suggestions and gained a completely new perspective from some of them! It is so wonderful what a second opinion will do." Most importantly, "I was also reminded of the importance of maintaining a culturally-mindful approach to teaching and learning, particularly in this case incorporating an Aboriginal Perspective into my lesson planning and implementation."

The ACMALP event exposed deeper insights into the students' personal and professional roles as portrayed in these comments, "My passion for teaching my language is going to keep our identity alive ...and I believe it is important for all languages...we must struggle to keep them alive so we do not lose our identities on this Earth." In exploring one's own identity, "We began to speak about how I, being non- aboriginal, was giving a presentation on an aboriginal topic, and how it is important to understand that being educated in this topic [of Residential Schools in Canada] should not be simply reserved to aboriginal [peoples]; but rather everyone should have the knowledge to do so...By being educated on this topic, the memory of this time period would not be extinguished."

Although demanding, the students felt deeply gratified. "I felt relieved that one major project was finished, and that it ended up being a fun event." "I am so happy [that] lots of people came and it really made me proud of my work. It also reinforced to me that doing something I love... people respond well and children respond when you stay true to yourself."

Marian Kotowich-Laval, is the EDUC346 instructor. She encourages community-involvement in all forms of learning. She reminds her students that, "You will learn more out there in the aboriginal communities than you ever will in a classroom. So, be brave and go into your aboriginal communities, get involved, earn your own knowledge through experience and involvement. Then, take your knowledge and this approach hands-on back into your classrooms. Your students will appreciate it and you will have engaged learners." Bravo colleagues!

Photos (above) and submission by Marian Kotowich-Laval

