

## Consecutive Bachelor of Education Program Brock University

Primary/Junior, Junior/Intermediate  
and Intermediate/Senior studies





## Why Teaching Now?

Now is the time to begin your career in education. Today's classrooms are rapidly becoming 21st century learning hubs, and the next wave of teachers are being called upon to use their experiences, education, and passion to engage and teach a technologically-inclined generation. There has never been such a widespread need for quality teachers who encourage students to dream big and strive for success, while preparing them to live and work in a digital society.

Today's education graduates are building careers that extend beyond the classroom. Our graduates hold positions teaching internationally; working in training and counselling programs; serving as instructional designers for gaming, video, and software development companies; curating and managing education museum exhibitions; and designing and delivering outdoor and youth educational opportunities.

Successful completion of the Teacher Education program at Brock leads to a Bachelor of Education (BEd) and recommendation to the Ontario College of Teachers for an Ontario Certificate of Qualifications and Registration (CQR).

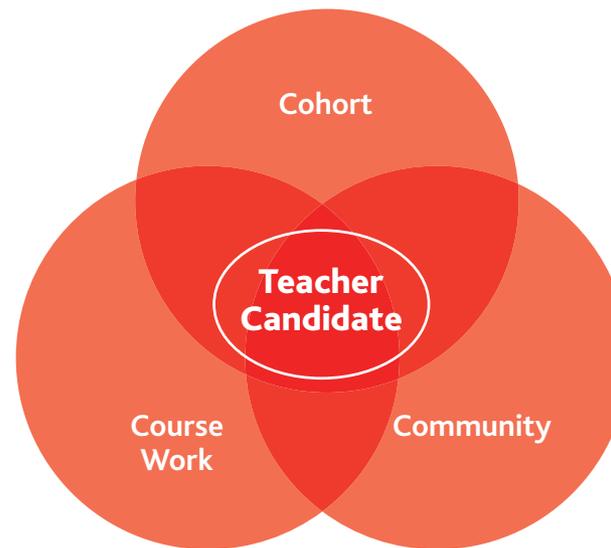
## Why Brock?

### *Amazing Relationships with School Partners*

Brock enjoys a successful collaborative relationship with many partner boards across the province. Our program focuses on putting teacher candidates into classrooms early in their studies (usually within days of beginning at Brock) and supporting their experience with school-based engagement.

### *Unique Triple-C Model*

Brock's Teacher Education program fluidly integrates theory and practice through a unique Triple-C model.



**Cohort:** Candidates become members of a group of about 30 classmates. The group is mentored and supported by Brock Practicum Instructors and Practicum Advisers, forming a year-long professional learning community. The Cohort structure shrinks to a group of 15 in Year 2 to reflect the developing skill sets and diverse needs of beginning teachers.

**Coursework:** Candidates study the theoretical and practical foundations of elementary and/or secondary level teaching in Ontario. Course work directly informs their teaching and their teaching experiences inform their understanding of coursework.

**Community:** Candidates benefit from the support of Brock's wider stakeholder community. Brock has strong partnerships with many school boards, the Ministry of Education, the Ontario College of Teachers, the Ontario Teachers' Federation, and other stakeholders. This community supports learning and partners with Brock to ensure candidates graduate understanding the Ontario context for teaching and learning.



## Technology Enriched

Developing the ability to teach digital learners, using instructional strategies that engage and motivate achievement, is a key professional skill of today's teachers. At Brock, teacher candidates acquire competence in the newest technologies and appropriate instructional strategies for their effective classroom use. Brock is not only committed to continuing its focus on tech-enhanced teaching, but also provides extended exposure to digital and mobile technologies in various subject areas through multiple tech-enhanced learning activities, online/flipped/blended learning environments and the modeling of digital pedagogies.

## Courses Recognizing the Complexities of Teaching

Brock offers a variety of courses that focus on learners with diverse educational and behavioural needs. Cognition, development, exceptionality, and inclusive practice are central to working successfully with students in any learning environment. The delivery of a curriculum that prioritizes the learner by promoting multiple pathways of scholarship is our priority in both Faculty and school settings.

## Research to Practice—Practice to Research

The Department of Teacher Education is immersed in both teaching and research. The translation of research to learning in the classroom, as well as the collection of authentic data in classrooms to inform research, creates an important and dynamic relationship between theory and practice

# Program Highlights

## ● A September Start in Classrooms

Starting in September, teacher candidates are in schools once a week to take part in structured observation days. Candidates have full days of in-school guided experiences that focus on the school as a whole and the classroom specifically. They also meet their future students and mentor teachers, taking advantage of valuable time to build community before starting their teaching practicum.

## ● Opportunities for Non-traditional Placements

Teacher candidates may explore non-traditional placement opportunities to develop and deliver curriculums, assess learning, build programming and experience a new view on the application of “teaching” skills through alternative placements. Examples of opportunities include placements in museums, independent and Montessori schools, international and First Nations schools, and outdoor education centres.

## ● Opportunities for Placements Beyond Brock’s Partnership Boards

In their second year, candidates can apply to have their final practice teaching experience in a non-partner school board. This enables Brock candidates to explore board-specific differences in approaches to the curriculum and to gain experience in a board they may wish to apply to for work. Candidates must meet certain success criteria to apply and of course, such placements are at the discretion of school boards.

## ● Professional Development

Over the course of Year 1 and Year 2, teacher candidates are invited to explore new ideas and dig deeper into areas of existing interest through professional development (PD). Some PD events are required, but most are optional. PD is organized into four domains, which are:

- Professional Knowledge
- Career Development and Job Search
- Brock and Community Spirit
- Health and Wellness

We suggest completing a minimum of one optional learning experience per year from each of the four learning domains. Candidate’s PD experiences are added to their Brock Experience Plus transcript – a unique addition to their professional portfolio.

## ● Teaching, Research & Educational Inquiry

Research lets us know what works in teaching. Year 2 provides an exciting opportunity to explore the interconnections between teacher research, policies, and practices. Using an action-research methodology, candidates develop a research project proposal based on best practices in the field.

## ● Program Principles

The Brock University Teacher Education program is committed to:

- A holistic focus that embodies the school as a community, not just a classroom
- An integrated approach that emphasizes the connection between theory and practice
- Integrating cohort/professional collaborative communities and other learning experiences
- Self-directed and self-regulated learning models
- A support network of passionate life-long learners who respect differences, advocate social justice, and extend community and global awareness

## Program Overviews

Each of the four terms consists of a group of courses and practical experiences that scaffold professional practices and knowledge.

Programs are centred around two pillars: (1) cohort and learning communities as the place to bridge university with the workplace and (2) curriculum and instruction courses in specific subjects as places where subject matter teaching is integrated with other dimensions of instructing and learning.

## Primary/Junior/Intermediate

### Year 1

#### FALL

##### THE BEGINNING TEACHER — UNDERSTANDING TEACHING PRACTICE

- 12 weeks of classes with one day per week of internship in schools
- 2 weeks of internship

#### WINTER

##### BUILDING PROFESSIONAL KNOWLEDGE ABOUT TEACHING PRACTICE — SPECIALIZATION OF PEDAGOGICAL KNOWLEDGE

- 5 weeks of practicum experience
- 12 weeks of classes

### Year 2

#### FALL

##### PROFESSIONAL GROWTH THROUGH ONGOING PROFESSIONAL DEVELOPMENT

- 6 weeks of classes
- 6 weeks of practicum experience

#### WINTER

##### MAKING CONNECTIONS THROUGH LEARNING COMMUNITIES

- 3 weeks of classes
- 6 weeks of practicum experience
- 3 weeks of classes

# P/J and J/I Courses

## Year 1:

Teaching in the Ontario Context  
Integrating Teaching, Learning & Assessment  
Cognition & the Exceptional Learner  
Social Studies  
Arts In and Across the Curriculum  
Language and Literacy 1  
Developmental Domains & the Exceptional Learner  
Science & Technology  
Mathematics 1  
Assessment, Evaluation and Reporting  
Practicum for Teaching, Learning, & Assessment  
Teaching Digital Learners in the Digital Age  
French as a Second Language JI

## At the end of the first year, teacher candidates will:

- Know how to plan and implement Language Arts and Math lessons
- Add blended and flipped learning to instruction and enhance teaching practice, using various technological tools
- Use inquiry learning in multiple subject areas
- Differentiate instruction for diverse developmental needs of students
- Develop assessment tools that match learning outcomes to student performance
- Build specialized knowledge about teaching through participation in professional development
- Demonstrate knowledge of the professional and ethical standards of Ontario teachers

## Year 2:

Professional and Collaborative Practice  
Practicum for Professional and Collaborative Practice 1  
Practicum for Professional and Collaborative Practice 2  
Language and Literacy 2  
Mathematics 2  
Health & Physical Education Curriculum and Pedagogy  
Practicum for Professional and Collaborative Practice Part 2  
Arts in and Across the Curriculum  
Professionalism and Law for Education in Ontario  
Programming for Inclusive Classrooms  
Teaching, Research and Education Inquiry

## At the end of the second year, teacher candidates will:

- Be collaborative members of a professional community
- Use combined inquiry and professional development to personalize professional growth
- Use action-research to improve teaching practice and promote personal and professional growth
- Build specialized knowledge about programming instruction for inclusiveness
- Demonstrate knowledge of the professional and ethical standards of Ontario teachers

## Intermediate/Senior

### Year 1

#### FALL

##### THE BEGINNING TEACHER — UNDERSTANDING TEACHING PRACTICE

- 12 weeks of classes with one day per week of internship in schools
- 2 weeks of internship

#### WINTER

##### BUILDING PROFESSIONAL KNOWLEDGE ABOUT TEACHING PRACTICE — SPECIALIZATION OF PEDAGOGICAL KNOWLEDGE

- 12 weeks of classes
- 5 weeks of practicum experience

### Year 2

#### FALL

##### PROFESSIONAL GROWTH THROUGH ONGOING PROFESSIONAL DEVELOPMENT

- 6 weeks of classes
- 6 weeks of practicum experience

#### WINTER

##### MAKING CONNECTIONS THROUGH LEARNING COMMUNITIES

- 6 weeks of classes
- 6 weeks of practicum experience



# I/S Courses

## Year 1:

Student Assessment, Practice & Policy  
Cognition, Development & the Exceptional Learner  
Professionalism, Law & Principles of Teaching in Ontario  
Practicum for Professionalism, Law & Principles  
of Teaching in Ontario  
ICT for Teaching and Learning  
Teaching History 1  
Teaching English 1  
Teaching French as a Second Language 1  
Teaching Visual Arts 1  
Teaching Geography 1  
Teaching Drama 1  
Teaching Science- Biology 1  
Teaching Science General 1  
Teaching Science- Chemistry 1  
Teaching Science- Physics 1  
Teaching Science Mathematics 1  
Teaching Health & Physical Education 1

## At the end of the first year, teacher candidates will:

- Know how to plan and implement lessons in their teachable subjects
- Add blended and flipped learning to instructional practice and enhance teaching using various technological tools
- Develop assessment tools that match learning outcomes to student performance
- Build specialized knowledge about teaching through participation in professional development
- Demonstrate knowledge of the professional and ethical standards of Ontario teachers

## Year 2:

Professional Learning Communities  
Practicum for Professional Learning Communities 1  
Practicum for Professional Learning Communities 2  
Socioemotional/ Physical Processes and the Exceptional Learner  
Programming for the Inclusive Classroom  
Teaching, Research & Education Inquiry  
School and Society  
Special Topics in Teacher Education  
Teaching History 2  
Teaching English 2  
Teaching French as a Second Language 2  
Teaching Visual Arts 2  
Teaching Geography 2  
Teaching Drama 2  
Teaching Science- Biology 2  
Teaching Science General 2  
Teaching Science- Chemistry 2  
Teaching Science- Physics 2  
Teaching Science Mathematics 2  
Teaching Health & Physical Education 2

## At the end of the second year, teacher candidates will:

- Be collaborative members of a professional learning community
- Increase knowledge about teaching in chosen teachable subjects
- Differentiate instruction for diverse developmental and cultural needs of students
- Build specialized knowledge about programming instruction for inclusiveness
- Use action-research to improve teaching practice and promote personal and professional growth
- Demonstrate knowledge of the professional and ethical standards of Ontario teachers

# Admissions Timeline and how to apply

Brock University's Initial Teacher Education programs (Bachelor of Education) provide candidates with the professional education necessary to become certified teachers in Ontario. The consecutive program is offered for individuals who already have an undergraduate degree. The program is two years in length and is offered in St. Catharines and Hamilton.

## Brock's program offers the following teaching divisions:

Primary/Junior (B10): grades K – 6

Junior/Intermediate (B20): grades 4 – 10

Intermediate/Senior (B30): grades 7 – 12

You can apply to Brock University's Consecutive Teacher Education program via TEAS at [www.ouac.on.ca/teas](http://www.ouac.on.ca/teas).

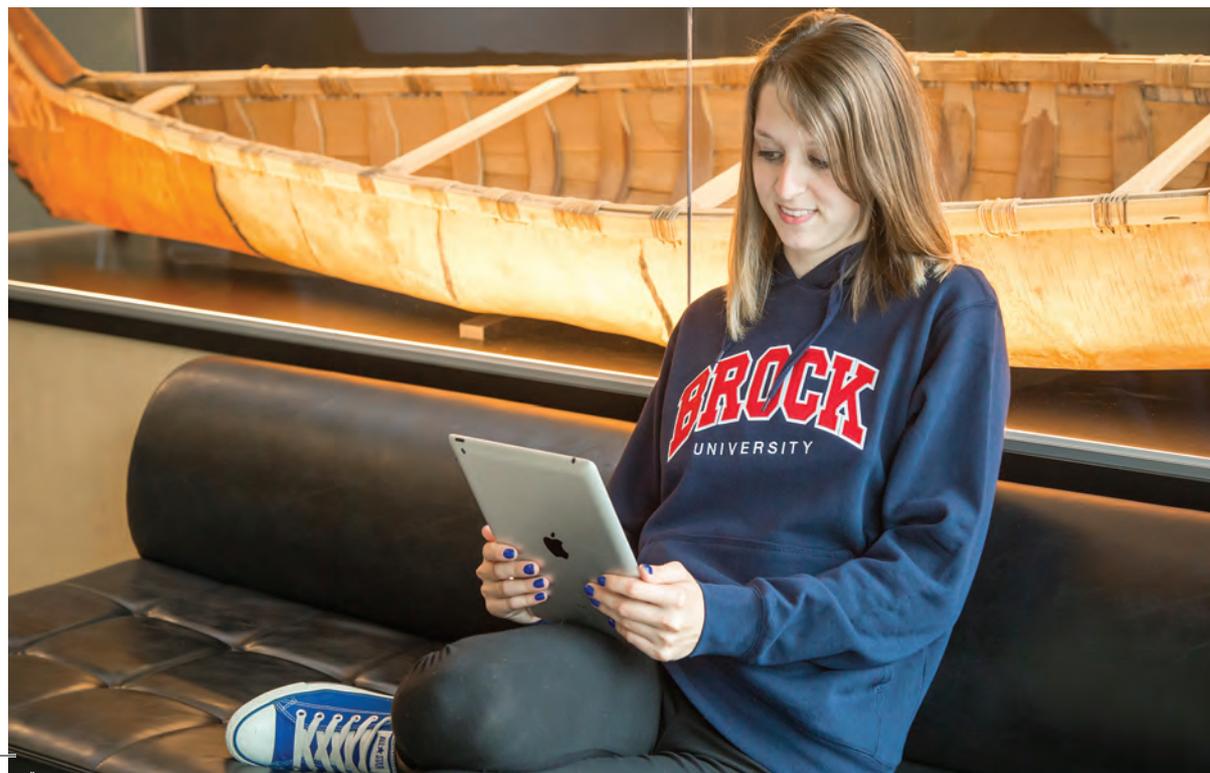
Spaces in the Teacher Education program are limited, and admission is not guaranteed by fulfilling the minimum requirements. Mature students must meet the same requirements as all other applicants and will not be individually reviewed.

## The minimum requirements for consideration are:

**Your admission average.** \*\* Brock requires a minimum "B" average, equivalent to 70 per cent at Brock, based on the best 10 full undergraduate degree level credits. These 10 credits must be complete at the time of application. The academic average accounts for 50 per cent of the admission decision.

**Experience Profile.** This accounts for 50 per cent of the admission decision. For more information, see the Experience Profile section of the web site.

**Teachable subject credits.** For Junior/Intermediate (B20) and Intermediate/Senior (B30) applicants ONLY. For more information see the 'Division specific criteria' section of the TEAS website.



For information on tuition and other fees, please refer to the Finance Office website: [brocku.ca/finance](http://brocku.ca/finance), or you may contact the office directly at: [finance@brocku.ca](mailto:finance@brocku.ca) for details.

For information on financial aid and student awards visit <https://discover.brocku.ca/awards/>



## Application Checklist

To be submitted to the Ontario Universities Application Centre (OUAC).

- ✓ TEAS application – available mid-September at [ouac.ca/teas](http://ouac.ca/teas).
- ✓ TEAS application fee.
- ✓ Applicant Experience Profile and service fee.
- ✓ Transcript request form and applicable fees for transcripts ordered through OUAC.

All applicants must also complete and submit the following to: Admissions, Office of the Registrar, Brock University.

- ✓ Official transcripts (including notarized English translations where needed) from all post-secondary institutions, sent directly to Brock.
- ✓ Evidence of English language proficiency for all applicants whose first language is not English (learned and spoken in the home).
- ✓ A copy of your Record of Landing if not a Canadian citizen.

Disclaimer:

The online calendar is Brock University's official calendar. Although an attempt is made to ensure accuracy and completeness at the time of publishing, this document is not intended to be legally binding. Brock University reserves the right to change any provision or requirement at any time, including but not limited to practicums.

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