

## BC Teachers' Council New Teacher Survey: Aboriginal Respondents

1. I consent to my personal information being collected, stored and accessed for the purposes outlined above.

Response	Chart	Percentage	Count
Yes		100.0%	72
No		0.0%	0
		<b>Total Responses</b>	<b>72</b>

2. What is your gender?

Response	Chart	Percentage	Count
Male		28.6%	20
Female		71.4%	50
Other		0.0%	0
		<b>Total Responses</b>	<b>70</b>



3. What is your age?

Response	Chart	Percentage	Count
18–24 years old		2.8%	2
25–34 years old		45.1%	22
35–44 years old		23.9%	14
45–54 years old		19.7%	11
55–64 years old		8.5%	5
65–74 years old		0.0%	0
75 years or older		0.0%	0
		<b>Total Responses</b>	<b>68</b>




4. Are you a member of a visible minority? (optional)

Response	Chart	Percentage	Count
Yes		39.7%	27
No		60.3%	41
		<b>Total Responses</b>	<b>68</b>










5. Do you identify as Aboriginal, that is, First Nations, Metis or Inuit? (optional)

Response	Chart	Percentage	Count
Yes		100.0%	72
No		0.0%	0
Total Responses			72

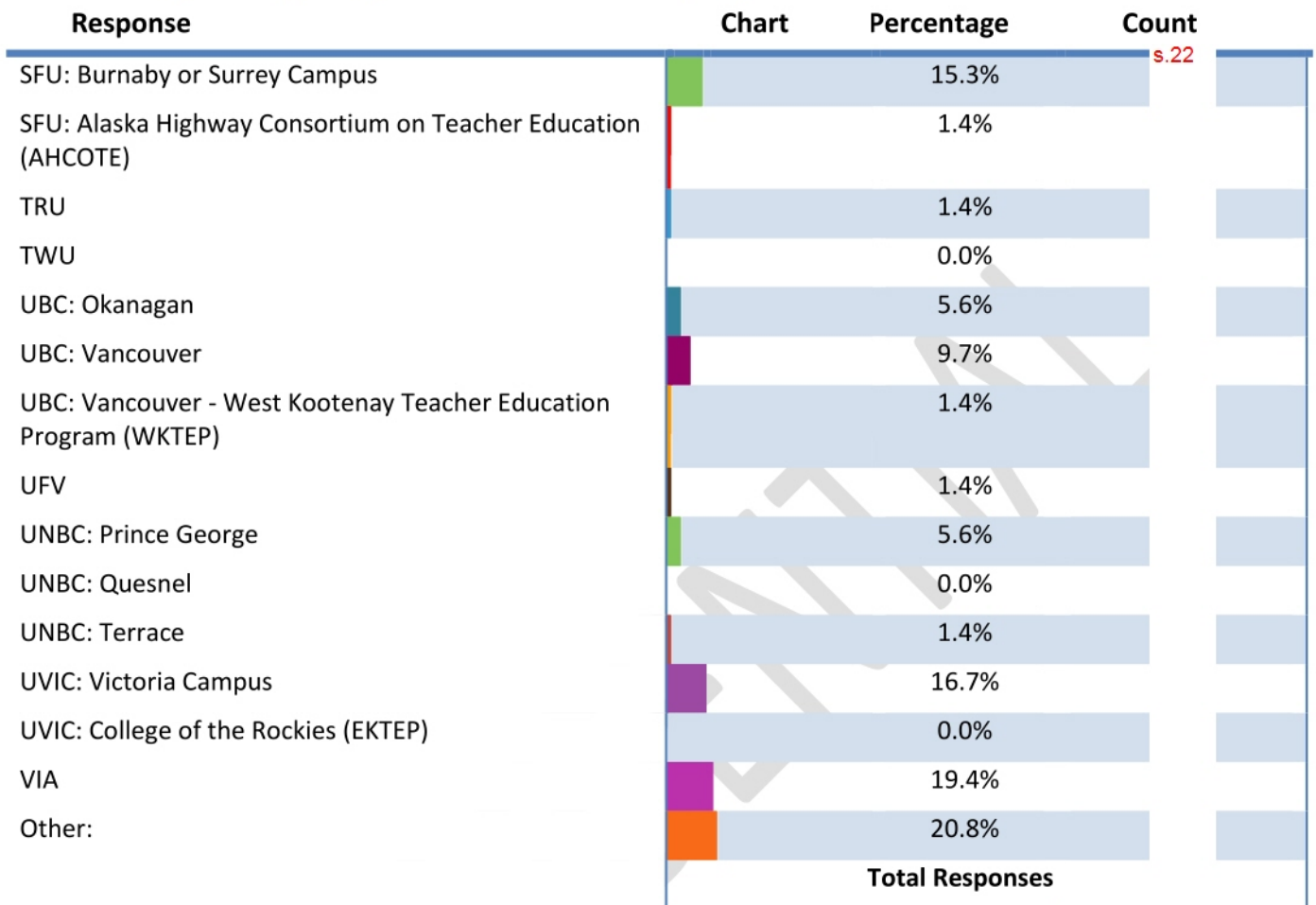
6. If you identify as Aboriginal are you: (optional)

Response	Chart	Percentage	Count
First Nations		56.5%	s.22
Metis		42.0%	
Inuit		1.4%	
Total Responses			

7. When did you complete your teacher education program?

Response	Chart	Percentage	Count
2006 or earlier		8.5%	s.22
2007		1.4%	
2008		2.8%	
2009		4.2%	
2010		11.3%	
2011		25.4%	
2012		18.3%	
2013		16.9%	
2014		11.3%	
Total Responses			

## 8. Where did you complete your teacher education program?






### Where did you complete your teacher education program? (Other:)

Response	
1	Laurier
2	Mount Saint Vincent University, Halifax, NS
3	Nipissing University
4	Nipissing University
5	Queen's University
6	s.22
7	Teaching of my Elders
8	University of Alberta
9	University of Alberta
10	University of Alberta, Faculte Saint-Jean
11	University of Edinburgh, Scotland
12	University of Lethbridge
13	University of Regina
14	University of Saskatchewan

9. What type of teacher education program did you complete?






Response	Chart	Percentage	Count
Post degree program		36.2%	25
Bachelor of education program		63.8%	44
Total Responses			69

10. What was the focus of your teacher education program?

Response	Chart	Percentage	Count
Elementary		55.7%	39
Middle		15.7%	11
Secondary		28.6%	20
Total Responses			70



Response
1 And middle school Grade 7
2 Because I also have my ECEC diploma, my practicums, unfortunately, were assigned to only kindergarten. I would have liked to have had experience in other grades.
3 FLS, Francais
4 French immersion
5 French Immersion
6 I don't have my bachelor of education - I am certified for the language.
7 It was combined middle/secondary
8 Junior-Intermediate
9 Learning disabilities
10 My main focus was Elementary, however there was a mistake in practicum placement, I was placed in High school practicum not middle school so, was given option to finish and now can teach K-12
11 Physics
12 Social Studies / Geography / Aboriginal Ed.
13 We have a K-8 system in Saskatchewan so it would be elementary/middle

11. When did you receive your teaching certificate?

Response	Chart	Percentage	Count
2010		19.1%	13
2011		25.0%	17
2012		19.1%	13
2013		17.6%	12
2014		19.1%	13
Total Responses			68



12. Have you sought employment as a K-12 teacher since becoming certified?

Response	Chart	Percentage	Count
Yes		94.4%	68
No		5.6%	4
Total Responses			72

Response	
1	I am on an on-call list
2	I applied for jobs internationally
3	I have applied for work in Victoria, BC as I am looking at relocating from Saskatchewan
4	I have completed applications for SD#61 Victoria and SD#62 Sooke
5	s.22
6	In Alberta
7	It is very difficult to find full employment.
8	s.22
9	

13. Have you been employed as a K-12 teacher at any time since becoming certified?

Response	Chart	Percentage	Count
Yes		90.9%	60
No		9.1%	6
Total Responses			66

Response	
1	1 week substitute s.22
2	I have been fully employed since obtaining my certification
3	s.22
4	In Alberta
5	Mainly as a TOC, with 1 month as a contract teacher in s.22
6	not in BC, but in Saskatchewan
7	Only .05
8	Only for three weeks
9	Part-time TOC at an independent school, and part-time ECEC work.

14. Are you currently in a paid K-12 teaching position?

Response	Chart	Percentage	Count
Yes: in BC public school system		53.7%	36
Yes: in BC independent school system		3.0%	2
Yes: in BC First Nations Band School		10.4%	7
Yes: in a BC Offshore School		3.0%	2
Yes: in another Canadian jurisdiction		9.0%	6
Yes: outside of Canada		3.0%	2
No		17.9%	12
		<b>Total Responses</b>	<b>67</b>

Response
1 Alberta
2 And a First nations band school
3 I am currently a teacher on call (T.O.C.)
4 I can't get home because I support my family back home.
5 Need job near community & housing
6 Working as a principal

15. If you are currently employed in a paid K-12 position, what type of position?

Response	Chart	Percentage	Count
TTOC - (how many days a week?)		18.2%	10
P/t - (how many days a week?)		10.9%	6
F/t		70.9%	39
		<b>Total Responses</b>	<b>55</b>

If you are currently employed in a paid K-12 position, what type of position? (TTOC - days/wk)

Response
1 0 for intermediate elementary
2 1.5
3 2-4
4 5 days a week
5 5 days a week
6 At least twice a week



If you are currently employed in a paid K-12 position, what type of position? (P/t - days/ wk)

Response
1 0.567 FTE
2 0.714 - Everyday
3 s.22
4 2.5

5	3 days a week
6	5





Response	
1	Full time, continuing contact
2	Language
3	More than 1 position-Language teacher, learning assistance.
4	Music teacher at 3 schools
5	Working as a full-time principal

16. Are you currently employed in the subject area(s) in which you were trained?

Response	Chart	Percentage	Count
Yes		69.8%	44
No		30.2%	19
Total Responses			63

Response	
1	Could not get enough work to feed my family or pay bills
2	It varies from day to day
3	Middle school and senior Math and Sciences

17. Did you take a methods or design for learning course in the subject area(s) in which you were preparing to teach?

Response	Chart	Percentage	Count
Yes, in all elementary subject areas		41.4%	29
Yes, in some elementary areas		12.9%	9
Yes, in my secondary subject area(s)		35.7%	25
No, I did not take any methods courses		10.0%	7
Total Responses			70

Response	
1	But it did not help me prepare for the work force when I had to actually apply it.
2	Grades 4-10
3	I did both secondary and elementary methods
4	Not sure what this entails. I took courses that spoke on how to plan and instruct in specific subject areas, and may have touched on physical design of the classroom.
5	No language curriculum

**18. How much do you agree or disagree with each the following statements about the classes you took on campus during your teacher education program:**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Total Responses
The course work was challenging and rigorous.	9 (16.4%)	29 (52.7%)	10 (18.2%)	6 (10.9%)	1 (1.8%)	55
<b>The topics of study were relevant and useful.</b>	<b>10 (18.2%)</b>	<b>34 (61.8%)</b>	<b>9 (16.4%)</b>	<b>2 (3.6%)</b>	<b>0 (0.0%)</b>	<b>55</b>
The assigned readings were relevant and useful.	6 (10.9%)	34 (61.8%)	12 (21.8%)	3 (5.5%)	0 (0.0%)	55
<b>My instructors expected me to give full effort at all times.</b>	<b>25 (45.5%)</b>	<b>26 (47.3%)</b>	<b>2 (3.6%)</b>	<b>2 (3.6%)</b>	<b>0 (0.0%)</b>	<b>55</b>
I was provided with constructive feedback that improved my knowledge and skills regarding teaching and learning.	13 (24.1%)	34 (63.0%)	5 (9.3%)	2 (3.7%)	0 (0.0%)	54
<b>I received appropriate mentorship and support.</b>	<b>11 (20.4%)</b>	<b>28 (51.9%)</b>	<b>9 (16.7%)</b>	<b>6 (11.1%)</b>	<b>0 (0.0%)</b>	<b>54</b>

**19. How much do you agree or disagree that your teacher education program prepared you to support the diverse needs of learners, by helping you to:**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Total Responses
Recognize and work effectively with students with special needs (i.e. learning, developmental or intellectual).	4 (7.3%)	25 (45.5%)	16 (29.1%)	9 (16.4%)	1 (1.8%)	55
<b>Recognize and work effectively with students with physical disabilities.</b>	<b>2 (3.6%)</b>	<b>14 (25.5%)</b>	<b>25 (45.5%)</b>	<b>12 (21.8%)</b>	<b>2 (3.6%)</b>	<b>55</b>
Recognize and work effectively with students with emotional or behavioral disorders.	3 (5.6%)	20 (37.0%)	21 (38.9%)	9 (16.7%)	1 (1.9%)	54
<b>Recognize and work effectively with, students at risk (from lower socio-economic status, dysfunctional or violent homes, in care of the Ministry of Children and Family Development).</b>	<b>5 (9.1%)</b>	<b>22 (40.0%)</b>	<b>18 (32.7%)</b>	<b>9 (16.4%)</b>	<b>1 (1.8%)</b>	<b>55</b>
Recognize when support services of other professionals/ paraprofessionals are required (i.e. police, health care workers, Aboriginal workers, social workers)	5 (9.1%)	18 (32.7%)	18 (32.7%)	13 (23.6%)	1 (1.8%)	55
<b>Work effectively with other professionals/paraprofessionals to improve learning for students.</b>	<b>10 (18.2%)</b>	<b>21 (38.2%)</b>	<b>15 (27.3%)</b>	<b>9 (16.4%)</b>	<b>0 (0.0%)</b>	<b>55</b>

**20. How much do you agree or disagree that your teacher education program prepared you to work with First Nations, Inuit and Metis students, by helping you to:**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Total Responses
<b>Understand and appreciate the cultural and linguistic diversity of Aboriginal peoples in BC.</b>	<b>5</b> <b>(9.1%)</b>	<b>22</b> <b>(40.0%)</b>	<b>15</b> <b>(27.3%)</b>	<b>10</b> <b>(18.2%)</b>	<b>3</b> <b>(5.5%)</b>	<b>55</b>
Understand the history and legacy of residential schools and assimilation in BC and Canada.	7 (12.7%)	19 (34.5%)	18 (32.7%)	9 (16.4%)	2 (3.6%)	55
<b>Understand impacts of this history for Aboriginal students and families.</b>	<b>7</b> <b>(12.7%)</b>	<b>20</b> <b>(36.4%)</b>	<b>16</b> <b>(29.1%)</b>	<b>11</b> <b>(20.0%)</b>	<b>1</b> <b>(1.8%)</b>	<b>55</b>
Understand how to work effectively with Aboriginal students, families and communities.	5 (9.1%)	14 (25.5%)	24 (43.6%)	10 (18.2%)	2 (3.6%)	55
<b>Identify and access relevant resources related to Aboriginal content and curriculum.</b>	<b>4</b> <b>(7.3%)</b>	<b>23</b> <b>(41.8%)</b>	<b>16</b> <b>(29.1%)</b>	<b>10</b> <b>(18.2%)</b>	<b>2</b> <b>(3.6%)</b>	<b>55</b>
Integrate Aboriginal content and pedagogy into the curriculum.	3 (5.5%)	27 (49.1%)	15 (27.3%)	7 (12.7%)	3 (5.5%)	55
<b>Recognize and address discrimination and racism of Aboriginal peoples in the K-12 system.</b>	<b>5</b> <b>(9.1%)</b>	<b>21</b> <b>(38.2%)</b>	<b>17</b> <b>(30.9%)</b>	<b>10</b> <b>(18.2%)</b>	<b>2</b> <b>(3.6%)</b>	<b>55</b>
Recognize your own biases and how to overcome them.	8 (14.8%)	24 (44.4%)	12 (22.2%)	8 (14.8%)	2 (3.7%)	54



**21. How much do you agree or disagree that your teacher education program prepared you to develop an inclusive learning environment for students, by helping you to:**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Total Responses
<b>Understand and embrace the diversity of students (gender, sexual orientation, ethnicity and religion etc.).</b>	9 (16.4%)	31 (56.4%)	14 (25.5%)	1 (1.8%)	0 (0.0%)	55
Develop a welcoming, inclusive and respectful learning environment.	14 (25.5%)	35 (63.6%)	5 (9.1%)	1 (1.8%)	0 (0.0%)	55
<b>Recognize and work effectively with students who are immigrants, refugees and/ or English Language Learners.</b>	6 (10.9%)	30 (54.5%)	19 (34.5%)	0 (0.0%)	0 (0.0%)	55
Recognize and address discrimination and racism in the K-12 system.	6 (10.9%)	26 (47.3%)	19 (34.5%)	4 (7.3%)	0 (0.0%)	55
<b>Recognize and respond effectively to instances of violence and bullying.</b>	6 (11.1%)	29 (53.7%)	16 (29.6%)	3 (5.6%)	0 (0.0%)	54
Understand how to assist students to access other supports (e.g. Ministry of Education/Health/Children and Family Development initiatives)	3 (5.5%)	22 (40.0%)	21 (38.2%)	9 (16.4%)	0 (0.0%)	55
<b>Recognize and respect different cultural perspectives on education.</b>	5 (9.1%)	33 (60.0%)	13 (23.6%)	4 (7.3%)	0 (0.0%)	55
Recognize personal biases and how to overcome them.	7 (13.0%)	32 (59.3%)	13 (24.1%)	2 (3.7%)	0 (0.0%)	54



**22. How much do you agree or disagree that your teacher education program prepared you to manage a classroom and the behaviour of students, by helping you to:**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Total Responses
<b>Understand and apply knowledge of student growth and development.</b>	<b>10</b> <b>(18.5%)</b>	<b>33</b> <b>(61.1%)</b>	<b>8</b> <b>(14.8%)</b>	<b>3</b> <b>(5.6%)</b>	<b>0</b> <b>(0.0%)</b>	<b>54</b>
Develop and implement a variety of behaviour management strategies.	11 (20.0%)	23 (41.8%)	18 (32.7%)	3 (5.5%)	0 (0.0%)	55
<b>Develop and implement instructional techniques to engage students.</b>	<b>12</b> <b>(21.8%)</b>	<b>36</b> <b>(65.5%)</b>	<b>5</b> <b>(9.1%)</b>	<b>2</b> <b>(3.6%)</b>	<b>0</b> <b>(0.0%)</b>	<b>55</b>
Develop and implement classroom routines and protocols to facilitate learning.	10 (18.5%)	32 (59.3%)	10 (18.5%)	2 (3.7%)	0 (0.0%)	54
<b>Design and arrange the learning environment to facilitate learning.</b>	<b>11</b> <b>(20.0%)</b>	<b>31</b> <b>(56.4%)</b>	<b>10</b> <b>(18.2%)</b>	<b>3</b> <b>(5.5%)</b>	<b>0</b> <b>(0.0%)</b>	<b>55</b>
Interact with students in a respectful and non-judgmental manner.	13 (24.1%)	34 (63.0%)	6 (11.1%)	1 (1.9%)	0 (0.0%)	54
<b>Support the development of self-regulation in students.</b>	<b>5</b> <b>(9.1%)</b>	<b>26</b> <b>(47.3%)</b>	<b>22</b> <b>(40.0%)</b>	<b>2</b> <b>(3.6%)</b>	<b>0</b> <b>(0.0%)</b>	<b>55</b>

**23. How much do you agree or disagree that your teacher education program prepared you to communicate and interact with students, parents and colleagues, by helping you to:**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Total Responses
<b>Develop effective and respectful communication skills.</b>	<b>12</b> <b>(21.8%)</b>	<b>31</b> <b>(56.4%)</b>	<b>11</b> <b>(20.0%)</b>	<b>1</b> <b>(1.8%)</b>	<b>0</b> <b>(0.0%)</b>	<b>55</b>
Use appropriate inquiry techniques to facilitate learning and promote critical thinking.	14 (25.5%)	29 (52.7%)	10 (18.2%)	2 (3.6%)	0 (0.0%)	55
<b>Integrate appropriate technology into the learning environment.</b>	<b>14</b> <b>(25.5%)</b>	<b>26</b> <b>(47.3%)</b>	<b>10</b> <b>(18.2%)</b>	<b>5</b> <b>(9.1%)</b>	<b>0</b> <b>(0.0%)</b>	<b>55</b>
Involve parents, in a timely fashion, to support student learning.	7 (12.7%)	28 (50.9%)	17 (30.9%)	3 (5.5%)	0 (0.0%)	55
<b>Develop skills in conflict and dispute resolution.</b>	<b>5</b> <b>(9.4%)</b>	<b>28</b> <b>(52.8%)</b>	<b>19</b> <b>(35.8%)</b>	<b>1</b> <b>(1.9%)</b>	<b>0</b> <b>(0.0%)</b>	<b>53</b>
Facilitate respectful and thoughtful classroom discussions.	13 (23.6%)	33 (60.0%)	8 (14.5%)	1 (1.8%)	0 (0.0%)	55

**24. How much do you agree or disagree that your teacher education program prepared you to plan effective learning experiences, by helping you to:**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Total Responses
<b>Interpret and operationalize curriculum documents (i.e. IRP's).</b>	<b>18</b> <b>(32.7%)</b>	<b>25</b> <b>(45.5%)</b>	<b>8</b> <b>(14.5%)</b>	<b>4</b> <b>(7.3%)</b>	<b>0</b> <b>(0.0%)</b>	<b>55</b>
Create developmentally appropriate engaging, inclusive and personalized learning experiences.	13 (23.6%)	30 (54.5%)	9 (16.4%)	3 (5.5%)	0 (0.0%)	55
<b>Understand the connections among big ideas, learning strategies, content, and assessment.</b>	<b>20</b> <b>(37.0%)</b>	<b>25</b> <b>(46.3%)</b>	<b>5</b> <b>(9.3%)</b>	<b>4</b> <b>(7.4%)</b>	<b>0</b> <b>(0.0%)</b>	<b>54</b>
Understand the connection between teaching practices and engagement of students.	15 (27.3%)	33 (60.0%)	5 (9.1%)	2 (3.6%)	0 (0.0%)	55
<b>Scaffold instructional experiences based on prior learning.</b>	<b>20</b> <b>(36.4%)</b>	<b>26</b> <b>(47.3%)</b>	<b>7</b> <b>(12.7%)</b>	<b>2</b> <b>(3.6%)</b>	<b>0</b> <b>(0.0%)</b>	<b>55</b>
Differentiate learning.	14 (25.5%)	25 (45.5%)	13 (23.6%)	3 (5.5%)	0 (0.0%)	55
<b>Develop curriculum that is inclusive of all learners.</b>	<b>15</b> <b>(27.3%)</b>	<b>26</b> <b>(47.3%)</b>	<b>11</b> <b>(20.0%)</b>	<b>3</b> <b>(5.5%)</b>	<b>0</b> <b>(0.0%)</b>	<b>55</b>
Integrate appropriate technology into the learning environment.	14 (25.9%)	27 (50.0%)	10 (18.5%)	3 (5.6%)	0 (0.0%)	54
<b>Develop and utilize different instructional techniques as appropriate.</b>	<b>14</b> <b>(26.4%)</b>	<b>32</b> <b>(60.4%)</b>	<b>3</b> <b>(5.7%)</b>	<b>4</b> <b>(7.5%)</b>	<b>0</b> <b>(0.0%)</b>	<b>53</b>

**25. How much do you agree or disagree that your teacher education program prepared you to assess/evaluate student learning by helping you to:**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Total Responses
<b>Understand and apply focused, respectful types of feedback.</b>	<b>13</b> <b>(23.6%)</b>	<b>33</b> <b>(60.0%)</b>	<b>8</b> <b>(14.5%)</b>	<b>1</b> <b>(1.8%)</b>	<b>0</b> <b>(0.0%)</b>	<b>55</b>
Understand and apply assessment as, for and of learning.	16 (29.1%)	30 (54.5%)	6 (10.9%)	3 (5.5%)	0 (0.0%)	55
<b>Develop, evaluate and apply different assessment tools.</b>	<b>14</b> <b>(25.5%)</b>	<b>28</b> <b>(50.9%)</b>	<b>11</b> <b>(20.0%)</b>	<b>2</b> <b>(3.6%)</b>	<b>0</b> <b>(0.0%)</b>	<b>55</b>
Develop, evaluate and apply different reporting tools.	11 (20.0%)	23 (41.8%)	17 (30.9%)	4 (7.3%)	0 (0.0%)	55
<b>Involve students in their own assessment/ reporting.</b>	<b>14</b> <b>(25.5%)</b>	<b>30</b> <b>(54.5%)</b>	<b>8</b> <b>(14.5%)</b>	<b>3</b> <b>(5.5%)</b>	<b>0</b> <b>(0.0%)</b>	<b>55</b>
Understand that students learn at different rates and evaluate based on what has been learned and not when it was learned.	16 (29.1%)	30 (54.5%)	6 (10.9%)	3 (5.5%)	0 (0.0%)	55
<b>Recognize the value of authentic assessment opportunities.</b>	<b>15</b> <b>(27.8%)</b>	<b>28</b> <b>(51.9%)</b>	<b>8</b> <b>(14.8%)</b>	<b>3</b> <b>(5.6%)</b>	<b>0</b> <b>(0.0%)</b>	<b>54</b>

**26. How much do you agree or disagree that your teacher education program prepared you to understand your professional role and legal responsibilities, by helping you to:**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Total Responses
<b>Understand general concepts of the <i>School Act</i>, <i>Independent School Act</i> and <i>Teachers Act</i>.</b>	8 (14.5%)	29 (52.7%)	12 (21.8%)	5 (9.1%)	1 (1.8%)	55
Understand and apply the Standards for the Education, Competence and Professional Conduct of Educators in BC, on and off duty.	14 (25.5%)	29 (52.7%)	8 (14.5%)	1 (1.8%)	3 (5.5%)	55
<b>Understand the principles embedded in the UN Convention on the Rights of the Child (child rights).</b>	8 (14.5%)	24 (43.6%)	15 (27.3%)	8 (14.5%)	0 (0.0%)	55
Understand the role of the Teacher Regulation Branch.	8 (14.5%)	32 (58.2%)	7 (12.7%)	5 (9.1%)	3 (5.5%)	55
<b>Understand the role of the Commissioner for Teacher Regulation.</b>	4 (7.3%)	26 (47.3%)	17 (30.9%)	5 (9.1%)	3 (5.5%)	55
Understanding your duty to report to the Commissioner for Teacher Regulation as required by the <i>Teachers Act</i> .	5 (9.3%)	24 (44.4%)	16 (29.6%)	6 (11.1%)	3 (5.6%)	54
<b>Recognize and report cases of child physical, sexual or emotional abuse to the Ministry of Children and Family Development as required by the <i>Child, Family and Community Service Act</i>.</b>	19 (35.2%)	24 (44.4%)	6 (11.1%)	3 (5.6%)	2 (3.7%)	54
Recognize grooming behaviours and possible pedophilia.	9 (16.4%)	23 (41.8%)	15 (27.3%)	8 (14.5%)	0 (0.0%)	55
<b>Use social media and electronic communications in a professional manner.</b>	17 (30.9%)	25 (45.5%)	8 (14.5%)	5 (9.1%)	0 (0.0%)	55
Recognize the limits of your professional qualifications and seek help when specialized assistance is necessary.	11 (20.4%)	28 (51.9%)	10 (18.5%)	5 (9.3%)	0 (0.0%)	54



**27. How much do you agree or disagree that your teacher education program prepared you to be a reflective practitioner, by helping you to:**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Total Responses
<b>Continually examine your practice to allow for professional growth.</b>	<b>22</b> <b>(40.0%)</b>	<b>27</b> <b>(49.1%)</b>	<b>4</b> <b>(7.3%)</b>	<b>2</b> <b>(3.6%)</b>	<b>0</b> <b>(0.0%)</b>	<b>55</b>
Use appropriate research to inform and improve your practice.	18 (33.3%)	26 (48.1%)	8 (14.8%)	2 (3.7%)	0 (0.0%)	54
<b>Collaborate with fellow practitioners in professional learning.</b>	<b>22</b> <b>(40.0%)</b>	<b>27</b> <b>(49.1%)</b>	<b>4</b> <b>(7.3%)</b>	<b>2</b> <b>(3.6%)</b>	<b>0</b> <b>(0.0%)</b>	<b>55</b>
Accept constructive feedback regarding your teaching.	22 (40.0%)	28 (50.9%)	5 (9.1%)	0 (0.0%)	0 (0.0%)	55
<b>Develop inquiry skills.</b>	<b>18</b> <b>(32.7%)</b>	<b>32</b> <b>(58.2%)</b>	<b>5</b> <b>(9.1%)</b>	<b>0</b> <b>(0.0%)</b>	<b>0</b> <b>(0.0%)</b>	<b>55</b>
Understand and develop self-regulation skills.	16 (29.1%)	25 (45.5%)	13 (23.6%)	1 (1.8%)	0 (0.0%)	55
<b>Develop and refine a personal teaching philosophy.</b>	<b>22</b> <b>(40.0%)</b>	<b>29</b> <b>(52.7%)</b>	<b>2</b> <b>(3.6%)</b>	<b>2</b> <b>(3.6%)</b>	<b>0</b> <b>(0.0%)</b>	<b>55</b>

**28. How much do you agree or disagree with the following statements about your final practicum experience:**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Total Responses
<b>My program course work prepared me to succeed in my practicum.</b>	<b>13</b> <b>(23.6%)</b>	<b>25</b> <b>(45.5%)</b>	<b>12</b> <b>(21.8%)</b>	<b>4</b> <b>(7.3%)</b>	<b>1</b> <b>(1.8%)</b>	<b>55</b>
The methods/ strategies/ theory learned in my course work matched the practises I observed during my practicum.	8 (14.5%)	28 (50.9%)	17 (30.9%)	2 (3.6%)	0 (0.0%)	55
<b>During my practicum I implemented what I learned in my course work.</b>	<b>14</b> <b>(25.9%)</b>	<b>26</b> <b>(48.1%)</b>	<b>10</b> <b>(18.5%)</b>	<b>3</b> <b>(5.6%)</b>	<b>1</b> <b>(1.9%)</b>	<b>54</b>
The length of the practicum was sufficient to gain necessary experience	16 (29.1%)	19 (34.5%)	13 (23.6%)	7 (12.7%)	0 (0.0%)	55
<b>I felt supported by my sponsor teachers.</b>	<b>30</b> <b>(54.5%)</b>	<b>16</b> <b>(29.1%)</b>	<b>5</b> <b>(9.1%)</b>	<b>4</b> <b>(7.3%)</b>	<b>0</b> <b>(0.0%)</b>	<b>55</b>
I felt supported by my faculty advisor.	27 (50.0%)	20 (37.0%)	3 (5.6%)	4 (7.4%)	0 (0.0%)	54

29. How much do you agree with the following statement:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Total Responses
My teacher education program prepared me for the realities for the K – 12 classroom.	7 (12.7%)	24 (43.6%)	20 (36.4%)	4 (7.3%)	0 (0.0%)	55

30. What might have prepared you better to meet the realities of teaching in the K-12 system?

Response
1 A stronger understanding of the diverse dynamic of learning and social needs in the classroom. There needs to be more information and training offered to student teachers around how to access community and ministry support; and when accessing this support is appropriate. Working with integrated systems such as BCESIS and other reporting programs would be beneficial as well. In addition, I feel there is a disconnect between the understanding of the roles of paraprofessional support in the classroom and how teachers can best work with EA's, APA specialists etc. to create a supportive and integrated classroom. I rely daily on my previous experiences working as an s.22 and my other experiences working with diverse learners pre-teacher training. I feel all student teachers should have a minimum amount of hours working with individuals with diverse needs in the community as well as in the classroom before being accepted into teaching roles, in order to develop a greater and holistic approach when developing their teaching pedagogy.
2 Alternative teaching experiences outside of the K-12 system given the lack of job opportunities, or a practicum that required on-call experiences so to better prepare for the first 1-5 years of work.
3 Authentic Indigenous Knowledge Systems s.22 integrated across all theory and method courses. Courses teaching non-Aboriginal students about what "unceded" territory actually is, about the various ways the Indian Act oppresses First Nations people, about linguistic genocide, cultural genocide and how the "myth" of the "Indian problem" has been constructed. In that way, teacher programs may support my colleagues to have a true understanding of who First Nations and Aboriginal peoples are and an honest history represented, as well as inculcating within them a responsibility to carry this knowledge forward into the communities in which they teach.
4 Diverse practicum experiences
5 Experience parent/teacher interviews s.22
6 Grounded in my own traditional teaching methods, holistic learning, special needs
7 Having had a practicum in the high school as well as the elementary/middle levels
8 How to deal with overwhelming responsibilities (teacher burn out), enhancing my organizational skills, and implementing effective classroom management techniques.
9 I think it would have been very useful to get into a classroom a lot earlier, similar to BC nurses. I also think it would have been very useful to learn the realities of classrooms in BC and teaching overall.
10 s.22
11 I would be better prepared if I was doing the program now than 7 years ago. Aboriginal education content is mandatory and very important



12	In one semester we did relevant coursework, reflections, activities and seminars alongside our short practicum. This was a very effective way to learn legal issues, teaching strategies, and curriculum documents, among other things. I felt this was very useful and relevant. I learnt the most about the classroom and teaching on my long practicum. I feel that while the semester of solid coursework was still useful, it came after my long practicum making it less useful. Perhaps if the practicum was longer and some of the coursework was integrated through the practicum it would have been more useful. However, I understand that the logistics of this would be challenging. I believe that a full year of practicum would be useful, especially for learning more about assessment and reporting.
13	Instruction on how to teach students to read.
14	Less lectures and more modelled strategies, classroom visits, and hands on learning for us.
15	Longer or additional practicums. A realistic presentation of the amount of paper work required in a regular school day/month/year
16	Longer practicum experiences.
17	Longer practicum; practicum experience outside of grade specialization.
18	Longer practicums and use of IRP's and assessment strategies in all practicums. Work with special need students during practicums.
19	Longer Practicums. Course work should be focused more on lesson planning and real-life situations rather than just theory. 20% theory 80% hands on.
20	Mentoring
21	More course work on behaviour management, psychology, child development
22	More experience in the classroom. Being taught the skills was helpful but learning to use them fully on an actual class would have been more successful
23	More experience observing other grades/classes where I was not expected to teach as well.
24	More focus on how to teach and more practice rather than all the research as its more important to know how to teach
25	More focus on special education; More practicum experience.
26	More information and practice with INCLUSIVE education policies and how to achieve an inclusive classroom.
27	More practical experience with a genuine, supportive sponsor teacher.
28	More practical experience.
29	More time in an actual classroom. The short practicum should be an observation time for at least 1 month everyday and the long should be for at least 3 months everyday. We should also be placed in classrooms with designated behaviours and learning disabilities as that is the reality of the classroom today.
30	More time in classroom
31	More time in practicum; less time in UVic classroom. An apprenticeship program model.
32	More time in schools; better instructors
33	More time in the classroom.
34	More time in varied schools, with various types of learners.
35	My experience left me feeling over critical judgment was exercised too often and an imbalanced priority placed on control and standardized lesson evaluations. So less pressure from an emphasis on perfection and more recognition for what is done well and what would I want help with and what our collective inquiry develops, towards my agreement to focus on, for my improvement.
36	Not for myself per se but I think that more attention could be placed on giving new teachers strategies for working with special needs students as well as students with behaviour issues.
37	Obtaining employment is a sure reality that has struck a lot of beginning teacher especially beginning First Nations Teachers

s.22

s.22

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|----|--|
| 38 | Stronger mentorship throughout the practicums. More education about the responsibilities of a teacher aside from directly teaching students.   |
| 39 | Teaching on call is not teaching your specialty areas. Being a TTOC is the norm for most starting teachers, which requires many different skills than having your own classroom and your own teaching style and philosophy implemented day today. Furthermore, The realities of teaching are that in order to pay your bills you will most likely end up teaching outside your subject area. Lastly, mentorship and formative assessment once you do start teaching your subject area usually comes in consistently if at all. |
| 40 | While we did some unit planning, we never learned to do year long curriculum outlines. I would have liked to see more in our coursework about inclusive classrooms and strategies to combat and recognize bulky behaviours.  |

**31. Please share with us any additional comments about how your teacher education program prepared you for the realities of the classroom.**

Response	
1	Additional challenges include: balancing personalized learning with increasing class sizes, and supporting higher numbers of students with learning disabilities.
2	Alternative learning, know native, french, spanish, localiams
3	Having excellent mentor teachers and professors with years of classroom experience helped prepare me the most for the realities of the classroom. Along with the professors who had a true passion for education and were able to pass it along to future teachers.
4	I don't know if coursework can ever prepare you for the realities of today's very challenging classroom.
5	I felt very prepared getting my bachelors of education from s.22 In the last three years I am lucky to have as many contracts as I have.that being said I have seldom taught the age or subject I am trained in, so thoughtful assessment and differentiated instruction are important to me; howeverLimited prep time has caused my practice to regress from my philosophy simply because I don't have the time to learn subjects and teach the way I want to teach.
6	I greatly appreciated the experience of my teachers from his/her K-12 teaching. They had real experience in the grades I want to teach. I could see, and learned from, the benefits of different styles of teaching from what she/he had actually done.
7	s.22
8	I liked dealing with s.22 as an institution. The staff of the department were very accessible and approachable.
9	I must say that by taking the post-degree diploma in Special Education Teacher Specialty (SETS) actually reflects more authentically what is seen in a typical classroom. It would seem that teachers in the Education Program would definitely benefit from some of this type of learning. Also, I did not seem confident with the Education program teachings of assessment, numeracy and literacy; I thought these were lightly touched on.
10	I think the program is adequate for teaching what teachers need to know. What I think the candidates need to prepare for after certification is the time and committment it takes to develop as an individual teacher. Be patient and seek out the support networks in your school and district. Finally, always be available as a TOC even if it means working at different schools.
11	I think these questions could be answered differently based on the classes taken and the teachers instructing them. For example, I took an Education class on Aboriginal culture/language, whereas many others probably didn't. In addition, some of the questions on diversity and behaviour do not specify whether the practicum prepared me, or the coursework. For me it was my teaching practicum that prepared me for theses aspects.
12	I was lucky to have two teachers who were expert and high expectations for me. However, the program only narrowly focused on teaching practices and I still struggle to

	figure out the non-teaching aspects of the classroom. Support in this area is not readily available that I am aware of within my district, or the ministry of education.
13	it did not I had to learn thought trial and error in the real world
14	s.22 . . . . . Sadly not all of my BC trained colleagues feel the same about their programs.
15	My practicum teacher was an amazing mentor and planted the seed for me.
16	My previous experience as a support worker truly prepared me for the realities of a classroom. I think that everyone who becomes a teacher would be well served to spend some time as an ed assistant.
17	My s.22 college diploma program provided me with a more in depth look at students with special needs.
18	Since my teacher education was concluded in s.22 to technology has come a long way and I sometimes feel unprepared
19	Some of the courses were outstanding, some were not at all valuable. They demanded a great deal of course work, but a lot of it seemed more like hoop-jumping than useful assignments.
20	The Aboriginal Education courses were useful.
21	The class was never a problem.
22	The education program i completed did not prepare me for the realities of the classroom. The practicum were more useful and learning in the classroom provided me with real learning experiences.
23	The only reality that I experienced was how hard and competitive it is to even get on the TTOC list and find employment. I also feel that I took courses through s.22 and had to retake courses when in reality I would have liked to take specialized courses to hopefully have gained more doors to lead to employment rather than taking courses over when I transferred to s.22 If I knew that it was going to be this hard to seek employment I may have taken another avenue. I would encourage you to prepare your students now to specialize in courses to open up more options. Now that I graduated I feel that I never gained satisfaction with career and employment. Sorry for the honesty, I'm not sure this is what you want to hear but this is the reality after graduation.
24	There should be a course on how teaching staff and support staff should communicate with one another.