TEACHER EDUCATION COHORT OPTIONS

Please note that the sections of certain courses will be determined by cohort and by the area of the city where your preferred placement is located.

**Comprehensive School Health Cohort (P/J)**
Teacher candidates in the P/J division who are interested in, and committed to, promoting healthy schools are invited to enrol in the Comprehensive School Health (CSH) teacher education cohort. The three pillars of CSH are healthy living, healthy environments and healthy relationships. Teacher candidates who are accepted into the CSH cohort will be encouraged to champion school health and integrate these three pillars into their elective course and each of their foundational, subject-specific courses. Teacher candidates in the CSH cohort will also be encouraged to create a culture of comprehensive school health on campus and in local school communities by: leading professional learning opportunities; organizing extra-curricular events; creating health-related projects during community service learning; and contributing to the CSH knowledge mobilization strategy (e.g. social media). CSH cohort members will manage the CSH website and other social media to communicate health-promoting information through articles, lesson plans, resources, blogs, and podcasts. For student testimonials and resources from previous years, visit the Comprehensive School Health website.

**The Global Education Cohort (P/J and J/I)**
Global education has become increasingly significant in the twenty-first century. In this cohort, teacher candidates will become active members of a supportive, committed, and collaborative community of learners. Professors and teacher candidates will learn how to confront difficult social, cultural, political, educational, and curricular issues. They will challenge prior assumptions, seek to become critical and reflective practitioners, and use digital technologies to connect and delve deeply into local and global issues.

Through their coursework, candidates will have opportunities to create, implement, and evaluate community service learning projects with leading educational researchers and professors.
will be encouraged to identify and seek out opportunities to integrate global perspectives into course assignments and during practicum placements. Candidates may also choose to organize special events, initiate innovative projects, and become involved in local, national, and international communities.

Becoming a global educator is an ongoing process that involves:

- Learning with and from others, from a decolonizing perspective
- Developing awareness of the lenses through which we view ourselves, others, and the world
- Challenging assumptions
- Critically engaging with current issues from multiple social, cultural, political, and historical perspectives
- Participating in diverse learning communities to inquire deeply into local and global issues across the curriculum, including environmental sustainability, inequalities, migration, peace and justice, and human rights
- Drawing on the affordability of digital technologies to connect, communicate, and collaborate within local and global contexts
- Taking action as a responsible global citizen

**Second Language Education Cohort (P/J and I/S)**
Have you ever thought about the role that language plays in your teaching? Language is the main medium of communication and exchange in schools, making EVERY teacher a language teacher! The central mission of the Second Language Education Cohort (cL2c) is to prepare you to teach in Canada’s culturally and linguistically diverse classrooms. Our cohort is made up of P/J and I/S teacher candidates of all disciplines, making us uniquely qualified to foster strong cross-disciplinary links and work collaboratively across the curriculum. As a member of cL2c, you will engage in a variety of practical and theoretical workshops to learn about your role in supporting the learning needs of students who are coming to English or French as a new language. All members will have a chance to participate in extra-curricular opportunities and discuss important developments in the fields of English-as-a-second-language (ESL) and French-as-a-second-language (FSL) education in Ontario and Canada. We look forward to welcoming P/J and I/S candidates to the cohort and to working with all B.Ed students interested in learning more about second language education in the coming year!

**Imagination, Creativity, and Innovation Cohort (P/J and I/S)**
The mission of the ICI cohort is to support teaching and learning as creative and aesthetic experiences. Imagination, creativity, and innovation affect how individuals perceive life, as it is and as it could be, by mediating how they think and behave in the world, across all disciplines. Teacher candidates in this cohort will examine and explore, across the curriculum and school programs, the following topics: diverse problem-solving processes, multi-modal expressions in teaching and learning, aesthetic experiences and insight, contrasts in multiple ways of knowing. Candidates will explore interdisciplinarity and engagement in all curriculum areas, including the arts, languages, mathematics, and the physical and social sciences. The cohort will engage in a
variety of practical and theoretical workshops, field studies, symposia, performances, exhibitions and demonstrations.

This cohort is ideal for teacher candidates who are fascinated by creative approaches, value the quest for beauty in the world, searching for fresh perspectives, and want to investigate how to make a difference in the discovery process. They will invent solutions that apply to any aspect of the teaching-learning encounter, in all subjects, or in any part of the school environment.

Teacher candidates will enjoy the enriching, inspirational, and immersive experiences that are integral to this cohort. They will participate in several learning experiences with major creative partners, including national cultural institutions such as the National Arts Centre, the Canada Aviation and Space Museum, the National Gallery, the Canadian Agricultural Museum, the National Museum of History (including the National War Museum) and the Canadian Museum of Nature. These experiences widen the scope and depth of creative programs and initiatives with local school boards.

Co-curricular projects will include organizing and running a Faculty-wide symposium on creativity and the aesthetic experience, a holiday celebration event, a mixed-media gallery/installation, and a performing arts showcase to highlight imagination and creativity in an interdisciplinary context. Creativity workshops in all subjects and core areas will highlight cross-curricular applications and the program as a whole.

_Urban Communities Cohort (J/I and I/S)_

As part of a longstanding partnership with Ottawa’s school boards, teacher candidates in this program will work in schools that have been identified as urban priority due to their students’ diverse cultures, languages, ethnicities, and residency statuses in Canada. The Urban Communities Cohort (UCC) takes an inclusive, critical approach to fostering dynamic learning environments and strives to create safe schools, increase student achievement, and build sustainable community partnerships. Teacher candidates in the UCC become part of a team approach to teaching: they are immersed in learning experiences centred on strategies that allow for critical engagement, student success, and relevance in the lives of their students and their communities. In the field, teacher candidates receive ongoing support to create powerful learning experiences for their students. We look forward to welcoming new members to the UCC community and to building on their contributions. For more information about the Urban Communities Cohort, check us out at [Urban Communities Cohort](#).