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Faculté d'éducation – Formation à l'enseignement

Faculty of Education – Teacher Education

TEACHER EDUCATION COHORT OPTIONS

Comprehensive School Health Cohort (P/J and I/S):

Teacher candidates in the P/J and I/S divisions who are interested in and committed to promoting healthy schools are invited to register 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 each of their foundational, subject-specific courses and elective course. 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 lunch-and-learn workshops, organizing extra-curricular events, and contributing to the CSH website. The CSH website will be managed by CSH cohort members to communicate health-promoting information in the form of articles, lesson plans, resources, blogs, and podcasts. For a sample of previous year student testimonials and resources, please visit the [Comprehensive School Health](#) website.

Intermediate/Senior students are encouraged, but not required, to choose PED3139 (Creating Healthy, Safe and Supportive Learning Environments) as their elective course.

Developing Global Perspectives for Educators Cohort (P/J, J/I and I/S):

Teacher candidates in the P/J, J/I and I/S divisions who are committed to making local, national, and international differences through education as civic engagement are invited to register in the Developing Global Perspectives for Educators Cohort. We seek individuals who believe in collaborating with students to develop their knowledge, skills, creativity, and ability to engage different educational strategies to effect positive change. Teacher candidates who are accepted into this cohort will explore a diverse array of “best practices” for integrating peace and social justice, human rights, environmental sustainability, and international development education across the school curriculum. Candidates will also have opportunities to create, implement, and evaluate various community service learning projects with leading educational researchers and professors within their coursework.

During this program, teacher candidates will become active members of a supportive, dynamic, and collaborative community of learners. This teaching team models teaching

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and learning through experiential, inquiry-based, social action-based and location-based learning. Professors and teacher candidates will learn how to confront difficult social, cultural, political, educational and curricular issues, challenge prior assumptions, seek to become critical and reflective practitioners, and make connections, and contributes knowledge to a well-established network of committed educators. Teacher candidates in this cohort will have access to additional resources created by various NGOs and a strong extra-curricular program.

Finally, candidates who choose to enroll in this cohort will be invited to develop and publish curriculum materials for its website. No prerequisites or prior experience with international community organizations is necessary to become a member of this cohort. For more information and for sample work prepared by prior Global Cohort members, please visit the [Developing a Global Perspective for Educators](#) website.

French as a Second Language Cohort (P/J):

Bienvenue à la cohorte FLS! For the 2015-2016 academic year, the French as a Second Language (FSL) cohort will comprise a team of P/J division students enrolled in the FSL option. Extra-curricular opportunities to participate in cultural activities, develop French language skills and discuss important developments in the field of FSL in Ontario and Canada will not only be open to P/J members of this cohort, but also to students from other cohorts and divisions (i.e., J/I and I/S). We look forward to welcoming P/J FSL students to the cohort and working with all B.Ed. students interested in learning more about FSL teaching and learning *en français* this 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.



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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 by inventing solutions that apply to any aspect of the teaching-learning encounter, in any and 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), 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 Education Cohort (J/I and I/S):

The Urban Education Cohort (UEC) is a partnership between the Faculty of Education and Ottawa school boards (OCDSB and OCSB) that is tailored to teacher candidates in the J/I and I/S divisions who are deeply interested in working with culturally, religiously and linguistically diverse student bodies in underserved urban areas. The UEC features immersion in an urban high school or middle school from the beginning of the school year, participation in a Community Service Learning initiative within a school community, work in a collaborative inquiry into school-based issues, and the development of a personal portfolio to showcase professional learning during the B.Ed.

In September, teacher candidates in the Urban Education Cohort begin working at least one day a week within an urban, OCDSB or OCSB high school or middle school, which will also be the school in which they will complete their practicum. UEC members work in collaborative inquiry teams, supported by their professors and key school personnel, to explore an issue identified as important to the school community. At university, their core courses are taught by a group of professors dedicated to ensuring that material from university classes is integrated into their ongoing school immersion and that school

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personnel, such as principals, deputy principals, social workers, psychologists and lead teachers, contribute to university classes. In short, the UEC experience allows students to be immersed and work in an urban school, to work closely with secondary and middle-school students, and to become active members of the school community while simultaneously working with professors towards their B.Ed. and building their professional portfolio.

Teacher training starts with what teacher candidates know, including their personal experiences, theories and beliefs, and helping them to expand, challenge and possibly reconstruct what they know in light of their new experiences on campus and in their host school. The UEC aims to open up a space for teacher candidates to think critically and ethically about the inequalities of racism, sexism, poverty, linguistic prejudice, violence and inaccessibility to social/cultural services that are barriers to fostering sustainable communities. Ultimately, the UEC is built around social justice, and seeks to convey an understanding of what transformative teaching and social responsibility means to educators. To learn more about the Urban Education Cohort and what teacher candidates from previous years have to say about their UEC experiences, visit the [Urban Education Community](#) website.

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