

Professional Development & Community Engagement (PDCE)

2022-2023 Impact Report



THE UNIVERSITY OF BRITISH COLUMBIA

Faculty of Education

Professional Development & Community Engagement



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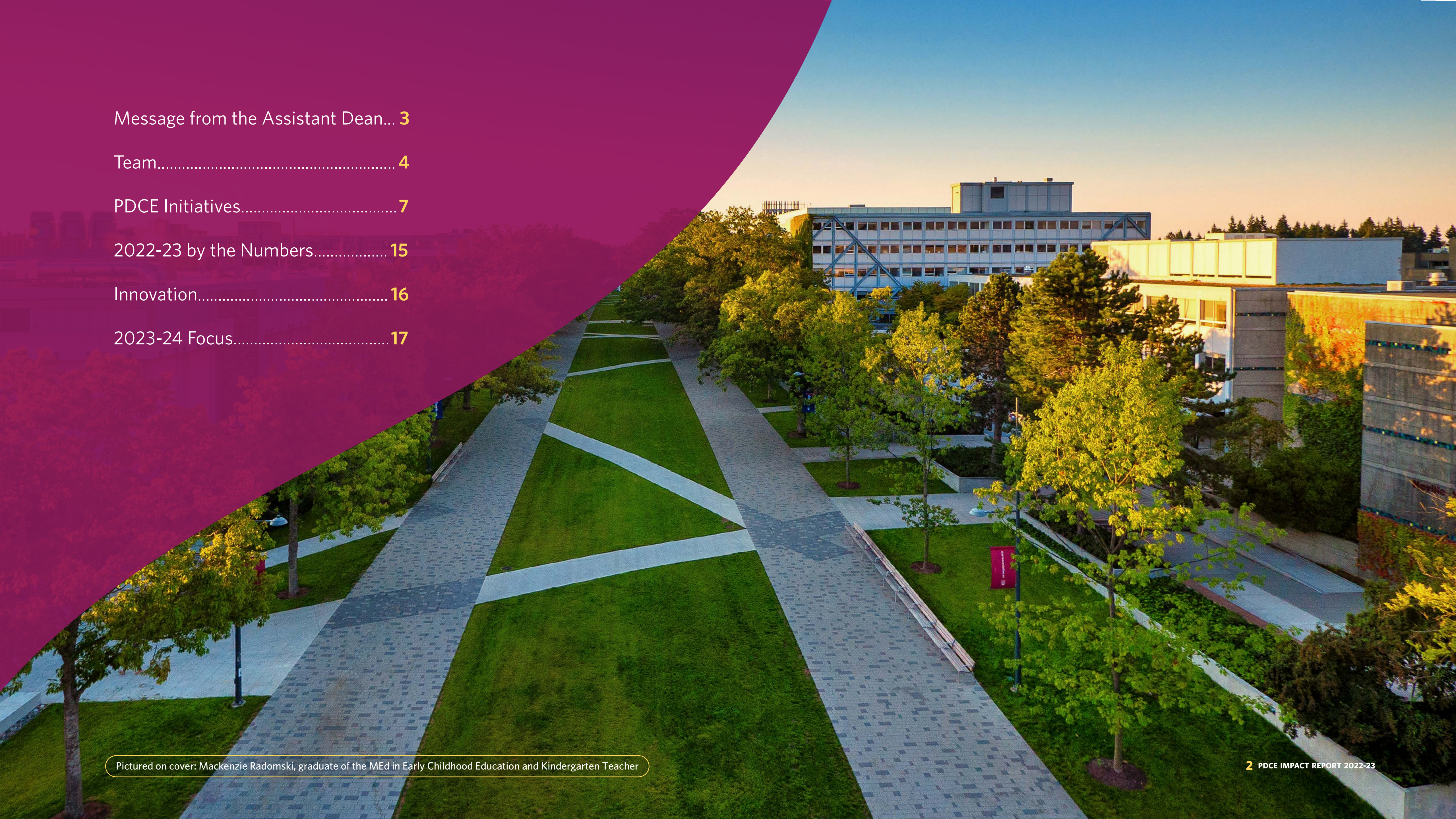
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Pictured on cover: Mackenzie Radomski, graduate of the MEd in Early Childhood Education and Kindergarten Teacher

Message from the Assistant Dean

Each year, the Professional Development & Community Engagement (PDCE) unit in the UBC Faculty of Education provides extensive professional development opportunities for educators across the globe. Our programs are designed to meet the needs of all learners, including part-time programs, online or off-campus courses, and a comprehensive selection of series and workshops to enhance educational resources. These programs align with the Faculty of Education's broader mission: *To advance the role of education in the wellbeing of people and communities.*

We support a rich variety of online master's programs, early childhood education programs, and educational technology programs. Diplomas and certificates are also available online each year for those educators seeking to enhance skills and knowledge in core areas relevant to career pathways.

UBC's Task Force Report on Anti-Racism and Inclusive Excellence Report recommendations emphasize the *need for sustained Anti-Racism training and education*. This year, PDCE has expanded program development to align with the university's Equity, Diversity, Inclusion, and Decolonization (EDID) mandate. New initiatives for credit programs include the MET Indigenous Student Award, the development of an Early Childhood Education Basic Certification Program for deaf and hard of hearing learners in partnership with the Ministry of Education, graduate cohorts focusing on Indigenous worldviews and perspectives, a Special Education Diploma, and customized professional development courses to support the Ismaili Tariqah Religious Education Council.

PDCE's non-credit portfolio also provides many opportunities for professional development and career advancement. The Transformative Educational Leadership Program (TELP) has evolved with core support from Indigenous leaders and practitioners throughout the province. We host SOGI and Indigenous Education institutes and workshops each year, and the highly popular Quebec Institute draws French Second Language educators together each summer. We have launched two massive open online courses addressing anti-racism pedagogies and epistemologies, as well as the new BC K-12 Curriculum and Professional Standards Course offered to educators working to upgrade their BC qualifications with an introduction to the K-12 curriculum.

Our team has created a new Field Advisory Committee to consult and collaborate with K-12 educational leaders as we begin to create new resources to address Standard 9 of the Professional Standards for BC Educators, and the new graduation requirements to include specific courses in Indigenous Education. We work closely with Indigenous scholars, researchers, and practitioners to advance Faculty of Education research in the area of Indigenous Education.



Team

The Professional Development & Community Engagement (PDCE) team is a dynamic group of individuals with experience and expertise in education, administration, and marketing. The 2022-23 team includes:

- Tasnim Al-Obaidi**, Senior Program Assistant
- Abby Blinch**, Manager, Marketing & Communications
- Beatriz Alban Cabaco**, Specialist, Marketing & Communications
- Vicki Domansky**, Team Lead, Senior Program Assistants
- Peyvand Fralick**, Project Coordinator
- Bryan Wern Yan Lee**, Marketing & Communications Assistant
- Sarah Lockman**, Manager, Professional Development
- Kelvin Mok**, Administrative Assistant
- David Roy**, Senior Program Assistant
- Vanessa Smith**, Senior Manager
- Lynne Tomlinson**, Assistant Dean

This year, the unit was pleased to welcome new members, **Beatriz Alban Cabaco** and **Kelvin Mok**, in addition to recognizing the contributions of existing team members, **Vicki Domansky** (promoted to Senior Program Assistant Team Lead) and **Tasnim Al-Obaidi** (promoted to Senior Program Assistant).

TEAM CONTINUED

Team Professional Development

As a unit dedicated to professional development, the team continued to emphasize continuous learning for its own members in 2022-23. The team obtained two Equity, Diversity, Inclusion and Decolonization (EDID) professional development grants via the **Faculty of Education Staff EDID Initiatives Fund**. The first grant supported delivery of a workshop entitled **Queer Competency Training**, hosted by QMUNITY, which helped participants understand sexual and gender diversity in an effort to make their workplaces more inclusive.

The second grant supported facilitation of an experiential learning activity, **Sk'emel Iya'7yulh: The Paddle Journey**. Through Elder storytelling and role play it taught the history of the Squamish people, as well as Indigenous ways of being and knowing.

Team members also attended conferences related to education in British Columbia including the **British Columbia School Superintendents Association Conference (BCSSA)** and the **First Nations Education Steering Committee Conference (FNESC)**.

The unit also celebrated the graduations of Assistant Dean, **Dr. Lynne Tomlinson**, who successfully defended her EdD from the University of Western Ontario, as well as Senior Manager, **Vanessa Smith**, who obtained her MEd from the University of British Columbia.

Within the Faculty itself, PDCE also provided professional development services to the English Language Institute, offering a series of workshops based on the Faculty of Education's open online course, Anti-Racism Awareness, and led by Assistant Dean Tomlinson.



Committees

This year, PDCE hosted two meetings of its **Professional Development & Community Engagement Advisory Committee**, featuring representatives from all academic departments within the Faculty of Education (i.e., ECPS, EDCP, EDST, LLED), as well as key cross-faculty partners, including the Teacher Education Office, the Office of Indigenous Education, and the Early Childhood and Educational Technology units.

Key topics of discussion included:

- Exploration of new non-degree program learning opportunities (e.g., non-credit courses, microcredentials)
- Professional development needs arising from the field of K-12 education.

In the past year, PDCE also launched its new **Field Advisory Committee**, which met twice. This group brought together district leads from both urban and rural areas in British Columbia to discuss professional development priorities.

Key topics of discussion included:

- Additional support for new teachers (in the first five years of their career)
- Teacher wellness
- Access to professional development in rural and/or remote areas.

The PDCE team looks forward to continuing conversations with the above noted committees on these and other issues in the upcoming academic year.



Professional Development & Community Engagement Initiatives

Graduate Support

As one of its core service portfolios, PDCE provided broad-based administrative support to all active/ongoing cohort-based master’s programs in the 2022-23 school year.

Relative to new intakes, PDCE also supported the marketing, recruitment and admissions activities for the below-noted cohort-based master’s programs in the 2022-23 school year:

Program	Term Started	No. of Students Admitted
Master of Education in Curriculum Studies (Practitioner Inquiry & Place-Conscious Pedagogies)	Aug. 2022	22
Master of Education in Educational Administration & Leadership	Jan. 2023	12
Master of Education in Home Economics Education	Sep. 2022	16
Master of Education in Indigenous Education	Jul. 2022	42
Master of Education in Literacy Education	Sep. 2022	20
Master of Education in Mathematics Education	Sep. 2022	27
Master of Education in Modern Languages: French	Jul. 2022	18
Master of Education in Science Education	Sep. 2022	22
Master of Education in Teaching English as a Second Language	Sep. 2022	18
Master of Museum Education	Sep. 2022	17

In particular, the unit was pleased to support the newly approved Master of Education in Indigenous Education, which launched in July 2022. The program focuses on policy, programmatic, curricular, and community/parental relationship priorities as they relate to Indigenous education and attracted nearly 50 applicants, resulting in two robust cohorts of 21 students each.



Heather Clark, graduate of the MEd in Home Economics and Program Chair, Kwantlan Polytechnic University



Mackenzie Radomski, graduate of the MEd in Early Childhood Education and Kindergarten Teacher

PDCE INITIATIVES CONTINUED

Alumni Feature: Innovation in Action

Through funding provided by the Dean's office to support projects connected to the Faculty's Strategic Plan *Learning Transformed*, the marketing team launched a campaign highlighting cohort alumni.

Alumni were invited to apply for \$500 to support a local project or initiative and participate in a campaign promoted at select SkyTrain stations, on social media, and through various PDCE collateral.

The successful campaign featured alumni from the MEd in Home Economics, Master of Museum Education, MEd in Early Childhood Education, and MEd in Curriculum Studies (HOPE) cohorts.

Undergraduate Support

As one of its core service portfolios, PDCE provided broad-based administrative support to all online undergraduate courses, including scheduling of course sections and maintenance of waitlists.

In addition, PDCE, in collaboration with the Ismaili Council for British Columbia, supported the delivery of a customized online version of EDUC 450: Inquiry Seminar for 17 teachers working within the Ismaili Tariqah and Religious Education Board of Canada. This initiative was part of the broader Statement of Cooperation between the Ismaili Council and the University of British Columbia, and provided vital professional development for teacher inquiry and inquiry as a pedagogical practice.

Master of Educational Technology Program (MET)

As another of its core service portfolios, PDCE provided broad-based support to the Master of Educational Technology program, including support for marketing, recruitment, admissions, and general program administration, as well as support for human resources and financial functions.

PDCE INITIATIVES CONTINUED

In the 2022-23 school year, MET welcomed 118 new students (Graduate Certificate and Master of Educational Technology) and said congratulations to 119 successful graduates (Graduate Certificate and Master of Educational Technology).

PDCE also supported the MET program in delivery of the 2022-23 MET Anti-racism Speaker Series. This year, the series attracted over 300 participants across five live online events, and also resulted in the production of a podcast. The series featured many notable speakers, including Parliamentary Secretary Rachna Singh and Human Rights Commissioner Kasari Govender, and addressed a wide range of topics, such as racism in policing, anti-racist data collection, and inclusive makerspaces

The PDCE team worked with MET to secure Senate approval for an important new award - the Master of Educational Technology Award for Indigenous Students. This award is designed to cover the full cost of program tuition for an Indigenous student completing either the Graduate Certificate in Educational Technology or the Master of Educational Technology.

Early Childhood Education Program (ECED)

As another of its core service portfolios, PDCE provided broad-based support to the Early Childhood Education program, including support for marketing, recruitment, admissions, and general program administration, as well as support for human resources and financial functions.

Graduate Education

In the 2022-23 school year, ECED welcomed 28 new MEd students (on-campus and online) and said congratulations to 26 successful graduates.

Undergraduate Education

In the 2022-23 school year, ECED welcomed the number of new students (listed on page 10) to its various undergraduate programs, including those linked to provincial certification as an Early Childhood Educator via the Ministry of Education and Child Care in BC:



Jackie Hamnett, graduate of the MEd in Curriculum Studies (HOPE) and Teacher



John Mendoza, graduate of the Master of Museum Education and Teacher

PDCE INITIATIVES CONTINUED

Program	Newly Admitted Students
Infant Development & Supported Child Development (Certificate/Diploma)	10*
Early Years Education (Certificate/Diploma)	124
B.C. ECE Assistant Certificate (3 credits)	65
B.C. ECE Basic Certificate (48 credits)	40

**Admission to these programs has temporarily been suspended while the courses are revised.*

PDCE also supported ECED in a successful application to the Ministry of Post-Secondary Education and Future Skills for approximately \$220,000 of funding. This funding will support the adaptation and delivery of online ECED programming for deaf and hard of hearing students, enabling graduates to obtain their BC ECE Basic Certificate. The program aims to welcome the first cohort of learners in September 2023, and will be the only ECED program in Canada tailored to meet the needs of individuals who are deaf/hard of hearing.

Transformative Educational Leadership Program (TELP)

PDCE provides full-service support to TELP, including support for marketing, recruitment, admissions, implementation and strategic planning, as well as support for human resources and financial functions.

In the 2022-23 year, TELP expanded to 2 cohorts and welcomed 67 participants, including 6 international candidates, in a fully online program. The program engaged 13 TELP alumni as Reading Group Facilitators, building connections between past and current cohort participants.

PDCE also supported TELP in the delivery of the Fall 2022 TELP Alumni event held at UBC Vancouver. This event attracted 58 attendees in the first face-to-face event on campus post-pandemic, including international speakers and living case studies from across British Columbia and the Yukon. In addition, the PDCE supported the publication of 2 issues of the TEL Journal, including 10 articles featuring topics such as educator wellness, reconciliation, equity, diversity and inclusion, and leading K-12 system transformation.

Institutes & Workshops

In 2022-23, as one of its key priorities, PDCE provided administrative support for various institutes and workshops, including the return of the highly popular Institut de Français, UBC à Québec (overseen by the Dept. of Language and Literacy Education). This three-week immersive experience takes place in the summer, bringing BC-based teachers together in Québec City, QC to develop their knowledge and teaching of French language and culture. In 2022-23, the Institut de Français welcomed 35 participants, including 25 practicing teachers and 10 teacher candidates.

PDCE also planned and delivered a curated selection of summer programming, focusing on key needs for educators, including climate justice, Indigeneity, and inclusion, as below:

- [Sexual Orientation & Gender Identity \(SOGI\): Inclusive Education & Leadership](#) (17 participants)
- [Sk'emel Iya'7yulh: The Paddle Journey](#) (30 participants)
- [Sustainability in the Classroom](#) (15 participants)

Field Survey

In order to inform the future development and delivery of ad hoc programming, such as institutes and workshops, PDCE conducted a field survey in the summer of 2022. The survey sought to collect key information about when, how and why educators are accessing professional development, effectively allowing PDCE to be more responsive in its programming decisions, as well as more accurate in its recommendations to the Faculty.

The survey was sent to recipients in the BC education sector, including folks from public and private schooling in both urban and rural regions. Approximately 120 recipients responded, providing responses that aligned quite consistently with data gathered through informal or anecdotal sources. Key take-aways included:

- Most respondents indicated that their primary motivation for professional development was either addressing their own interests (~33%) or filling a gap in their knowledge (~32%)





PDCE INITIATIVES CONTINUED

- Respondents were equally split as to whether they preferred online delivery (~48%) for their professional development or were open to either online or in person, depending on the context (~49%)
- Approximately 76% of respondents indicated that they preferred their professional development to occur during the school year, preferably in the winter/spring (55%)

In terms of professional development priorities for the next one to three years, respondents primarily indicated interest in the below subject areas:

- Equity, diversity, inclusion, and decolonization (~18%)
- Student mental health (~16%)
- Leadership development (~15%)

Moving forward, the PDCE team will take these responses under advisement, supplementing the data with additional information gathered from the field, as well as ongoing changes to and shifting priorities in the educational landscape of BC.

Introduction to the BC K-12 School System & Professional Standard for Educators

Throughout 2022, PDCE worked with key partners, including the BC Teachers' Council (BCTC), the Association of BC Deans of Education (ABCDE), and a designated course author (Meredith Fenton), to develop a non-credit online course to satisfy the revised familiarization requirement for teachers who are new to BC and hold internationally issued credentials.

In January 2023, the first intake of the course launched with 27 participants.

Future intakes are currently scheduled for April 2023 (2 sections of 36 students each) and July 2023 (1 section, registration pending).

Massive Open Online Courses (MOOCs)

In 2022-23, PDCE continued to support delivery of the many massive open online courses (MOOCs) hosted by the Faculty, including the below:

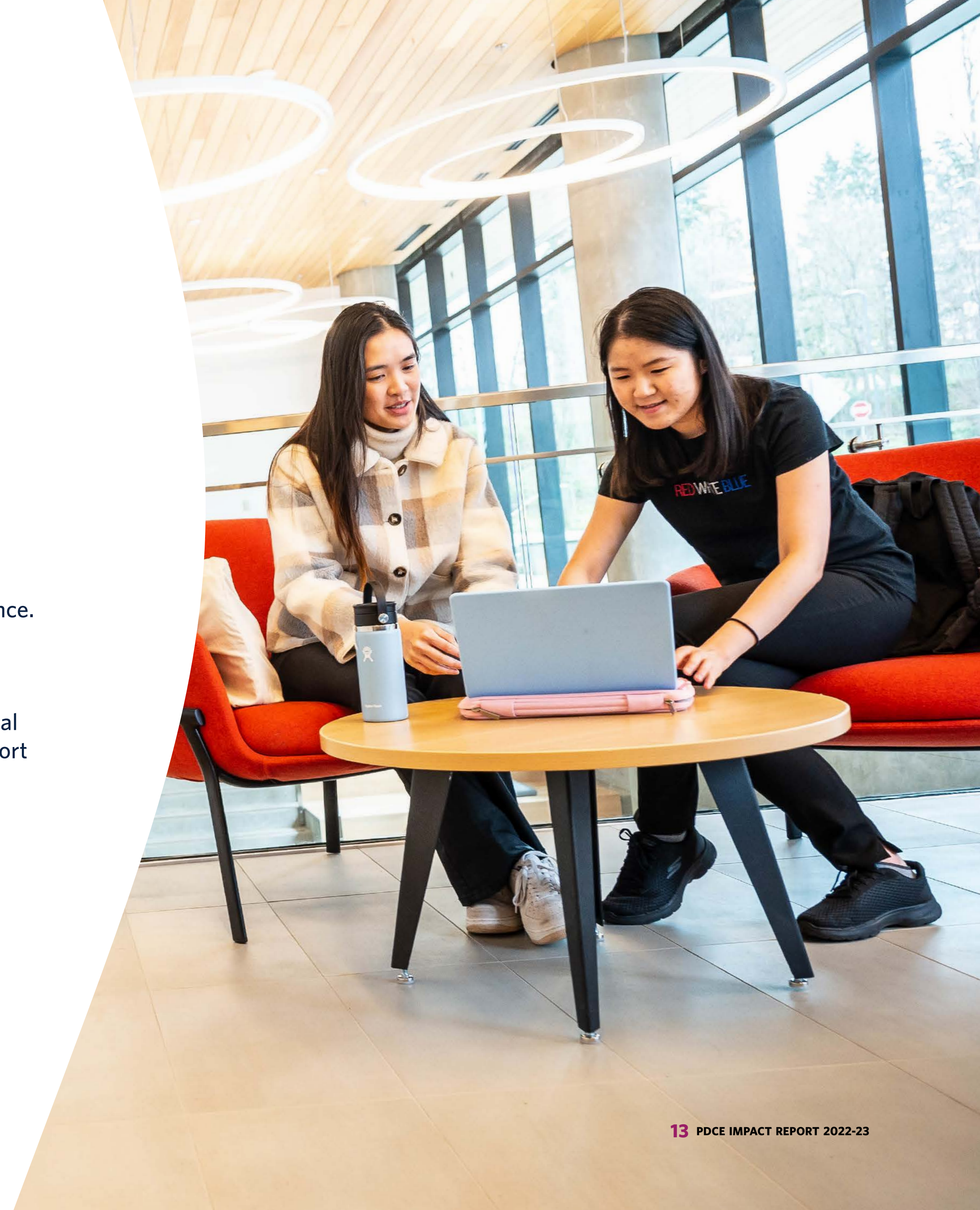
MOOC	2022-23 Registrations
Anti-Racism Awareness	944
Reconciliation through Indigenous Education	2,546
Learn Mental Health Literacy	1,988
Teach Mental Health Literacy	812

These timely and accessible offerings provide just-in-time learning to educators throughout the province.

Edith Lando Virtual Learning Centre

As another of its core service portfolios, PDCE provided broad-based support to the Edith Lando Virtual Learning Centre, including support for marketing and general program administration, as well as support for human resources and financial functions.

To view the Edith Lando Virtual Learning Centre activities/programming, please view their [website](#) and/or their [annual report](#).





PDCE INITIATIVES CONTINUED

Community Engagement Activities

Dean's Community Engagement Series

This year, as one of its key outreach initiatives, PDCE supported the Office of the Dean (Dr. Jan Hare) in delivery of the 2022-23 Dean's Community Engagement Series. This free series attracted over 500 participants across four live online events, addressing a wide range of topics related to equity, diversity and inclusion, as below:

- Developing & Supporting Culturally Responsive School Leadership (featuring Dr. Jo Lampert, La Trobe University & Teresa Downs, Gold Trail School District)
- Strength-Focused Approaches to Promoting Wellness Among IBPoC Youth in Schools (featuring Dr. Farzana Saleem, Stanford University & Marcel Cadogan, Surrey School District)
- Embracing Diversity & Addressing Racism: Exploring Asian Canadian Culture in K-12 Settings (featuring Dr. Marissa Largo, York University & Baren Tsui and Navshina Savory, Richmond School District)
- Rethinking Wellness and How to Thrive as a School Leader (featuring Dr. Sabre Cherkwoski, University of British Columbia-Okanagan, Jody Billingsley, Delta School District, Nicole Davey, Nanaimo Ladysmith School District, Alice Jungclaus, Vancouver School Board, and Annie Varghese, Richmond School District.)

Vancouver School Board Professional Development Day

On April 24, 2023, the Vancouver School Board hosted a professional development day for its Secondary educators on the UBC Vancouver campus. PDCE collaborated with the district on speaker selection, provision of on-site support on the day of, and sponsorship of a breakfast networking event.

2022-2023 by the Numbers

118

new Master of Educational Technology students



214

students admitted to MEd cohort programs



\$18,000

earmarked annually to support a new Indigenous Award in the Master of Educational Technology

67

participants across two cohorts of the Transformative Educational Leadership Program (TELP)

\$220,000

in funding to develop a stream of the BC ECE Basic Certificate for deaf/hard of hearing learners

6,290

MOOC registrations

OVER

500

participants in the Dean's Community Engagement Series



Innovation

Innovation is a cornerstone of PDCE's work to mobilize leading research and practices related to learning opportunities for educational professionals. In 2022-23, PDCE invested team time and resources into the below noted innovations, all of which will be carried forward to the coming year:

Microcredentials

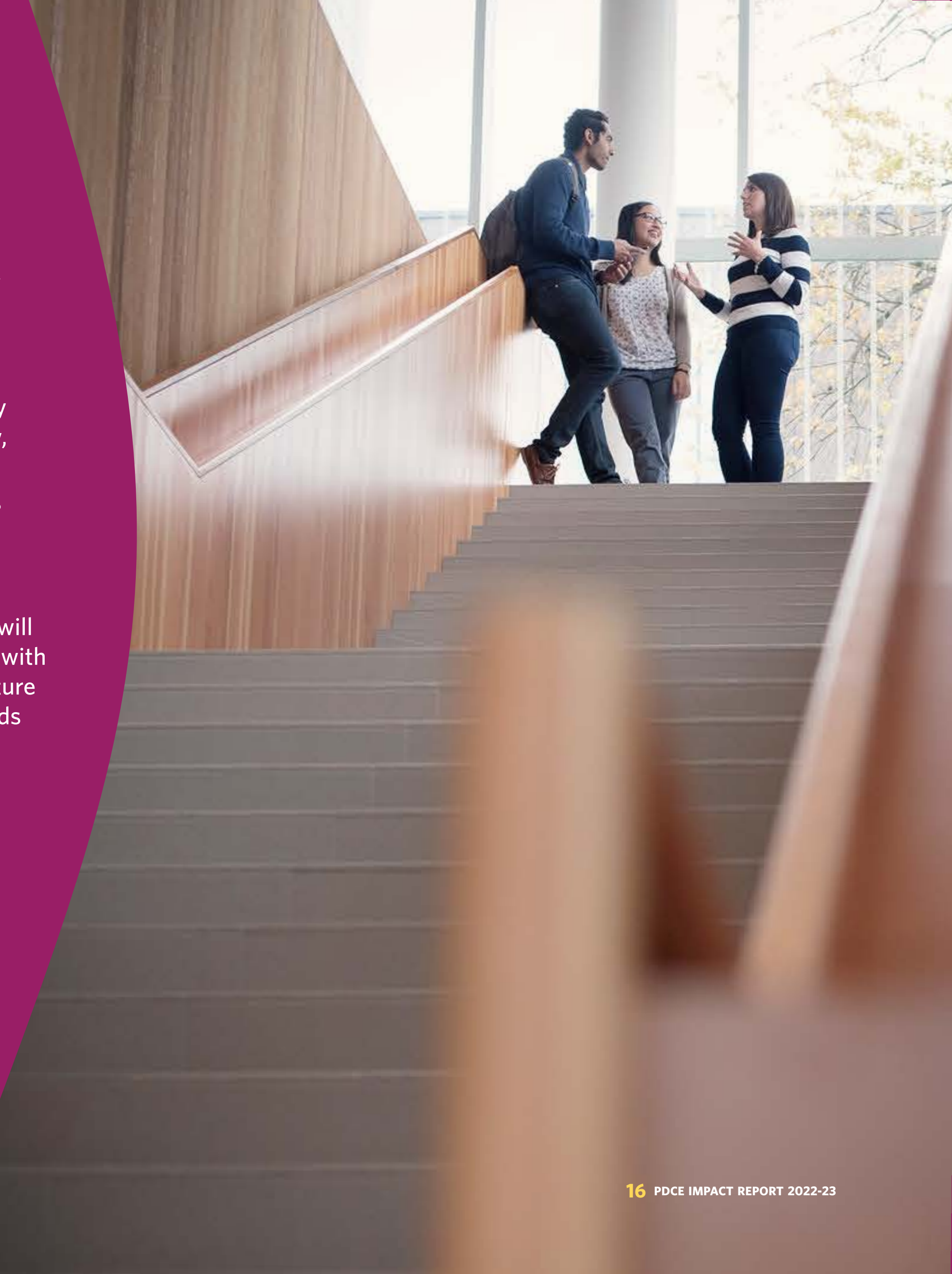
- In collaboration with the Faculty's Educational Technology Support unit (ETS), PDCE conducted a survey of the current landscape of microcredentials in the higher education sector, including a literature review, analysis and recommendations.
- Findings were presented via a [website](#) created by the project team and were shared with various groups and committees as fodder for future non-credit developments.

Sk'emel Iya'7yulh: The Paddle Journey

- In collaboration with Skwxwú7mesh Úxwumixw Elder, Yeltsilewet (Faye Halls), and UBC Studios, PDCE will create a digital archive of stories focusing on the history of the Squamish people, including experiences with colonization and residential school, leading to the loss of Indigenous skills, gifts, language, children, culture and life. The recordings will also address Indigenous ways of being and knowing, as well as planting seeds for positive action through education.
- The goal of recording these stories is to capture and archive key learnings and knowledge, providing a resource for future offerings and professional development activities for educators.

SEMrush

- This year, the PDCE Marketing team purchased a subscription to SEMrush, a marketing tool designed to improve online visibility and website performance. The software will provide data insights on how PDCE websites rank, what terms they rank for, and how competitors' content performance compares.
- It is hoped that the trial run of this software will provide data to optimize online content increasing organic search results and aid in improving web strategies



2023-2024 Focus

Moving forward, as we embark on the 2023-24 academic year, PDCE looks forward to providing ongoing service to its core portfolios, in addition to focusing on some new priorities and future directions:

Supporting New Teachers

- The PDCE team will be collaborating with the Teacher Education Office, Alumni Engagement, the Education Students' Association, and our Field Advisory Committee to explore the development of a New Teachers' Advisory Committee.
- It is our hope that this newly formed group will be able to provide critical insights into needs for professional development and ongoing educational opportunities for early year teachers (0-5 years).

Developing Non-Credit Opportunities

- As higher education institutions like UBC embrace non-credit learning opportunities, we hope to support faculty and programs in developing new pathways for knowledge mobilization beyond the traditional credit realm.
- Upcoming, we are focused on development and delivery of a new non-credit series (Culturally Inclusive Assessment for Learning as a Tool for Equity), exploring possibilities for non-credit professional development for Early Childhood Educators seeking recertification, and creation of a new MOOC focusing on Indigeneity and Early Childhood Education.

Expanding on EDID Commitments

- Our team continues to seek ways to expand on the Faculty of Education's commitments to EDID (including subjects like Indigeneity, Reconciliation, anti-racism, sexual orientation and gender identity, etc.). This involves furthering our own professional development, as well as providing new opportunities to the field.
- Next year, we hope to collaborate with partners on new opportunities related to the proliferation of anti-Asian racism, as well as anti-Black racism (e.g. related to The Scarborough National Charter and "Black Flourishing").





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