

Bridges Bursary Program

Concordia University of Edmonton

Bachelor of Education (After Degree)

A Voluntary Post-Graduation Experience

The *Bridges* program provides an opportunity for BEd (AD) graduates to refine their teaching competencies within a supervising teacher's classroom.

Timeframes

Bridges is available to new BEd (AD) graduates in May and June as an optional classroom experience.

Typical assignments include:

- Full time placements for four weeks
- Half time placements for eight weeks

Deadline for approval of applications:
first Thursday in April.

Further information can be found on CUE's Faculty of Education website:
www.education.concordia.ab.ca

What is *Bridges*?

Bridges is a professional development opportunity offered by Concordia to new graduates of the Bachelor of Education (After Degree) program to fund volunteer time in the classroom following completion of their studies. The *Bridges* program is a voluntary post-graduation experience and therefore is not an additional practicum nor included as part of the formal field experiences required by Alberta Education.

What is the focus of *Bridges*?

The focus of *Bridges* is to provide enriched experiences for new graduates as they transition from the university to the teaching profession. The *Bridges* program provides participants with opportunities to strengthen their teaching competencies as defined by Alberta Education's Teaching Quality Standard (TQS) including:

- Refining skills and techniques learned in their teacher preparation program;
- Enhancing knowledge of curriculum, instruction, and assessment;
- Acquiring experience and developing instructional approaches in teaching Indigenous Peoples' Historical and Cultural Topics;
- Strengthening skill sets in teaching students with diverse needs; and
- Broadening teaching experiences in different classrooms, levels, schools, jurisdictions, or provinces.

What is the value of *Bridges* to school partners?

The *Bridges* program is popular with school principals and supervising teachers. School partners value the teaching competencies participants bring to classrooms. Principals and supervising teachers report that participants add a positive dynamic to the professional learning community of their schools.

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