



Pathway to Teacher
Education Scholarship
Application Instructions
2025/26

Example—Do not submit

Required documentation

Here are the detailed instructions for the 3 types of documentation you will need to have ready to complete your application.

1. Written statement

- Complete and save a copy of your written statement, following these written statement instructions
- Review the marking guidelines to understand how the written statement will be assessed
- Be ready to copy and paste your written statement into the application form

2. Resume (in mandatory online format)

- This is not a standard resume format; complete and save a document following these detailed resume instructions
- Review the marking guidelines to understand how the resume will be assessed
- Be ready to copy and paste the information from your resume into the application form

3. Two reference letters

- Save these reference letter instructions
- Share the instructions with your two referees and have them return signed letters to you (make sure each has an ink or electronic signature)
- Scan or save digital copies of both letters
- Be ready to upload both letters as part of your online application
- Some referees may prefer to submit a letter directly to the ministry; in this case, you must upload to the application a brief, informal note from you in its place that states your referee will email their reference directly to scholarships@gov.bc.ca by the deadline



WRITTEN STATEMENT INSTRUCTIONS

Pathway to Teacher Education Scholarship Application (2025/26)

Instructions for students

Statement question: Why do you want to be a K–12 teacher?

In addition to explicitly answering the statement question, you must also describe the following in your answer:

- ✓ how your relevant life or volunteer or work experiences have provided a foundation to pursue a career as a K–12 teacher;
- ✓ how you demonstrated key attributes of an effective teacher in your relevant experiences; and,
- ✓ why these attributes are important for effective teaching.

Instructions:

- Prepare your answer offline
- Write a well-developed, multi-paragraph response
- Use plain formatting (e.g., no bold or underline)
- Do not exceed 500 words
- Save your work
- Copy/paste your statement into the online application where prompted

Information about the Pathway to Teacher Education scholarship is available online:

www.gov.bc.ca/teachereducationscholarship

Questions? Please contact the Provincial Scholarships Program Team: scholarships@gov.bc.ca



RESUME INSTRUCTIONS

Pathway to Teacher Education Scholarship Application (2025/26)

Instructions for students

Within Section 3 of the online application, you will be asked to submit the following.

1. Details for up to seven life and/or volunteer and/or work experiences that you believe are relevant to your intended career in K–12 teaching.

- | | |
|--|--|
| ✓ Start and end dates | ✓ Your role and responsibilities (800 characters max) |
| ✓ Total hours | ✓ How you demonstrated one or more key attributes of an effective teacher during the experience (800 characters max) |
| ✓ Which grades you were in during the experience (submit examples from grades 10–12 only) | ✓ How the experience will prepare you for a career in K–12 teaching (800 characters max) |
| ✓ Where you gained the experience, such as the name of the organization (200 characters max) | |

Tips:

- Start with your most relevant experience
 - Consider experiences that have provided you with transferrable skills or that relate directly to your intended career or area of post-secondary study
 - Consider that life experiences can range from minding younger siblings to helping the family business to participating in cultural activities; volunteer and work experiences may be similarly broad in scope
 - Submit experiences from grades 10–12 only (Note: if an experience started before Grade 10 and/or will continue past Grade 12, report only the grades 10–12 portion)
 - There are character limits to the open textboxes; you may use point form in your responses
2. You'll also have a final space where you can report anything else from grades 10–12 that demonstrates your commitment to and aptitude for a career in K–12 teaching. Do not link to external content; it will not be reviewed (1,500 characters max).

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Questions? Please contact the Provincial Scholarships Program Team: scholarships@gov.bc.ca



REFERENCE LETTER INSTRUCTIONS

Pathway to Teacher Education Scholarship Application (2025/26)

Instructions for students

You must submit two reference letters as part of your application for the 2026 Pathway to Teacher Education scholarship. The individuals who write your reference letters should know you well, but they cannot be an immediate family member or another student.

1. School reference: please provide one reference letter from a school staff member, such as a teacher, counsellor, school principal, or vice-principal.
2. Community reference: please provide one reference letter from a community member, such as a community leader, coach, instructor, volunteer supervisor, or employer.

Reminder: you must secure these letters in time to submit them with your application by the deadline of 3:00 pm PST on Tuesday, February 17, 2026.

Please share the instructions below with your referees.

Instructions for referees (due to the student *before* Tuesday, February 17, 2026)

You have been asked to write a reference letter on behalf of a student applying for the 2026 Pathway to Teacher Education scholarship. Students must submit reference letters as part of their application. Reference letters will be reviewed by the Ministry of Education and Child Care scholarships committee for the purpose of assessing submissions and determining recipients. Please prepare your letter (on your organization's letterhead if available) and describe the following about the applicant:

- their potential as a teacher;
- their interest in their community;
- their organization skills;
- their communication skills;
- evidence of teamwork; and,
- any other strengths.

Please also provide the following information about yourself:

- your role (e.g., within the organization);
- your relationship with the applicant; and,
- your contact information.

Please send the student a signed copy of your letter *before* Tuesday, February 17, 2025 (4 MB maximum file size).

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Questions? Please contact the Provincial Scholarships Program Team: scholarships@gov.bc.ca

Marking Guidelines Pathway to Teacher Education Scholarship

The Pathway to Teacher Education scholarship is awarded to 20 high school graduates who have demonstrated a commitment to and aptitude for a career in K–12 teaching.

Written Statement

<p>Statement question: Why do you want to be a K–12 teacher?</p> <p>In addition to explicitly answering the statement question, a student must also describe the following in their answer:</p> <ul style="list-style-type: none"> ✓ how their relevant life or volunteer or work experiences have provided a foundation to pursue a career as a K–12 teacher; ✓ how they demonstrated key attributes of an effective teacher in their relevant experiences; and, ✓ why these attributes are important for effective teaching. <p>The statement should be a well-developed, multi-paragraph response (500 words maximum).</p>				<p>Key attributes</p> <ul style="list-style-type: none"> ✓ Risk taking/overcoming challenges ✓ Passion ✓ Compassion/empathy/other directedness ✓ Awareness and understanding of multiple world views ✓ Collaboration and leadership (lead and/or contribute to community/school/family) <p>(Other attributes may be considered)</p>	
1	2	3	4	5	6
Statements that demonstrate the following are more likely to earn a 1	Statements that demonstrate the following are more likely to earn a 2	Statements that demonstrate the following are more likely to earn a 3	Statements that demonstrate the following are more likely to earn a 4	Statements that demonstrate the following are more likely to earn a 5	Statements that demonstrate the following are more likely to earn a 6
<ul style="list-style-type: none"> • Examples to support position missing or significantly underdeveloped. 	<ul style="list-style-type: none"> • Examples to support position are minimal or irrelevant. 	<ul style="list-style-type: none"> • Supports position through undeveloped or generalized examples of experiences. 	<ul style="list-style-type: none"> • Supports position through appropriate examples and conveys an affinity for K–12 teaching. 	<ul style="list-style-type: none"> • Supports position well and conveys a passion for K–12 teaching. 	<ul style="list-style-type: none"> • Supports position robustly and conveys a strong passion for K–12 teaching.
<ul style="list-style-type: none"> • Demonstration of relationship between experiences and a K–12 teaching career missing or significantly underdeveloped. 	<ul style="list-style-type: none"> • Provides a limited synthesis of the relationship between experiences and a K–12 teaching career. 	<ul style="list-style-type: none"> • Provides a basic synthesis of the relationship between experiences and a K–12 teaching career. 	<ul style="list-style-type: none"> • Provides a straight-forward synthesis of the relationship between experiences and a K–12 teaching career. 	<ul style="list-style-type: none"> • Provides a thorough synthesis of the relationship between experiences and a K–12 teaching career. 	<ul style="list-style-type: none"> • Provides a comprehensive synthesis of the relationship between experiences and K–12 teaching career.
<ul style="list-style-type: none"> • Examples to demonstrate key attributes and description of relationship to effective teaching are missing or significantly underdeveloped. 	<ul style="list-style-type: none"> • Provides limited examples of experiences and relationship to key attributes; connection between attributes and effective teaching is limited. 	<ul style="list-style-type: none"> • Conveys an understanding of the question but the answer is undeveloped; connection between attributes and effective teaching may not be clearly communicated. 	<ul style="list-style-type: none"> • Demonstrates a good understanding of the question although examples may be generalized; connection between attributes and effective teaching is adequate but simplistic. 	<ul style="list-style-type: none"> • Provides thoughtful examples of experiences and relates them back to key attributes with a thorough connection between attributes and effective teaching. 	<ul style="list-style-type: none"> • Provides powerful and thoughtful examples of experiences and relates them back to key attributes with insightful synthesis between attributes and effective teaching.
<ul style="list-style-type: none"> • Errors in writing are frequent and rudimentary. 	<ul style="list-style-type: none"> • Errors in writing may be distracting and impede meaning. 	<ul style="list-style-type: none"> • Writing conveys intermittent meaning or purpose, but errors may impede the fluency of the paper. 	<ul style="list-style-type: none"> • Writing is organized and straightforward although ideas may be listed. 	<ul style="list-style-type: none"> • Exhibits a sound writing style and solid use of language; ideas are logically and clearly articulated. 	<ul style="list-style-type: none"> • Exhibits effective writing style and a sophisticated use of language; ideas are skillfully and effectively articulated.

Resume

<p>Demonstration of the following criteria will be assessed.</p> <ul style="list-style-type: none"> ✓ Key attributes of an effective teacher ✓ Aptitude for a K–12 teaching career ✓ Commitment to learning and development ✓ Connection between life or volunteer or work experiences and teaching career goal <p>To support their assessment, markers will consider the following:</p> <ul style="list-style-type: none"> • the core principles of the award (key attributes of an effective teacher) and how well the student has drawn connections between their experiences and a K–12 teaching career goal; • the many types of experiences that may help prepare a student for post-secondary education, including paid and unpaid work, credit and not-for-credit courses, and day-to-day activities (such as helping family or participating in cultural events); and, • factors, such as geographic location, that may affect what opportunities are available to a student. 				<p>Key attributes</p> <ul style="list-style-type: none"> ✓ Risk taking/overcoming challenges ✓ Passion ✓ Compassion/empathy/other directedness ✓ Awareness and understanding of multiple world views ✓ Collaboration and leadership (lead and/or contribute to community/school/family) <p>(Other attributes may be considered)</p>	
1	2	3	4	5	6
Does not meet criteria	Approaching meeting criteria	Minimally meets criteria	Fully meets criteria	Exceeds criteria	Outstanding on all criteria
Resumes that demonstrate the following are more likely to earn a 1	Resumes that demonstrate the following are more likely to earn a 2	Resumes that demonstrate the following are more likely to earn a 3	Resumes that demonstrate the following are more likely to earn a 4	Resumes that demonstrate the following are more likely to earn a 5	Resumes that demonstrate the following are more likely to earn a 6
<ul style="list-style-type: none"> • Demonstration of key attributes missing or significantly underdeveloped. 	<ul style="list-style-type: none"> • Attempts to demonstrate key attributes. 	<ul style="list-style-type: none"> • Demonstration of key attributes is limited. 	<ul style="list-style-type: none"> • Demonstration of key attributes is competent. 	<ul style="list-style-type: none"> • Demonstration of key attributes is strong. 	<ul style="list-style-type: none"> • Demonstration of key attributes is outstanding.
<ul style="list-style-type: none"> • Connections between experiences and a K–12 teaching career missing or significantly underdeveloped. 	<ul style="list-style-type: none"> • Attempts to demonstrate connection between experiences and a K–12 teaching career. 	<ul style="list-style-type: none"> • Demonstrates limited connection between experiences and a K–12 teaching career. 	<ul style="list-style-type: none"> • Demonstrates straight-forward connection between experiences and a K–12 teaching career. 	<ul style="list-style-type: none"> • Demonstrates thorough connection between experiences and a K–12 teaching career. 	<ul style="list-style-type: none"> • Demonstrates outstanding connection between experiences and a K–12 teaching career.
<ul style="list-style-type: none"> • Demonstration of aptitude for a K–12 teaching career missing or significantly underdeveloped. 	<ul style="list-style-type: none"> • Attempts to demonstrate aptitude for a K–12 teaching career. 	<ul style="list-style-type: none"> • Experiences show minimal demonstration of aptitude for a K–12 teaching career. 	<ul style="list-style-type: none"> • Demonstrates an aptitude for a K–12 teaching career. 	<ul style="list-style-type: none"> • Demonstrates strong aptitude for a K–12 teaching career. 	<ul style="list-style-type: none"> • Demonstrates outstanding aptitude for a K–12 teaching career.
<ul style="list-style-type: none"> • Demonstration of commitment to learning and development missing or significantly underdeveloped. 	<ul style="list-style-type: none"> • Attempts to demonstrate commitment to learning and development. 	<ul style="list-style-type: none"> • Experiences show minimal demonstration of commitment to learning and development. 	<ul style="list-style-type: none"> • Demonstrates commitment to learning and development. 	<ul style="list-style-type: none"> • Demonstrates strong commitment to learning and development. 	<ul style="list-style-type: none"> • Demonstrates outstanding commitment to learning and development.