Meeting Minutes

Teacher Education Program
TEAC – Teacher Education Advisory Committee
Thursday, April 25, 2019
TEO meeting room
2:00-3:30 p.m.

Attendees: Marianne McTavish (Chair/TEO), Maureen Kendrick (LLED), Anne Phelan (Centre for Study of Teacher Education), Joanna Cannon (ECPS), Judith Walker (EDST), Scott Goble (EDCP)

Regrets: Shawna Faber (ECPS), Claire Rushton (TEO), Jan Hare(NITEP)

1. Approval of Agenda

The “Admission updates” agenda item was moved up in the order of the agenda.

2. Approval of previous minutes - March 28, 2019

The minutes were approved as circulated.

3. Admission updates

The TEO admission officer reported this year’s application numbers for Secondary Teachable subjects & Elementary/Middle Years cohorts and made comparisons with past years. There were a total of 1,500 + applications submitted this year. The admissible rate of these applications was 76 percent (most likely to have the requirements); 71 percent of the admissible number will likely accept the offer and register. Total estimated numbers for BEd program (including WKTEP) for 2019-2020 will be approximately 760.

Mathematics Education, Physics Education, and French Immersion Education will continue to be high needs areas.

Cohort selection date for Elementary has been pushed back. Popular cohort selections are the Primary Years, Social and Emotional Learning, and Education for Sustainability. Selection is also dependent on the practicum location.

4. BEd 2020 Program proposed start change

The chair asked for each department’s feedback on the BEd 2020 Program proposed start change from the last TEAC meeting.
Discussion notes:

- There was agreement that the 11 month program is short and teacher candidates would benefit from the program length change to 12 months.
- The proposed EPSE course move could provide more space in the program.
- The program length change does not address the fragmentation concern as a whole.
- There are concerns about the program start in August as it raised other issues for TCs such as impacting summer jobs and finding accommodations.
- The proposal appears to address the program from a certain orientation.
- Assessment may be approached through different disciplines and orientations, and collaborating with departments to implement the assessment information throughout the program is welcomed.
- Consultation with the departments on changing the program is needed.
- It might be worthy to conduct a survey with current students on what impact this could bring to them.
- The motivation behind the change was aimed at addressing the program fragmentation.

After discussion, the chair tabled the proposal and asked for each department on how we move forward and rethink the ways of the change.

5. External Review discussion – Antiracism and Fragmentation in the program

The program change proposal opens up conversation and possibilities. Racism and fragmentation within the program needs to be identified and conceptualized. One approach may be to look at the program pedagogically. Another way could be to shift the emphasis of advertising the program as a credit program that could be completed in one year.

There were discussions around keeping what we have in terms of course content but taking on action plans involving reconciliation and remembrance and enhancing the program structurally so it won’t feel fragmented. It was noted the program redesign should be around the students’ experience.

The chair asked for each department to think about proposal ideas and to advance the conversation in concrete ways.

6. Other business
Next Meeting: Thursday, May 23, 2019, TEO meeting room, 2-3:30 p.m.