



Meeting Minutes

Teacher Education Program
TEAC - Teacher Education Advisory Committee
Tuesday, February 25, 2020
TEO meeting room
10:00-11:30 p.m.

Attendees: Marianne McTavish (Chair/TEO), Claire Rushton (TEO), Shawna Faber (ECPS), Scott Goble (EDCP), Kedrick James (LLED), Sam Rocha (EDST), Jan Hare (NITEP), John Yamamoto (TEO)

Regrets: Judith Walker (EDST), Anne Phelan (Centre for Study of Teacher Education)

1. Approval of Agenda

The agenda was approved as circulated.

2. Approval of previous minutes - January 16, 2020

The minutes were approved as circulated.

3. Cohorts for 2020-2021

There will be nine full sections for Elementary - seven full cohorts and two shared cohorts.

Four half cohorts needing to be paired up are the Indigenous Education cohort, the Outdoor Learning cohort, the Art-Based & Creativity cohort, and the International Baccalaureate (IB-PYP) cohort.

The Indigenous Education cohort has been successfully paired with the Arts-Based & Creativity cohort for the past number of years. The Outdoor Learning cohort could be a good pairing for the Indigenous Education cohort as it has a focus on land-based learning and teaching through Indigenous perspectives. The IB paradigm has some alignment with Indigeneity but not necessarily enough for a year-long pairing.

4. Orientation

Marianne is looking for guidance and feedback for faculty and student orientations in August 2020. Professional development alignment for faculty and teacher candidates worked well for last year. The BEd program information will be built in to the orientation.



There is a suggestion to have something similar to TIPP (Transformative Inclusive Pedagogical Practices) to present small scenarios with an experiential drama intensive focus and to have table talk to deconstruct what is happening and discuss how people can address particular themes.

There are suggestions to invite a keynote speaker such as Sheila Cote-Meek to talk about decolonization in the classroom and to use her book as a basis for an embedded theme throughout the year in different locations and groups and in existing spaces such as town halls.

Active participatory events and activities provide a more lasting impact as opposed to listening to a lot of information. For instance, there could be TIPP activities at the end of the day to engage with specific themes.

Marianne asked each representative to bring orientation ideas to their departments and bring feedback to TEAC.

5. Pass/Fail discussion

The current practice indicates that the way of grading in this program is varied as is the understanding of what constitutes a pass. The program operates on a mastery-learning approach, and this can mean a lot of extra marking.

There was a discussion about the level that students have to reach in order to pass and how the Pass/Fail grading is interpreted when students are applying to graduate programs.

The ways in which pass/fail is interpreted and ways in which the process can be adapted and changed was discussed.

A working group will be formed to work on a statement or terms of reference based on the "Pass/Fail Assessment in the BEd Program" document to guide or define the BEd courses' pass/fail grading policy. This discussion will be taken up again at the next TEAC meeting.

Next Meeting: Tuesday, March 31, 2020, TEO meeting room, 10 -11:30 a.m.