



## Meeting Minutes

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Teacher Education Program  
TEAC - Teacher Education Advisory Committee  
Tuesday, October 27, 2020  
Virtual meeting  
10:30 a.m. - 12:00 p.m.

**Attendees:** Marianne McTavish (Chair/TEO), John Yamamoto (TEO), Shawna Faber (ECPS), Cynthia Nicol (EDCP), Kedrick James (LLED), Jason Ellis (EDST), Jan Hare (NITEP), Tony Clarke (Centre for Study of Teacher Education)

### 1. Approval of Agenda

The agenda was approved as circulated.

### 2. Approval of previous minutes – September 29, 2020

The minutes were approved as circulated.

### 3. TEO Updates

#### Coursework

A meeting with the Education Student Association (ESA) Council revealed extremely positive feedback from teacher candidates regarding the program and coursework. The council indicated instructors were aware of teacher candidates' difficulties in navigating the Canvas platform and in readily finding assignments and readings. Instructors have been positively receptive to teacher candidates' needs; there is still room to grow within the course development for W2.

Teacher candidates continue to experience zoom fatigue, and to feel lonely and isolated (particularly for the Indigenous students who might have left their home community). The TEO will keep teacher candidates with up-to-date with information and consistent weekly communication to mitigate these issues. An Indigenous student representative will be added to the ESA Council.

#### Practicum

Teacher candidates started their 2-week observational practicum on Monday, October 26th. In addition to this year's candidates, there are approximately 50 teacher candidates from the previous academic year completing a supplemental practicum. Almost all teacher candidates are placed but it was particularly difficult to find



secondary level placements for those with two teachables in the new quarter system implemented in schools. Schools are concerned that too many additional people in the school will increase the risk of COVID exposures.

There may be a NITEP post-degree specialization at the elementary level as part of NITEP programming. In partnership with Nicola Valley Institute of Technology (NVIT), we are exploring a post-degree community-based opportunity at the elementary level. This program will take 18 Indigenous teacher candidates. The joint proposal has been submitted to the Ministry. The NITEP Bella Coola site will run for 18 teacher candidates in 2022.

Currently, there are approximately 364 Secondary level teacher candidates and 340 Elementary level teacher candidates in the program. Applicants are looking to UBC for the Secondary program as there are fewer options across the province. It is a constant discussion on how much the field can absorb, especially in the high enrolling areas of socials, English and biology.

The Teacher Certification Branch (TCB) has been accommodating to ensure our teacher candidates get certified during the pandemic. We are looking at creative solutions to have all teacher candidates placed. We are asking students to think holistically, practice patience and to stay calm.

#### **4. Admissions**

Compared to the previous year, this year's admission rate is up 18% (71 applicants who completed their applications compared to 58 last year). The online information sessions offered by the Teacher Education Office were well attended. We have offered information sessions for applicants with disabilities and for applicants who are international. We offered a session on how to obtain good references in circumstances where it has been difficult to get volunteer experience as a result of the pandemic.

##### **Barriers**

Several steps have been taken to reduce barriers for marginalized students including waiving the admission fees for self-identified Indigenous students. There is currently no demographic information across the university in terms of students' ancestries. It is worthwhile to look at what other institutions are doing regarding this. It is important to be sensitive on how questions are asked on applications and to include the not to respond option. Collection of racial data was not allowed but this is changing: <https://bchumanrights.ca/publications/datacollection/>. Another recommendation to reduce barriers for racialized students is to work with partners to recruit, and have a fulsome look at the application process and to identify who is not getting into the BEd program.



Ways to recruit marginalized students were discussed at the meeting, including creating scholarships and awards for racialized groups and looking at various initiatives that are already in place such as Call Me MISTER

<https://www.clemson.edu/education/research/programs/callmemister/>, which is one initiative to recruit black men to teach.

## **5. Awards**

The Binema Family Award in Teacher Education is being established and will be available for Black students who demonstrate excellent academic standing in the BEd program. There were discussions on shifting the bursary and scholarships to recruitment and to open up a conversation with the faculty and others.

The 2020 orientation keynote speaker, Dr. Sheila Cote-Meek, donated her speaking honorarium for an award for Indigenous students who are in need. When an Indigenous student needs assistance, the Indigenous Education Office works with the student to access University resources, then NITEP resources, and then collaborate with the TEO for other resources.

## **6. Indigenous Curriculum Enhancement Project Funding**

The Indigenous Curriculum Enhancement Project has received 13 applications with a wonderful range of proposals. Some excellent work has already made its way in the Cariboo cohort course offerings. Ways of announcing the projects and showcasing some of the work were discussed.

## **7. Your topics**

### **Feedback on enhancing the supervision of Indigenous students and racialized students**

There is a hiring underway to support the Indigenous teacher candidates' supervision relationship triangle. The discussion of bringing tenure stream faculty to Faculty Advisor work continued. Other discussions surrounded the introduction of a second Faculty Advisor in the supervision model where Faculty Advisors can learn from each other in order to increase the success of Indigenous teacher candidates on practicum.

Next Meeting: to be rescheduled