



Meeting Minutes

Teacher Education Program
TEAC - Teacher Education Advisory Committee
Tuesday, December 15, 2020
Virtual meeting
10:30 a.m. - 12:00 p.m.

Attendees: Marianne McTavish (Chair/TEO), Shawna Faber (ECPS), Cynthia Nicol (EDCP), Kedrick James (LLED), Jason Ellis (EDST), Jan Hare (NITEP)

Guests: Leyton Schnellert (WKTEP)

Regrets: John Yamamoto (TEO), Tony Clarke (Centre for Study of Teacher Education)

1. Approval of Agenda

The agenda was approved as circulated.

2. Approval of previous minutes - October 27, 2020

The minutes were approved as circulated.

3. Office of Indigenous Education Updates

This year, NITEP offered the certification year in the Cariboo field center for the first time. The program is running well with support from faculty advisors, instructors, teacher mentors, and the ETS. This is a 25% online blended program approved by the BCTC. The program started early in August and began by orienting the teacher candidates to the online learning context. Winter Term 1 was divided into Term A and B which gave teacher candidates a sense of completion of courses and of moving forward.

Dr. Hare sought advice from the committee on whether to maintain the 25% online blended program in the Bella Coola field center in year 2022. It was suggested that forming face-to-face interpersonal relationships at the beginning of the year would facilitate subsequent online teaching. The online teaching could then continue as a way to enhance the initial relationships. For some teacher candidates, online learning could enable them to study/work in their own community which is important. Having the online blended component would also ease instructors' transit and accommodation



needs. The TEAC committee fully supports the 25% online blended program in Bella Coola.

There will be an Indigenous post-degree specialization starting May 2021. Students will take some NITEP courses prior to coming into the professional program. This is a fully funded one-year opportunity from the Ministry. Dr. Hare consulted with the committee on whether to have a stand-alone cohort group of 18 students as they enter the professional year or whether to pair this group with the Indigenous cohort to make it a full cohort of 36 students. It was suggested to add a new cohort as a one-year pilot project. As we will need to be mindful about total admission numbers, this new cohort discussion as well as the cohort rotation discussion will be taken up again.

A new initiative of building a supportive network for School Advisors and Faculty Advisors who work with Indigenous teacher candidates will be launched in January. There will be a series of professional development events. The first event will be hosted in February.

4. TEO Updates

Congratulations went out to everyone for a highly successful term despite the challenges posed by the pandemic. Teacher candidates continue to go into schools weekly for practicum. A number of principals and vice-principals are aware of the placement difficulties. Our program will start on January 4 for Term 2. At the beginning of January, we are hoping to gain some information if the summer terms will be online.

The Education Students' Association (ESA) held interviews with each cohort representative in late November to collect teacher candidate feedback on the program. Marianne provided a brief summary of the feedback received.

It was recommended that TEO share the teacher candidates' feedback with instructors as this is timely and beneficial for those who are planning Term 2 courses.

5. Provincial Rural/Remote Blended Teacher Education Program

The Chair presented the Provincial Rural/Remote Blended Teacher Education Program to the committee and sought advice on how the program is going to take shape in 2022. The course vectors and how the objectives of the program met with the standards set by the ministry documents were shared with the committee.

The percentage of the online and face-to-face components of the program has been approved by the BCTC; however, the course order is flexible. It was suggested to



consider which course is better delivered online versus face-to-face. One thing to note is that there will not be an EPSE 311 course as the merge of EPSE 308 and 311 was recently passed through CCASA.

This will be a 2-year program expecting 18-22 teacher candidates. The summer face-to-face courses will be taught at the WKTEP facility. Having the blend of faculty members teaching online as well as the local instructors can bring diversity to the program.

6. CCASA Updates for Information

EPSE 308-311 Merge

The merge of EPSE 308-311 for a total of 4 credits course has gone through CCASA and has been approved.

Renaming Inquiry courses to Teacher Inquiry

Renaming inquiry courses to teacher inquiry was brought up by Tony Clarke. This topic can be revisited at the next meeting. There was a suggestion to rename the course to *Teachers Inquiring* to align with the needs of the field.

7. Your topics

With regards to COVID, if a teacher candidate needs accommodations (e.g., immunocompromised), they will have to make a request through the Centre for Accessibility. We are carefully following the provincial health orders to ensure the safety of our teacher candidates.

Teacher candidates will receive information on the CFE in January. Rural partners, home stays, and school districts will be consulted prior to the decision on how the CFE will unfold.

Next Meeting: Thursday, January 28, 10:30 am – 12 pm