



Meeting Minutes

Teacher Education Program
TEAC - Teacher Education Advisory Committee
Thursday, January 28, 2021
Virtual meeting
10:30 a.m. - 12:00 p.m.

Attendees: Marianne McTavish (Chair/TEO), Shawna Faber (ECPS), Scott Goble (EDCP), Kedrick James (LLED), Jason Ellis (EDST), Jan Hare (NITEP), John Yamamoto (TEO), Anne Phelan (Centre for Study of Teacher Education)

1. Approval of Agenda

The "TEO Website" was added to the agenda.

2. Approval of previous minutes - December 15, 2020

The minutes were approved as circulated.

3. Office of Indigenous Education Updates

Dr. Hare conveyed her gratefulness to all department faculty and staff for their contributions to the success of the NITEP initiative. The Master of Indigenous Education is moving ahead and has gained positive feedback. The complexity in the EDUC 440 course is being recognized and greater engagements will be developed between the OIE and the TEO to address course matters.

The Task Force on Race, Indigeneity, and Social Justice is moving forward with activities (e.g., surveys). Dr. Bahar Tajrobehkar has been hired as a Research Associate to the Task Force to help us seek guidance from faculty, staff and students. Dr. Tajrobehkar has previously served on the University of Toronto's Task Force on Race and Indigeneity and has research expertise in the areas of anti-racism and education. We ask you to encourage your departments to participate in the upcoming activities as much as possible.

4. TEO Updates

The Chair provided updates around what is happening in the Teacher Education program in the following areas.



Coursework feedback

The coursework feedback for Winter term 1 collected by the Education Student Association (ESA) presented at the last TEAC meeting was sent to instructors before the holiday break. Two town halls with teacher candidates were held last week, which were well attended by both Elementary and Middle Years teacher candidates and Secondary teacher candidates. The issues around workload and multiple assignments were discussed at the meetings. Teacher candidates are excited for practicum but are anxious about COVID, immuno-compromised situations, and vaccination schedules. Our priority is to get our teacher candidates certified following the policies and guidelines that we have in place with the Ministry and BC Teachers' Council.

Community Field Experience (CFE) plan

As we received more and more concerns from CFE partners on hosting teacher candidates during the pandemic, we contacted school districts to get their opinion on the possibility of shifting the CFE to a primarily school-based model. The feedback from school districts was positive. There are three options for the revised CFE. The first is to have the 10-week practicum plus a 3-week field experience within the same school. The second option is the school district moves the teacher candidate after the 10-week practicum to a different site within the same district to experience a specialized program. The third is to extend the practicum to 13 weeks so the teacher candidate has additional time to build up their experience for certification. Regardless of which direction the teacher candidate takes, the experience will be sufficient to meet the requirements for the CFE. The faculty advisors are meeting with school advisors and teacher candidates to discuss initial plans for CFE placements.

Policies and Interim report

Policies and guidelines need to be clear for both instructors and teacher candidates around failing coursework/practicum. To appeal a failing grade, the student should approach the instructor first and the TEO provides support if needed. If the problem does not get resolved, it should be brought to the course coordinator, then to the department head. If a satisfactory resolution is not reached, the student can make an appeal to the Associate Dean, which then goes to the CCASA committee for a decision. If the appeal is unsuccessful, the student may go to the Senate appeals committee. There was a discussion on whether the current mechanism in place is fully being utilized and if the title of the interim report should be changed. It was agreed that a failing grade should be issued if the student is not meeting course expectations. A revisit of the flow chart of whom to approach in different scenarios would be helpful. Whenever possible, it was discussed that an interim report should be the point of initial communication, so that the student can have an opportunity to improve. The interim report will continue to be discussed. A conversation of what the teacher education program will look like post-pandemic was also had. We will bring this conversation up again in future meetings.



Summer Term and September 2021

President Ono issued a message last week regarding the 2021 summer session. Guided by provincial health orders, summer session will be largely remote learning with only some university courses running face-to-face to meet various programs' certification criteria (e.g., labs).

Discussions for course delivery for September 2021 are underway across the university. The vaccination plan for students living outside of BC and for International students is uncertain.

Scheduling project

There is a project looking to revitalize how classes are scheduled across the university so that classrooms can be used more efficiently. A possible hybrid scheduling model is being discussed as this can give flexibility on the mode of course delivery. This model will likely be introduced in 2022.

Re-examining the BEd program

A beginning discussion regarding the BEd program post-COVID was had. These discussions will continue at all levels and over the next few months.

5. Renaming Inquiry courses to Teacher Inquiry

It was observed that the Inquiry seminars are being presented as an approach to teaching, which is different than what the Inquiry seminars were originally created to achieve. The renaming of the Inquiry courses would bring back the idea of teacher inquiry, not just inquiry in practice. There was a discussion on whether a nominal change would suffice at this time. It was suggested that changes post-COVID could be brought together as a package to restructure the program in a more profound way.

TEO Website

There is no formal policy on the website stating that teacher candidates engaged in course work cannot miss class time in order to address practicum-related requests (e.g., field trips, pro-d events). This will be addressed on the TEO website under policies and guidelines. In the summer term, teacher candidates are asked whenever possible, to schedule interviews with school districts that do not interfere with coursework.

The TEO website will be undergoing some changes to achieve a common look and feel with other FOE websites.

Next Meeting: Tuesday, February 23, 1:30 – 3:00 pm