



Meeting Minutes

Teacher Education Program
TEAC - Teacher Education Advisory Committee
Monday, September 27, 2021
Virtual meeting
2:30 p.m. - 4:00 p.m.

Attendees: Marianne McTavish (Chair/TEO), John Yamamoto (TEO), Shawna Faber (ECPS), Cynthia Nicol (EDCP), Kedrick James (LLED), Jason Ellis (EDST), Margaret Kovach (NITEP), Anne Phelan (Centre for Study of Teacher Education)

1. Approval of Agenda

The agenda was approved as circulated.

2. Approval of previous minutes - April 22, 2021

The minutes were approved as circulated.

3. Office of Indigenous Education Updates

Dr. Kovach provided updates to the committee. The annual NITEP student gathering was held on Friday, September 24th. This year's event theme was "c' ic' əsəm": to grow/lift up/raise up. Thanks to the hard work of Angela Wolfe, the OIE has arranged to bring in the 100 Years of Loss exhibition for the National Day of Truth and Reconciliation. NITEP and the TEO have a joint information table at the Irving K. Barber Learning Center on Friday, October 1st. The office continues to work with the Bella Coola field centre, the Okanagan field centre, and the post-degree specialization in Indigenous Education. There are 12 students who entered the BEd program after the specialization. They have joined the Indigenous Education cohort to make it a full cohort. The Master of Indigenous Education program has received approval from the ministry. Dr. Kovach will be reaching out to departments for support. There will be educational leadership positions available through Indigenous Education in the new year. The chair added that the embedded counsellor will start on October 13th. The best way to access the counsellor is through the TEO.

4. TEO Updates

The Chair updated the committee on the following topics.



Numbers

This year, the admission target has been met by taking in 320 Elementary and Middle Years teacher candidates, 378 Secondary teacher candidates and 18 NITEP students. Since the start of the 2021-22 program, 20 students withdrew largely due to COVID related concerns. To compare with the past few years' admission enrolment numbers, from 2017 to 2021, we took in 313, 340, 338, 345, 320 students respectively at Elementary/Middle Years and 358, 356, 377, 371 and 378 students at Secondary. The level of French language proficiency we accepted for the French Immersion program this year is B2. Next year, level B1 will be admissible for the Core French Elementary program. The requirements for French admission was reconsidered in order to address the varying needs of the field and the levels of French required to meet those needs.

The rural and remote program will be presented at the upcoming Faculty meeting for approval.

Program Renewal/Maintenance Review Discussion

As part of the requirements for on-going approval of BC's Teacher Education Programs, UBC's BEd program will go through a large scale Maintenance Review in September 2022. During previous discussions regarding program renewal, the topic of the possibility of a hybrid program was raised. Department representatives' comments were captured as follows:

- One suggestion is to keep the program in a face-to-face format due to concerns of teaching workload distribution between remote and in-person delivery.
- Others suggested that depending on how the hybrid format is delivered, it is beneficial for students to have the flexibility of on-campus and remote learning.
- Accessibility should be considered when deciding which courses should be offered in a hybrid model.
- Returning to the conversation that we had started before COVID might be a place for us to begin again in light of the External Review of 2018.
- The Ministry of Education's required hours for face-to-face instruction need to be considered.
- A pilot hybrid cohort idea might be explored.
- In terms of program redesign, creating more opportunities for people to take more ownership of courses should be considered.

Diversification of BEd Program/Teacher Education

In response to the Task Force report, a conversation regarding recruitment and retainment of racialized and Indigenous students was raised. A clarification regarding diversity data was also raised. Indigenous students can choose to self-identify when



applying to UBC. School advisors can play a huge role in mentorship. The Indigenous Education Office is developing a SA/FA mentorship network.

EDI work in school districts may help our SA and FA matching consideration. It is also suggested to do an environmental scan to see what programs are being offered across Canada. Diversification is a multi-faceted topic in which so many pieces come into play.

Feedback/COVID communications

Students are doing well while navigating program coursework. Department heads were sent some information regarding COVID protocols. An absence form needs to be submitted for students who need to miss classes due to quarantine or illness.

Classes held adjacent to the COVID-19 Rapid Testing site in Ponderosa have been relocated. The rapid test is by appointment only and for those who are not fully vaccinated or prefer not to disclose their status and it.

5. Review of Processes for Concerns Update

Dr. Faber presented the Faculty of Education: Student Appeal Procedures (attachment) to the committee. The differences and processes of the Review of Assigned Standing ("RAS") and the Academic Standing Appeal were discussed at the meeting. Practicum related appeals need to be submitted to the TEO, and these are forwarded to CCASA. Decisions made at CCASA may be appealed by the student. These are dealt with by the Senate Committee on Student Appeals on Academic Standing. The student appeal procedures document will be incorporated in the TEO handbook. A category 2 proposal will be submitted to the CCASA for officially changing the appeal wording in the Academic calendar.

6. Other business

The terms of reference and format of future meetings will be tabled for discussion at the next meeting.

Next Meeting: Monday, October 25, 2:30 – 4:00 p.m.