



Meeting Minutes

Teacher Education Program
TEAC - Teacher Education Advisory Committee
Monday, October 25, 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), Margaret Kovach (NITEP), Anne Phelan (Centre for Study of Teacher Education)

Regrets: Jason Ellis (EDST)

1. Approval of Agenda

The agenda was approved as circulated.

2. Approval of previous minutes - September 27, 2021

The minutes were approved as circulated.

3. Terms of Reference

The Terms of Reference dated September 2019 was circulated. It was discussed that as TEAC serves as a key group to facilitate cross academic departmental synergies, it is important to make TEAC an inclusive space for all. The School of Kinesiology and the Okanagan School of Education shall be invited with an option to attend TEAC meetings. The membership composition of the committee may need to be revisited after the hire of the NITEP director.

4. Cohort Review

The Elementary and Middle Years cohorts for 2021-2022 are:

- 101 & 111 - Community of Inquiry in Teacher Education (CITE) full cohort;
- 102 - International Baccalaureate (IB) half cohort;
- 112 - Arts Based & Creativity (ABC) half cohort;
- 103 & 113 - Education for Sustainability full cohort;
- 104 & 114 - Social and Emotional Learning (SEL) full cohort;
- 105 & 115 - French Immersion full cohort;
- 107 & 117 - Indigenous Education full cohort;
- 108 & 118 - Primary Years full cohort;



- 109 & 119 - Teaching English Language Learning Through a Cross-Curricular Case-Based Inquiry Approach (TELL-3C) full cohort;
- 110 & 120 - Middle Years - Self Regulated Learning full cohort.

There are 36 seats set aside for the French Immersion cohort. This year, 29 students are enrolled. There is difficulty in finding students who meet the language requirement (DELF) and there are similar difficulties across the province for recruiting students for French programs. The French cohort may be rebranded next year as *French Education* with a possibility of bringing in more core French. The Ministry allocates funding for French program recruitment.

With the addition of NITEP Post-degree specialization students, the Indigenous Education cohort is a full cohort this year. The Outdoor learning cohort was a half cohort last year. This year, with the cohort coordinator's leave, the outdoor learning cohort was put on hiatus with the possibility of returning next year.

There are 14 sections at the Secondary level including: Technology Education; Business Education and Home Economics; Art; Math and Physics; Music; Science Education (2); Physical Education (HOPE); Language-based(2); Social Studies (2); and IB-based (2).

The numbers at the Secondary level are strong. There is still room for some growth in some discipline areas. School Districts are interested in a possible cohort with an EDI focus at either the Elementary and Middle Years level or the Secondary level.

The Professional Year in community in Bella Coola will take approximately 12 students in 2022 and the Rural and Remote program will begin with a cohort of 18 students in August of 2022. The Indigenous Education cohort will retune to a half cohort at UBC-V. The next cohort request is the Diversity cohort with faculty support from ECPS. The Montessori cohort is in high demand in school districts but as there are different streams, it is more complex for practicum placements and difficult to attract students.

5. Review of Processes for Concerns Update

The Review of Processes for Concerns Update will be discussed at the next meeting.

6. Return to program renewal discussion

A pilot approach, one at the Secondary level and one at the Elementary and Middle Years level to begin a way forward for program renewal was discussed. TELL-3C cohort is one excellent example of an alternate approach to the current format of program delivery.



It was discussed that fragmentation occurred when instructors are hired to teach courses for different cohorts because their commitment to one cohort can be challenging and cohesiveness in a cohort is lost. It was suggested that the cohort coordinators negotiate a way to staff all BEd courses to enable a team to stay together; the program would then be de-centralized and not standardized. The limitation of the sessional contract was brought up as a barrier to this kind of programming. It was also discussed that the Faculty involvement with school districts has been lost. One reason is that school-based work can take a tremendous amount of time and commitment. This discussion will be continued. The chair asked the department representatives to share this perspective within their department and bring ideas back to the next TEAC meeting.

7. Scheduling reminders

The Scheduling reminders will be discussed at the next meeting.

8. Format of future meetings

The future meetings will be held virtually.

Next Meeting: Monday, November 29, 2:30 – 4:00 p.m.