



Meeting Minutes

TEAC - Teacher Education Advisory Committee

Wednesday, March 13, 2024

Teacher Education Office - Hybrid Scarfe Room #313 & Zoom

11:00 a.m. -12:30 p.m.

Attendees: Karen Ragoonaden (TEO), John Yamamoto (TEO), Jason Ellis (EDST), David Trumpower (UBCO), Scott Goble (EDCP), Shawna Faber (ECPS), Melanie Wong (LLED), Jessica Knot (NITEP), Najmeh Bahrami

Guest: Jan Hare

1. **Welcome and Introduction** - Karen Ragoonaden
 - Jessica Knott-New Director of the NITEP
2. **Land Acknowledgement**- Melanie Wong
3. **Approval of agenda**- Approved
4. **Review of meeting minutes from January 17, 2024- Approved**
 - Minor Correction: The date for the OSE Maintenance Review is Nov 25, 2024
5. **Business Arising from minutes**
 - Proposal for Blended Teaching and Learning submitted to Teacher Education Approval and Framework Committee (TEPARC)
 - Internationally Educated Teachers Conditional Certification
 - B.Ed Attendance
6. **Presentation Joint BEd with the [Nicola Valley Institute of Technology](#) - Dr. Jan Hare**
 - This initiative is in response to Indigenous communities' desire for leadership in teacher education and focuses on a community-based partnership model for teacher certification.
 - The program includes a 4-month specialization prior to a proposed 12-month initiative, totaling 61 credits with contributions from both NVIT and UBC, i.e. 23 credits (NVIT), 38 credits (TEO)
 - The rationale behind this initiative includes addressing the teacher shortage, particularly in Indigenous communities, and aligning with policy directives for Indigenous-led education.



- Question raised regarding NVIT's scope to offer third and fourth-year courses, underlining that NVIT does have programs offering higher-level and even master's courses in partnership with SFU, indicating no restriction on offering upper-level courses.
- The mode of delivery for community-based programs was questioned, with examples given of mixed approaches (online and in-community delivery), emphasizing the potential for synchronous online courses much like the RRED program.

7. Introduction of a New Role for the Faculty- Jan Hare

- A proposed new role within the faculty, aimed at enhancing Indigenous education through the recruitment of a Professor of Practice in Indigenous Education.
- The role is categorized under adjunct positions, probably around 75%, with an emphasis on creating a community of practice within the faculty. This includes focusing on teaching and learning practices that incorporate Indigenous perspectives and histories, leveraging local Indigenous knowledge.
- The role is aimed at directly supporting Indigenous education within the faculty, with tasks including developing communities of practice and contributing to teaching loads, specifically around EDUC 440 and Indigenous-focused coursework.
- The position is envisioned as a bridge to potentially more permanent educational leadership roles within the faculty, with the initial appointment set for three years.
- Funding for the initial phase of this role comes from a grant provided by the Provost's Office, intended for educational leadership but now repurposed for this initiative.

8. Office of Indigenous Education Updates

9. Teacher Education Office Updates

- **Faculty of Education proposal for hybrid delivery**
 - The proposal aims to engage in hybrid delivery for coursework, not the entire program. The proposed schedule and rationale were shared.
 - Approval from TEPARC/BCTC has been received for Winter Term 1, and Summer Term 2. This addresses previous concerns about potential contraventions of teacher certification requirements during online deliveries, such as during inclement weather.
 - 2nd proposal submitted for Winter Term 2, and Summer Term 1



- The next steps involve deciding how to proceed with the approval in place. Departments and the Dean's Office have been informed and will contribute to the planning process.
- **Teacher Education Office Guiding Principles 2023-2026**
 - The principles aim to foster a cohesive community and address the engagement with Indigenous topics and standards in education, reflecting on the faculty's commitment to equity, diversity, inclusion, and decolonization.
 - A cohesive vision is needed to ensure alignment with professional codes of conduct and standards across all roles within the faculty.
- **B.Ed Attendance Policy**
 - The need to make the attendance policy more visible and comprehensive was identified, especially within the BEd program. This includes ensuring that the policy is communicated from the beginning of the teacher candidates' orientation.
 - A proposal was made to align the attendance policy with a broader university policy, which mandates action after three unanticipated absences, emphasizing accountability and the support system in place for enforcement.
 - Suggestions included incorporating legal aspects into the messaging around the attendance policy.
 - The possibility of linking attendance to course completion criteria was suggested, with the idea that a minimum amount of coursework hours is mandatory for passing.
- **Internationally Educated Teachers Conditional Certification**
 - Discussed ongoing changes and updates in the certification process for internationally educated teachers, including the requirement for conditional certification and mandatory non-credit courses focusing on Indigenous education, equity, diversity, inclusion, anti-racism, and ethics.
 - Noted the removal of specific credit requirements and explored flexible alternatives for meeting certification criteria.
- **Additional Notes:**
 - An announcement was made regarding Keith McPherson's upcoming six-month leave, and acknowledging his contributions.



10. Department Updates

- Educational and Counselling Psychology, and Special Education (ECPS)
- Language & Literacy Education (LLED)
 - Reported progress on a curricular mapping exercise, engagement with UBC studios, and successful navigation through logistical challenges during the term.
- Department of Curriculum & Pedagogy (EDCP)- Tabled
 - Student well-being and mental health:
 - Possible redundancy and excessive course overlaps:
 - Allow instructors time to share ideas and collaborate
 - Update on developing strategies for sharing course schedules and assignments
- Department of Educational Studies (EDST)
 - Discussion of EDST email indicating Proposed Hybrid Scheduling
 - Discussed concerns regarding hybrid course offerings and scheduling challenges, highlighting the need for flexibility and ongoing communication to address these issues effectively.
- Okanagan School of Education (OSE)
 - Leadership Transition in Okanagan School of Education:
 - Announced the appointment of Dr. Kendrick James as the new Director of the Okanagan School of Education.
 - Emphasized the potential for cross-campus collaborations and enhanced institutional synergy under new leadership.
 - Updates were provided on ongoing activities, including the wrapping up of a six-week formative practicum, admissions process updates, expansion of seats in math courses EDUC 160, and preparations for the ABCDE Teacher Education Roundtable.

10. New Business

- Proposal to move Department updates to the beginning of agenda was approved

11. **Adjournment** The meeting was adjourned at 12:31 p.m.

Next Meeting: April 17 2024 from 11:00 am to 12:30 pm