



Meeting Minutes

TEAC - Teacher Education Advisory Committee

Wednesday, December 18, 2024

Teacher Education Office - Hybrid TEO Meeting Room #T101 & Zoom

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

Attendees: Karen Ragoonaden (TEO), Shawna Faber (ECPS), Melanie Wong (LLED), Jessica Knot (NITEP), Cynthia Nicole (EDCP), Hartej Gill (EDST), David Trumpower (OSE), Najmeh Bahrami

Regrets: John Yamamoto (TEO)

1. **Welcome-** Karen Ragoonaden
2. **Approval of agenda-** Approved
3. **Review of meeting minutes from November 20, 2024-** Approved
4. **Business Arising from minutes**
5. **Department Updates**
 - **Educational and Counselling Psychology, and Special Education (ECPS)**
 - Updates on the Disability, Art, Culture, and Public Pedagogy cohort:
 - Department members are enthusiastic about the cohort but emphasized the importance of clarifying that participation does not qualify students as resource teachers.
 - **Action Item:** Add a disclaimer on admissions forms and cohort descriptions to manage expectations.
 - **Language & Literacy Education (LLED)**
 - Collaborative efforts in LLED 351:
 - Instructors are increasing collaboration and planning cross-section teaching sessions.
 - A schedule is in place for January/February to implement these collaborative teaching initiatives.
 - **Department of Curriculum & Pedagogy (EDCP)**
 - The collaborative approach among seven instructors teaching the **EDCP 340** course (math).
 - Instructors are interested in connecting with other cohort instructors (e.g., science, social studies, French) but lack structured opportunities and access to contacts.
 - Explore creating a centralized directory of instructors for cross-cohort collaboration.



- **Action item:** Share the cohort lists with both course and cohort coordinators starting the winter term.
- Book Circle: *Our Story* – A compilation of short stories by notable Indigenous authors
 - Open to all faculty, staff, and students; details of time and date to be shared soon
- **Department of Educational Studies (EDST)**
 - Expressed gratitude for the recent session organized for instructors, emphasizing its value and potential continuation.
 - mentioned the progress in EDST 440 sessions focused on social justice, indigeneity, and anti-oppression.
 - There was a call for continued support for related initiatives and sharing session outcomes.
 - A new online M.Ed. in-take with the following thematic focus: Inquiry, capacity building, and leadership for Indigeneity, anti-racism and anti-oppression
 - Though fully online, students can optionally attend on-campus courses for electives during the summer.
 - Available 300–400-level online courses for math cohort students were inquired.
 - EDST 561, a hybrid practicum course on decolonization and anti-oppression, was discussed.
 - Discussions emphasized the value of opening under-enrolled graduate courses to BEd students with overlapping themes, fostering a mutually beneficial learning environment.
 - Raised challenges around students spending excessive time searching for courses, with late registration options creating uncertainty. Proposed a shared platform to streamline this process.
 - Supported cross-departmental collaboration to expand student access to diverse expertise.
 - Efforts to create a chart identifying academic leads for certificates and diplomas were made in the TEO to streamline operations and support student transitions between programs.
- **Okanagan School of Education (OSE)**
 - Dual-degree programs in development (French, Indigenous languages, math, and physics). Modifications to the B.Ed. program are being explored.
 - Admissions underway with plans to enhance collaboration with other departments for mutual referrals.
 - Positive employment outcomes: 44 out of 113 recent interns already hired.
 - Revised exit survey for interns to improve feedback mechanisms.



- Current teacher candidates are successfully completing their two-week formative practicum.
- 6. **Office of Indigenous Education Updates (NITEP)**
 - Addressed recurring issues faced by Indigenous teacher candidates in coursework and practicums.
 - Hosted a productive meeting with course coordinators to discuss proactive strategies for supporting diverse learning needs.
 - Proposed faculty and school advisor training to better incorporate Indigenous ways of knowing into practicum experiences.
 - Advocated for sustainable, long-term practices to address recurring challenges.
- 7. **Teacher Education Office Updates**
 - **BEd 2023/24 Exit Survey**
 - Lower participation this year (20% response rate) compared to last year (25%).
 - Generally positive feedback.
 - Reduced non-academic concerns compared to previous years.
 - Key Focus Areas:
 - Preparedness through coursework and practicum was highlighted.
 - Inclusivity and respect in learning environments were noted.
 - Awareness of EDID issues was mentioned.
 - A gap in awareness of academic and non-academic appeal processes was identified.
 - **Action Items:**
 - Share the exit survey results widely among departments to foster conversations about program improvement.
 - Potential Instructor Survey in the future
 - **BEd Hybrid Pilot Updates and Survey**
 - Hybrid pilot concluded on December 6, with surveys sent to students and instructors.
 - Feedback focused on course design and hybrid learning experiences was collected.
 - Results to be shared in January with relevant committees and stakeholders.
 - **EDUC 160 Mathematical Reasoning for Arts and Education (OSE)**
 - Revisions to certification requirements for admission into the Bachelor of Education (B.Ed.) program are being considered by the TRB, with the potential removal of prerequisites in math to increase accessibility.
 - Concerns were raised regarding the maintenance of faculty-specific standards despite potential provincial changes.



- Confirmation was provided that faculty-specific admission requirements could still be imposed by the Faculty of Education, even if TRB requirements are changed.
 - Collaboration with the Math department regarding Math 335
 - Challenges, including limited course availability due to high demand and staffing issues, were identified.
 - Potential solutions, such as cross-listing the course with the Faculty of Education or developing an online section for better accessibility, were proposed.
 - **Cross-campus Research Centre for Teacher Education/Innovative Learning Centre (OSE)**
 - Consultations are ongoing
 - looking for the documents approved by Senate for this research center
 - **BEd Proposed Elementary/Secondary Cohorts: Digital Literacies/Competencies (VSB) Disability Justice, Arts and Pedagogy (EDST); STEM (Science, Technology Engineering/Environment Math) (EDCP)**
 - The most recent proposal on digital literacies and competencies has been received from the VSB, with Ron Darvin as the academic lead
 - **Action item:** Departments to review the new cohort proposals and provide feedback
 - **TEAC and UPAC representation**
 - The importance of having representatives from undergraduate program committees (e.g., UPAC) in the TEAC was discussed to ensure effective communication and continuity.
 - It was noted that departments have different structures and naming conventions for their undergraduate committees, and flexibility is essential to accommodate these differences.
8. **New Business**
9. **Adjournment** The meeting was adjourned at 12:22 p.m.

Next Meeting: Wednesday, February 26, 2024, from 11:00 am to 12:30 pm