

# BC TEACHERS' COUNCIL

ANNUAL REPORT

MAY 2020  
APRIL 2021





November 30, 2021

The Honourable Jennifer Whiteside  
Minister of Education  
PO Box 9045, Stn Prov Govt  
Victoria, BC V8W 9E2

Dear Minister Whiteside:

It is my honour to present to you the 2020/21 Annual Report of the BC Teachers' Council (BCTC). This report documents the work done by the BCTC between May 2020 and April 2021 related to its mandate and work plan. The report has been prepared and submitted in accordance with section 16 of the *Teachers Act*.

Sincerely,

A handwritten signature in black ink that reads "Jim Iker". The signature is written in a cursive, flowing style.

Jim Iker  
Chair



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## MESSAGE FROM THE CHAIR

The past year has been unprecedented because of the ongoing pandemic, but we continue to persevere. I thank everyone in the education system for your amazing work with and for students, despite difficult conditions.



The British Columbia Teachers' Council (BCTC) had another successful, dynamic, and busy 2020/21, which is the ninth year of operations. The work that was carried out is detailed in this annual report. In comparison to previous reports, this year's annual report is more streamlined, but its focus continues to be the work that we, the BCTC, has completed and the goals that we strive to accomplish.

During 2020/21, we continued to work with our partners to find ways to educate and highlight the importance of the Professional Standards for BC Educators, and in particular Standard 9. We are committed to learning about the past, understanding the truth, acknowledging the impacts of residential schools, and working towards real reconciliation.

The BCTC's goal of reviewing the Teacher Education Program Approval Standards is nearly finished and, in the next year, we intend to present an updated and modernized version that reflects the importance of preparing for the changing nature of our schools, students and future teachers. In addition, the BCTC has been actively revising the Certification Standards and this work will also continue.

In the past year, the BCTC approved several progressive changes requested by British Columbia teacher education programs. We also completed two successful structured dialogues and one comprehensive maintenance review. The programs navigated through a challenging year delivering their courses virtually, which was no easy feat. This wouldn't have been possible without the collaboration between the teacher education programs and the BCTC in ensuring challenges were being addressed that would enable students to carry on with their studies towards graduation. Thank you to the Association of British Columbia Deans of Education (ABCDE) for their cooperation, collaboration, and inspiration. I also want to extend my appreciation to all the sponsor teachers who have taken on and supported teacher candidates with practicums in their classrooms during these difficult times.

As a follow-up to a survey in 2015 for new teachers that asked participants to provide feedback on how prepared they were to deal with the realities of teaching in K-12 classrooms, the BCTC established a working group to develop a similar survey for 2021. The focus of the new survey is on the experiences of educators as they transition from their teacher education program into the teaching profession in British Columbia. The BCTC looks to release the survey in the fall of 2021.

This important work of the BCTC wouldn't be accomplished without the support of others. I would like to take this opportunity to acknowledge those who have made valuable contributions over the past year. Our work was carried out in virtual settings, and this was achieved not only through the dedication and collaboration amongst BCTC

members and partners, but also by the amazing effort and support of Ministry staff. Their incredible commitment, work ethic, patience, and humour are appreciated.

In addition, I want to recognize Rob Fleming, the former Minister of Education, for his support of the BCTC. And I want to welcome the new Minister of Education, Jennifer Whiteside, and thank her for the support she has given us thus far.

I also want to thank outgoing BCTC members Matt Cooke (BCTF), John Hall (BCTF), and Ralf St. Clair (ABCDE) whose terms ended in April 2021. I appreciate your hard work, commitment, and service to all the teachers and educators across British Columbia. I would also like to welcome new BCTC members Joe Colistro (FISABC) and Adrienne Demers (BCTF) and returning member Jo-Anne Chrona (FNESC).

Finally, I thank all BCTC members. I am grateful for their continued dedication and work.

The BCTC continues to be proud of our accomplishments and we value the collaboration with all our partner groups. This teamwork helps to ensure students are supported by highly trained and committed educators.

Stay safe, everyone, and continue supporting each other. I hope you can find your work/life balance.

Jim Iker  
Chair



## LEGISLATIVE FRAMEWORK

### REGULATORY STRUCTURE IN BC

The legislative framework for the teaching profession in British Columbia includes the *School Act*, the *Independent School Act*, and the *Teachers Act*. The current teacher regulatory structure in BC was established in January 2012 with the passing of the *Teachers Act*. This legislation introduced a new regulatory structure with shared responsibility between government and the education sector. This Act repealed the *Teaching Profession Act* and dissolved the British Columbia College of Teachers.

There are 5 oversight bodies/statutory decision makers that support teacher regulation in British Columbia:

- **British Columbia Teachers' Council (BCTC)** – sets the standards for certification, competence, and conduct for holders of certificates of qualification, and reviews/approves BC teacher education programs
- **Commissioner for Teacher Regulation (Commissioner)** – oversees all disciplinary processes for educators in BC's K-12 school systems
- **Director of Certification (DOC)** – issues, suspends, and cancels teaching certificates and letters of permission, and maintains an online registry
- **Disciplinary and Professional Conduct Board (DPCB)** – a pool of nine BCTC members appointed by the Minister
- **Independent School Teaching Certificate Standards Committee (ISTCSC)** – sets the certification, conduct, and competence standards for holders of independent school teaching certificates

Staff within the Ministry of Education serve to operationalize the regulatory structure. They provide administrative support to statutory decision makers with the ultimate goals of serving the public interest, ensuring transparency, and keeping students safe.

## MANDATE

The BCTC receives its mandate from sections 10 and 13 of the *Teachers Act*. Under the *Teachers Act*, the BCTC has the power and duty to:

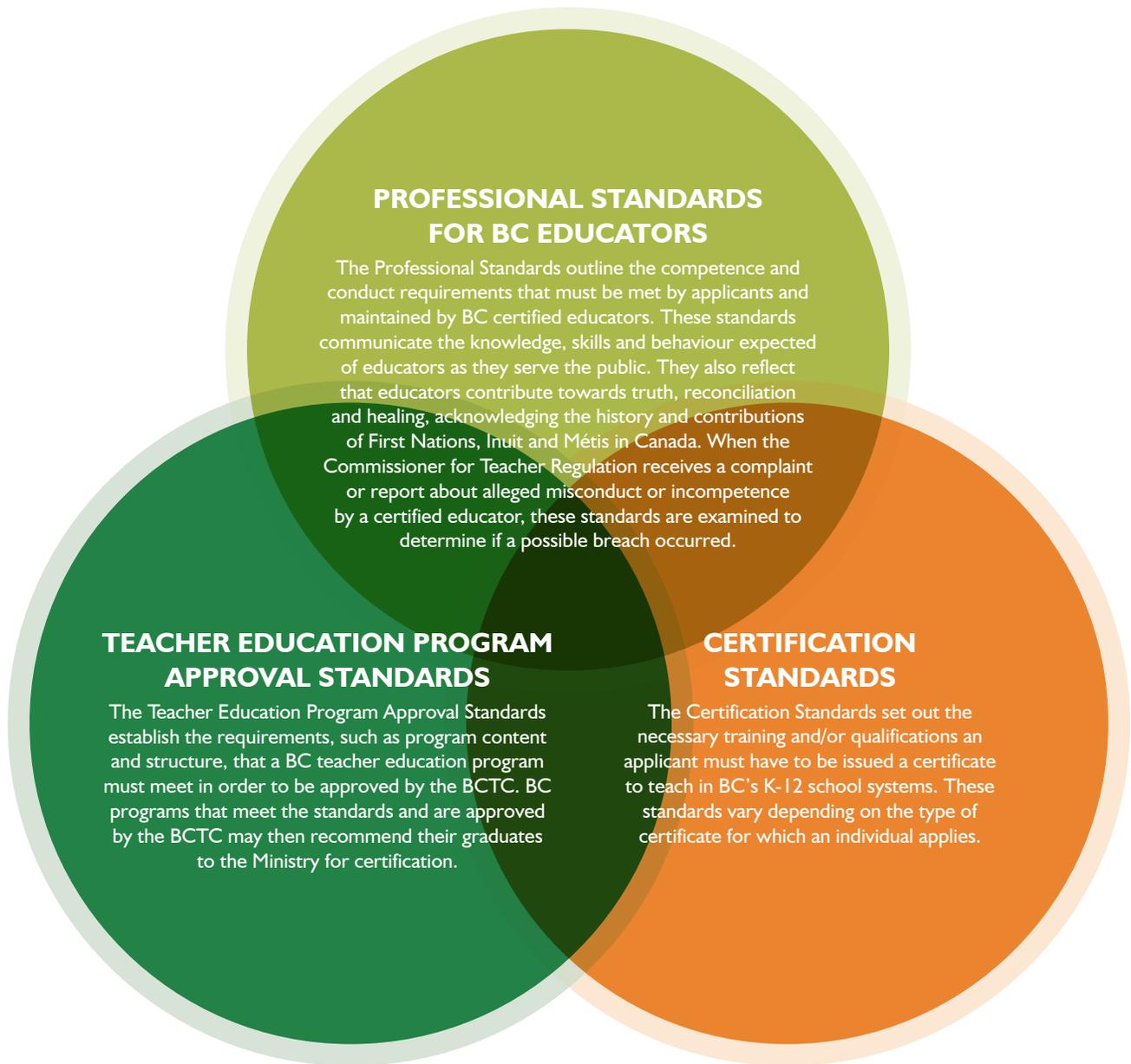
- establish teacher education program approval standards;
- determine if programs meet the teacher education program approval standards;
- cooperate with a faculty or school of teacher education in the design and evaluation of teacher education programs;
- establish the standards a person must meet to be issued and to maintain a certificate, including:
  - training and qualification standards,
  - conduct standards, and
  - competence standards;
- classify certificates into one or more types and determine the type of training/qualifications to be met for each type; and
- prepare and submit an annual report to the Minister of Education.

In accordance with section 14 of the *Teachers Act*, each rule that the BCTC establishes regarding its practices and procedures, any decision that the BCTC makes about the classification of teaching certificates, and any revision that the BCTC makes to the Teacher Education Program Approval Standards, the Certification Standards, or the Professional Standards for BC Educators must be submitted to the Minister of Education (the Minister) for consideration. After the submission, the Minister has the authority to disallow a rule, standard or decision of the BCTC within 60 days.



## REGULATORY STANDARDS

Under sections 10 and 13 of the *Teachers Act*, the BCTC is responsible for establishing three sets of regulatory standards: the Professional Standards for BC Educators, the Certification Standards, and the Teacher Education Program Approval Standards.



For more information on the regulatory standards, refer to the Resources section at the end of this report.

## ELECTIONS

Under the *Teachers Act*, the Minister must administer the election of five BCTC members every three years. The first BCTC elections took place in 2012.

One certificate holder must be elected in each of the five electoral zones in the province. Certificate holders can only vote in the zone where they live. To be eligible for nomination as an electoral candidate, a certificate holder must:

- hold a valid BC teaching certificate;
- live in the zone in which they plan to run;
- be nominated by ten certificate holders who have their principal residence in the zone; and
- be a practising teacher who, in the past two years, completed one or more of the following duties:
  - design, supervise and assess educational programs;
  - instruct, assess and evaluate individual students and groups of students.

The Minister may designate an election officer to administer the BCTC elections and oversee the process, which is typically carried out by Ministry staff from the Professional Excellence Unit.

While BCTC elections in 2012, 2015 and 2018 were conducted by mail-in ballot, the 2021 BCTC elections were completed by using an online election platform.

## MEETING RULES

The BCTC Meeting Rules are intended to govern the BCTC meetings based on principles of fairness, equality and common sense. Used in a manner that facilitates consensus building and knowledge-based decision making, the rules advance the BCTC's legal mandate and work plan, and they help to regulate the teaching profession in the public interest.

The rules cover policies and procedures for the election and role of the BCTC Chair and Vice-Chair, meeting schedules, participation and decision making, options for collecting public input, the annual report, and committees and working groups. The BCTC regularly reviews its meeting rules to ensure their strength, clarity, and currency.

## BCTC ELECTORAL ZONES

The electoral zones are established by the British Columbia Teachers' Council Regulation and correspond with the five regional health authorities. One election takes place in each election zone:

- Fraser
- Interior
- Northern
- Vancouver Coastal
- Vancouver Island

# COMPOSITION

## MEMBERS

Section 9 of the *Teachers Act* stipulates that the BCTC must have 16 elected and appointed members:



**BC educators**  
*elected by BC certified educators*



**BC Teachers' Federation nominees**  
*appointed by the Minister*



**Education partner nominees**  
*appointed by the Minister*



**Non-voting member who reports to the Minister**  
*appointed by the Minister*

This stipulation ensures that the education community is broadly represented on the BCTC.

Appointed Members			
Name	Nominated By	Effective	Expiry
Berting, Terence	BC Confederation of Parent Advisory Councils	April 23, 2019	April 23, 2022
Broady, Carolyn	BC School Trustees Association	April 23, 2018	April 23, 2021
Chrona, Jo-Anne	First Nations Education Steering Committee	April 23, 2020	April 23, 2023
Colistro, Joseph	Federation of Independent School Associations	April 23, 2020	April 23, 2023
Demers, Adrienne	BC Teachers' Federation	April 23, 2020	April 23, 2023
Dixon, Jay	BC Principals' and Vice-Principals' Association	April 23, 2019	April 23, 2022
Hall, John	BC Teachers' Federation	April 23, 2018	April 23, 2021
Iker, Jim	BC Teachers' Federation	April 23, 2019	April 23, 2022
Longridge, Tom	BC School Superintendents Association	April 23, 2018	April 23, 2021
Postings, Shelaina	Non-voting Ministry representative	April 24, 2019	At pleasure
St. Clair, Ralf	Association of BC Deans of Education	April 23, 2018	April 23, 2021

Elected Members			
Name	Zone	Effective	Expiry
Bir, Jatinder Kaur	Fraser Zone	March 2018	March 2021
Cooke, Matthew	Northern Zone	March 2018	March 2021
Dumont, Marjorie	Vancouver Coastal Zone	March 2018	March 2021
Fraser, Janine	Interior Zone	March 2018	March 2021
Kedves, Alice	Vancouver Island Zone	March 2018	March 2021



## OATH OF OFFICE

As per section 11 of the *Teachers Act*, within 45 days of being appointed or elected to the BCTC, members must complete an oath by swearing or affirming that they will:

- abide by the Act and conduct themselves in accordance with the law and the public trust placed in them;
- act impartially and with integrity, putting the interest of the public above personal interests and the interests of any organization with which the member is affiliated;
- avoid conflicts of interest and declare any private interests relating to public duties;
- act honestly and ethically so as to maintain the public trust and confidence in the governance of the teaching profession;
- safeguard confidential information;
- base decisions on objective evidence available; and
- ensure other memberships, directorships, voluntary or paid positions or affiliations remain distinct from work undertaken in the course of exercising any powers or duties as a BCTC member.

## BIOGRAPHICAL STATEMENTS

### TERENCE BERTING

Terry has been a volunteer parent leader and education advocate at the school, district and provincial levels for over 15 years. During that time, he has been involved in a wide variety of education committees that included Curriculum Review, the Education Partners Healthy Schools Committee, and ERASE Bullying and BC School Sports committees. Terry served as President of the BC Confederation of Parent Advisory Councils (BCCPAC) from 2012 to 2014 and was awarded a Life Membership in 2016. He believes in the partnership approach to education and has great respect for teachers and the critical role they play in our education system. He is passionate about inclusion and equality and believes in the need for genuine reconciliation. Terry has a Bachelor of Arts degree in Canadian Studies from Simon Fraser University and a Diploma in Surveying from BCIT. He works in the land surveying industry.

### JATINDER KAUR BIR

Jatinder is a secondary school teacher with the Surrey School District with a passion for equity and representation of BC teachers. For several years, Jatinder has been actively involved in both provincial and local leadership roles including elected positions on the Surrey Teachers' Association Executive since 2012. Presently, Jatinder serves as Vice-President of the Surrey Teachers' Association. She is deeply committed to a just, equitable public education system, and understands that supporting the members of the profession plays a key role in this. Jatinder values the importance in diversity, multiple perspectives, ideas, and experiences and is engaged in decolonizing her teaching and union work. British Columbia teachers need support and an understanding of the way that all aspects of their professional practice are administered and the decision-making that has such a significant impact on the day-to-day lives of educators. Jatinder prioritizes transparency and accountability in this role. Jatinder's post-secondary education includes a Master of Education in Educational

Practice (Simon Fraser University), a Graduate Diploma in Advanced Professional Studies in Education (Simon Fraser University), a Bachelor of Education degree (University of British Columbia), and a Bachelor of Arts degree (Simon Fraser University).

#### **CAROLYN BROADY**

First elected in 2011 as a trustee for the West Vancouver Board of Education, Carolyn has a passion for and a deep interest in public education. As Chair of the Board, she has been involved with a wide range of committees for the West Vancouver School District including Finance and Facilities, Human Resources, the President's Committee, and the Hiring Committee. Carolyn is currently the Vice-President of the BC School Trustees' Association and Vice-President of the Canadian School Board Association. Her provincial involvement has included Chair of the Professional Learning Committee and liaison to the BCSTA Board on their Legislative Committee and By-law Review Committee. Passionate about education, Carolyn would like to ensure that every child has the opportunity to excel and reach their potential.

#### **JO CHRONA**

Jo-Anne (Jo) Chrona is an Indigenous Education Consultant and is Ts'msyen from the Kitsumkalum First Nation. Her professional experience includes 20 years teaching in both the K-12 and post-secondary systems, and working as a Curriculum Manager for the First Nations Education Steering Committee, Policy Analyst, and Faculty Associate in a BC teacher education program. Over the past two decades, Jo has also been involved in curriculum development, resource writing, professional learning through inquiry networks, and Indigenous education. Jo is passionate about supporting a truly inclusive, strength-based education experience for all learners. Jo completed a Bachelor of Arts in English and professional development teacher education program at Simon Fraser University, and holds a diploma in education and a Master of Educational Technology from the University of British Columbia.

#### **JOSEPH COLISTRO**

Joe has been an educator for more than 35 years serving as a teacher and administrator for independent schools. He has held numerous leadership positions including Superintendent of Schools in both Alberta and British Columbia. Joe has extensive knowledge of international education and has been actively involved in external school evaluations and inspections in BC and abroad. In his role as Superintendent, Joe has been involved with human resources, budgeting, strategic planning, organizing professional development activities and workshops, and he has been a presenter to board members, staff and parents. His focus has always been to create safe and caring learning environments for both staff and students. He is committed to student learning and excellence with a focus on creating a culture of continuous improvement. Joe holds a Bachelor of Education from the University of Alberta and a Masters in Educational Administration from the University of Victoria.

#### **MATTHEW COOKE**

Matthew has been a teacher for over 20 years. He worked in Burnaby and is currently teaching in the Bulkley Valley School District. During his three years as a Faculty Associate at Simon Fraser University, Matthew took the opportunity to complete his Master of Education in Ecological Education. Supervising close to 140 student teachers from five of the nine teacher education programs has given Matthew a comprehensive understanding of these programs, as well as the journey of beginning teachers.

#### **ADRIENNE DEMERS**

Adrienne is a teacher at Fernie Secondary School in School District No. 5 (Southeast Kootenay) on the traditional territory of the K'tunaxa people. She is an active member of the Fernie District Teachers' Association where she sits as the Vice-President and has been actively involved in a number of district committees including the Framework for Enhancing Student Learning Committee, Communicating Student Learning Committee, and the Inclusion

## PRINCIPAL BCTC EDUCATION PARTNER GROUPS

The principal education partner groups that put nominees forward for appointment to the BCTC are:

- Association of BC Deans of Education (ABCDE)
- BC Confederation of Parent Advisory Councils (BCCPAC)
- BC Principals' and Vice-Principals' Association (BCPVPA)
- BC School Superintendents Association (BCSSA)
- BC School Trustees Association (BCSTA)
- BC Teachers' Federation (BCTF)
- Federation of Independent School Associations of BC (FISABC)
- First Nations Education Steering Committee (FNESC)

Committee. Further to this, Adrienne is involved with the BC Teachers' Federation where she is currently the Vice-President/Registrar of the Provincial Intermediate Teachers' Association, a member of the Professional Issues Advisory Committee, and a Professional Issues Workshop Facilitator with a focus on teacher wellness. She is a BCTF representative on the Canadian Teacher Federation's Professional Issues Committee. She is an active member of the Ministry of Education Curriculum, Assessment, and Reporting Committee. Adrienne believes in a diverse and inclusive education system that meets the needs of and creates time and space for personal growth for all stakeholders. When she is not involved in this important work, Adrienne can be found spending quality time outdoors with her husband and two children. Adrienne holds a Bachelor of Arts Honours and a Bachelor of Arts from McMaster University, a Bachelor of Education from York University, and a Post Graduate Certificate in Special Education from Queen's University. She is currently working towards her Professional Masters of Education at Queen's University.

### JAY DIXON

Jay is passionate about innovation, collaboration and supporting success for all learners in BC. He is a principal from School District No. 85 (Vancouver Island North). Jay has nearly 20 years of experience in the K-12 education system in Canada and abroad as a teacher, vice-principal, and principal. He was a 2018 finalist for the BC Premier's Award of Excellence in Education. Among much project and committee work supporting the K-12 education system, Jay has also served as an elected municipal councillor, a board member for Vancouver Island Regional Library, North Island College Foundation, and the Mount Waddington Regional Literacy Society. Jay holds a Bachelor of Education, a Master of Educational Technology, Certificate in Leadership, Certificate in Special Education, and has completed the Transformational Educational Leadership Program at the University of British Columbia.

### **MARJORIE DUMONT**

Marjorie Dumont has taught in elementary, secondary, and post-secondary institutions. She is currently a Vice-President in the Vancouver Elementary School Teachers' Association (VESTA). She taught in the Vancouver School District from 2017 to 2021 and in the Surrey School District from 1997 to 2017. Marjorie was the Assistant Director for Aboriginal Education in the Professional and Social Issues Division at the BCTF for a four-year term. She has been a member of the provincial Aboriginal Education Advisory Committee and for the Surrey Teachers' Association's Aboriginal Education Committee. Marjorie was a President and a Vice-President of the Provincial Specialist Association (PSA) Aboriginal Education Association. She developed and trained Professional and Social Issues workshops.

### **JANINE FRASER**

Janine currently teaches at West Boundary Elementary in the Boundary School District. Previously, she taught in the Surrey School District for eight years. Active in the profession and community, Janine is a member of the BC Teachers' Federation and is the current President of the BC Primary Teachers' Association. She has been involved in Ministry of Education work as a BC Teachers' Federation representative for the Changing Results for Young Readers initiative, a member of the curriculum writing team, a member of the Classroom Assessment team, and a member of the Early Learning team. Janine has been a local Professional Development Chair with the Boundary District Teachers' Association, and she now serves as the Health and Safety Rep for the local. Janine holds a Bachelor of Education from Simon Fraser University, a Master of Arts in Education from the University of Phoenix, and has completed a Certificate in Special Education program at Queens University. Janine also teaches Kindergarten courses in the Early Learning Certificate program for the Queens University Continuing Education program.

### **JOHN HALL**

John has been a teacher for approximately 22 years, mostly at Whistler Secondary, where he also sponsors students in leadership, model UN, and diversity activities. For the past 13 years, he has also been an elected member of provincial Judicial Council of the BC Teachers' Federation, and currently is Chair of the Council. John has done some education development work in Tanzania and enjoys hiking whenever and wherever. John has been part of the BCTC since its inception, first as an elected member and now in an appointed position. Previously, John spent three years as President of the Sea to Sky Teachers' Association. John holds a Bachelor of Arts in History and a Bachelor of Education in General Curriculum from the University of Victoria.

### **JIM IKER**

Jim has over three decades of experience as an elementary school teacher, local union President and provincial leader. He was the President of the Burns Lake District Teachers' Union for a number of years and most recently served as President of the BCTF between 2013 and 2016. Prior to that, Jim was a BCTF Vice-President for six years. Jim completed an honours Bachelor of Arts in Sociology and Political Science at McMaster University before achieving his Bachelor of Education from Dalhousie University. He headed west after graduation and in the summer of 1977 arrived in the tiny community of Topley, west of Burns Lake, BC. There he began his teaching career, with a class of 34 Grade 2/3 students. He taught Kindergarten for four years and the full range of elementary grades. Over the years he enhanced his credentials with additional studies in counselling, learning assistance and special education. Jim is currently a teacher teaching on call in School District No. 91 (Nechako Lakes) on the Burns Lake side. Jim is in his fifth year on the BCTC and is currently serving as Chair.

### **ALICE KEDVES**

Alice is the teacher-librarian and literacy teacher at Stelly's Secondary School in School District No. 63 (Saanich). Previously, in School District No. 79 (Cowichan), Alice taught learning assistance, English, Socials, Math, and was also a teacher-librarian. Alice lives in Victoria and has a daughter at the University of Victoria and a son at Mount Douglas Secondary. Alice has a Bachelor of Education and a Master of Education from the University of Victoria and a Diploma in School Librarianship from the University of British Columbia. Over the years, Alice has held many board positions including PAC chair, President of Ladysmith Family and Friends and various roles on her children's sport organizations including figure skating and football.

### **THOMAS LONGRIDGE**

Thomas has been an educator for over 35 years and, in that capacity, has worked as a youth worker in East Vancouver, a classroom teacher, school psychologist, school counsellor, as well as an elementary and secondary school principal, and vice-principal. Those positions have taken Thomas to numerous locations throughout North America from urban centres, including Vancouver, West Vancouver, Delta, and Riverside, California; to the Inuit communities of Whale Cove and Rankin Inlet in Nunavut. Thomas was Superintendent and CEO of School District No. 72 (Campbell River) for ten years and is currently Associate Superintendent in the Cowichan Valley School District. He was President of the British Columbia School Superintendents Association, after having served on the executive as a chapter director for Vancouver Island, and as Secretary Treasurer. Thomas has been the BCSSA representative on several provincial committees, such as the First Nations Educational Steering Committee K12 Partners Table, Technical Review Committee, the Leadership Development Working Group, and the Sector Advisory Council. Each of these positions, past

and current, blends with his vision for education and for the role the BCSSA plays in supporting lead educators to create learning environments that assist all learners to experience self-defined success.

### **SHELAINA POSTINGS**

Shelaina joined the Ministry of Education in August 2015. Before taking on her current role as Executive Director of the Sector Policy and Performance Branch (formerly Workforce Development Branch) in June of 2018, she held a couple of roles with the Ministry of Education including the Executive Director of Learning Supports and Executive Director, Forecasting and Cross-Divisional Integration. Prior to joining the Ministry of Education, Shelaina spent most of her career in human resources in both the public and private sector. Shelaina holds a Master in Business Administration from Royal Roads University and is a Chartered Professional in Human Resources. When not at work, Shelaina can be found cheering for her two sons, Elliott and Lincoln, at the hockey rink or lacrosse box.

### **RALF ST. CLAIR**

Ralf St. Clair is Professor and Dean of Education at the University of Victoria. He is a member of the Association of BC Deans of Education. He has worked in Faculties of Education and community settings in Canada, the US, and the UK. Dr. St. Clair's teaching is focused on research methods, curriculum studies, international education, and the education of adults. Dr. St. Clair has been an active researcher for several decades, having studied adult education and literacy, educational aspirations, and Indigenous education. The common thread running through his work is a concern with equity and accessibility in education. His most recent books were "Creating courses for adults: Design for learning," published by Wiley in 2015, and "Learning-centred leadership in Higher Education" published by Palgrave Macmillan in 2020.

## COMMITTEES AND WORKING GROUPS

The BCTC has established five committees that meet regularly, report out on their progress, and make recommendations to the BCTC. All committees are supported by Ministry staff who operationalize the processes, provide advice and context, conduct research, and liaise on behalf of the BCTC with education partners and stakeholders. The purpose and structure of each committee are defined in the corresponding terms of reference, which are reviewed and updated annually.

### Professional and Certification Standards Steering Committee (PCSSC)

The Professional and Certification Standards Steering Committee (PCSSC) was established in June 2018 with the primary purpose of overseeing the review processes of the Professional Standards and the Certification Standards. Its secondary purpose has been to lead the consultation process for both sets of standards and to make recommendations and communicate progress to the BCTC.

The PCSSC includes five representatives as elected by the BCTC for a two-year term. Jim Iker,

Jatinder Bir, Carolyn Broady, Marjorie Dumont, and Adrienne Demers were involved in the work of the PCSSC in this reporting period. Staff members Andrew Crawford, Director of Certification, and Sally Mercer, Communications Manager, have been regularly joining the PCSSC meetings to provide expert opinion and advice.



**11** Meetings held during this reporting period.

### Teacher Education Program Approval and Review Committee (TEPARC)

The Teacher Education Program Approval and Review Committee (TEPARC) was established in June 2018. As approved by the BCTC in consultation with the Association of BC Deans of Education (ABCDE), the role of the TEPARC is to implement the Teacher Education Program Approval and Review (TEPAR) Framework and to communicate progress and outcomes to the teacher education programs (TEPs) on behalf of the BCTC.

TEPARC is composed of five members, including four representatives elected by the BCTC for a term of two years and a Minister-appointed BCTC member nominated by the ABCDE. In this reporting period, BCTC members Jim Iker, John Hall, Janine Fraser, Alice Kedves, and Ralf St. Clair served on the TEPARC.



**10** Meetings held during this reporting period.

## Teacher Education Program Approval Standards Committee (TEPASC)

The Teacher Education Program Approval Standards Committee (TEPASC) was established by the BCTC in June 2018. The role of the TEPASC is to oversee the Teacher Education Program Approval Standards Review process, which includes guiding the review process, making recommendations to the BCTC, and overseeing the implementation of the Standards.

For the duration of the review process, the committee has three members elected: Jay Dixon, Matthew Cooke and Alice Kedves. Chair Jim Iker holds an ex-officio role with a right to vote.



**14 Meetings held during this reporting period.**

## New Teacher Survey Working Group (NTSWG)

The New Teacher Survey Working Group (NTSWG) was established by the BCTC in February 2020. Its role is to make recommendations to the BCTC about the purpose, development, timeline, launch, data collection, analysis, and use of the 2021 New Teacher Survey.

The working group consists of three BCTC members elected for the duration of the project. These members are Ralf St. Clair, Jo Chrona, and Jatinder Bir, with the BCTC Chair Jim Iker in an ex-officio

role with a right to vote. The NTSWG also includes two external members with extensive experience in survey development, data collection, analysis, and interpretation. These members are Nicole Gardner, Director of Outreach, Analytics and Reporting in the Ministry Education Analytics Office, and Dr. Edward Kroc, Assistant Professor with Curriculum and Pedagogy at the University of British Columbia (UBC).



**8 Meetings held during this reporting period.**

## Teacher Education Program Working Group (TEPWG)

The Teacher Education Program Working Group (TEPWG) was established by the BCTC and the ABCDE in late 2014 with two members representing each institution. In this reporting period, the membership included BCTC representatives Chair Jim Iker and Vice-Chair Jatinder Bir, and ABCDE representatives Chair Allyson Jule and Ralf St. Clair.

The purpose of the TEPWG is to provide a platform where pertinent regulatory issues can be discussed.

The group worked collaboratively to establish the formal TEPAR Framework that was ratified in 2019 and signed by the BCTC and all nine BC teacher education programs. Recently, the focus of the TEPWG shifted to enable TEP coursework and practicum placements to continue safely during the COVID-19 pandemic while ensuring graduates are still meeting the regulatory standards.



**8 Meetings held during this reporting period.**

## REVIEW OF THE REPORTING PERIOD

In accordance with the BCTC meeting rules, an election was held at the beginning of the 2020/21 reporting period. Jim Iker was acclaimed as Chair, and Jatinder Bir was acclaimed as Vice-Chair. The BCTC held meetings on the following dates:

- June 10–12 and June 25, 2020
- October 6–9 and October 22, 2020
- February 11–12 and 18–19, 2021

All the meetings of the BCTC and its committees were held via video conference due to the COVID-related restrictions and health concerns. In addition to the three regularly scheduled multi-day meetings, the BCTC held three ad hoc meetings (in August, December and February) to address issues requiring immediate attention. These issues included how the BCTC can provide support for BC teacher education programs and teacher candidates during the 2020/21 academic year within the context of COVID-19.

The BCTC welcomed several representatives of the Ministry of Education to its meetings. Keith Godin, Assistant Deputy Minister of the Governance and Analytics Division, and Cloe Nicholls, Executive Director of the Learning Division, joined the BCTC meeting in October to talk with the BCTC about the BC K-12 Education Restart Plan and the Ministry priorities in light of the pandemic. At the February meeting, the BCTC was pleased to meet with the new Minister of Education, the Honourable Jennifer Whiteside, who introduced herself and provided an update on the Ministry mandate.

The BCTC also continued its practice of inviting Howard Kushner, the Commissioner for Teacher Regulation, to each BCTC meeting to speak with the BCTC about the regulatory standards, discipline process, trends in conduct cases, and the Commissioner's annual report.

### 2020/21 WORK PLAN: PROGRESS REPORT

At its June meeting, BCTC established a new workplan for 2020/21 with an amendment to Goal 1, the continuation of Goals 2, 3 and 4, and the addition of Goal 5, compared to its previous workplan.

2020/21 Goals
<b>GOAL 1:</b> Communication, amplification and promotion of the Professional Standards with particular attention to Standard 9 and concerns of racism in society.
<b>GOAL 2:</b> A review and revision of the Certification Standards.
<b>GOAL 3:</b> A review and revision of the Teacher Education Program Approval Standards.
<b>GOAL 4:</b> Development of a New Teacher Survey with a focus on teacher professional identity.
<b>GOAL 5:</b> Exploration of blended learning programs to deepen BCTC's understanding of modes and purposes.

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**GOAL 1: Communication, amplification and promotion of the Professional Standards with particular attention to Standard 9 and concerns of racism in society.**

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### **Context and Background**

In June 2019, the BCTC released an updated and modernized version of the Professional Standards for BC Educators that are more reflective of the new BC curriculum, including updated language specific to the key areas of indigeneity, the First Peoples' Principles of Learning, and diversity and inclusion. An extensive three-year process of review and consultations with BC education partners preceded the release of the updated Standards. Included in the release was a new ninth standard specific to Truth and Reconciliation and the history of First Nations, Inuit and Métis in Canada.

During the 2019/20 reporting period, the BCTC took steps and initiatives to communicate and promote the updated Standards with BC educators, school administrators, education partners and teacher education programs. The following were included in these steps:

- All BC Certificate of Qualification holders and all BC education partners were notified about the launch of the new Professional Standards.
- The Ministry of Education posted a news release titled “New teaching standard strengthens Truth and Reconciliation in the classroom” on the BC Government online news site. New Professional Standards were also referenced in the June release of Learn, the newsletter of BC Education.
- The graphically designed Professional Standards in English and French were posted online. In addition, printable versions of the Standards were made available as a one-page 8.5x11 handout and a 11x17 poster ideal for classrooms and staff rooms. More information about the purpose of and changes to the Standards were included in FAQs.
- The BCTC also approved other promotional options, such as outreach opportunities. Ministry staff developed an outreach program that provides workshops and presentations to educate participants about the Professional Standards for the teaching profession in BC and in the areas of professional identity, boundaries, and the duty to report. To date, the outreach team has delivered dozens of presentations to pre-service teacher candidates, in-service teachers, employers, and education partners.
- In March 2020, the BCTC sent a letter to the Minister of Education requesting support for the implementation of the Professional Standards by providing funding for in-service. The BCTC also requested a face-to-face meeting with the Minister to further discuss the request. This meeting was approved by the Minister but was delayed due to the pandemic and the 2020 BC provincial election.

While the revised Professional Standards for BC Educators are now officially in place, the BCTC believes that it is important not to lose sight of their continuous implementation. Therefore, one of the strategic goals of the BCTC for 2020/21 has been related to further communication, amplification, and promotion of the Standards with particular attention to Standard 9 and concerns of racism in society.

## Implementation Strategies

The BCTC wants to ensure that the implementation and promotion of the Standards is ongoing. As such, it plans to:

- continue to spread awareness of the revised Professional Standards for BC Educators and specifically Standard 9 to all educators and education partners, including outreach opportunities and other promotional content;
- request system-wide support from the field and Ministry of Education with the implementation of the Professional Standards for BC Educators; and
- request Ministry of Education funding to provide the opportunity for the BCTC members to engage in collective professional learning on the topic of diversity and inclusion.

## Progress to Date

To date, the BCTC has made progress in carrying out Goal 1:

- In August 2020, the BCTC started collaborating with the Commissioner for Teacher Regulation and the Ministry of Education on a Professional Standards video project with specific focus on Standard 9. The video aims at celebrating Standard 9 and supporting the process of reconciliation, in which all educators have a responsibility. The PCSSC has met several times with the Ministry's Professional Conduct Unit (PCU) to discuss the project. It is intended that the final video will be posted on the government YouTube channel with links on webpages including those of the BCTC and the Commissioner.
- In September 2020, the BCTC sent a letter to BC education partners requesting their continued support in further implementing the Standards by:
  - encouraging school administrators to review and discuss the updated Standards during their staff/faculty meetings;
  - suggesting that schools place 11x17 posters of the Professional Standards in staff rooms and classrooms;
  - recommending that education partners include the Professional Standards as an item in their regional/local association meetings, events or newsletters;
  - advising where all the printable versions of the Standards can be found online; and
  - promoting a song "Teachers Care to Know" about the updated Professional Standards created by Dr. John Churchley, a former educator from Thomson Rivers University and School District No. 73 (Kamloops-Thompson). The song and the accompanying video posted on YouTube speak to the new standards in a creative, sensible, and genuine way and, as such, support the joint efforts in raising awareness of the Standards.

- In February 2021, the BCTC passed a motion requesting Ministry of Education funding to provide the opportunity for the BCTC to engage in collective professional learning on the topic of diversity, equity and inclusion through a half-day training session. At this workshop, the BCTC will work to define a strategy of communicating with the field about the Professional Standards for BC Educators specifically related to the issues of equity and racism.

### Next Steps

The BCTC will continue with this goal in the following ways:

- The BCTC Chair will attend consultation meetings organized by PCU and related to the Standard 9 video project.
- The BCTC Chair will follow up with the Ministry of Education to request that the Ministry provide funding and continued resources for in-service for teachers to create greater awareness about the Professional Standards and especially Standard 9.
- The BCTC will hold a half-day professional learning session on the topics of diversity, equity and inclusion for all BCTC members at the fall meeting. This session will support the members as they gain a better understanding of these areas.



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## GOAL 2: A review and revision of the Certification Standards

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### Context and Background

The PCSSC leads the review of the Certification Standards. The project started in the winter of 2019 with the restructuring of related bylaws and policies and realigning the content to make the standards more user friendly. The realigned Standards were approved by the Minister in November 2019 and they were subsequently posted online and communicated to education partners and TEPs.

The PCSSC then moved to the second phase of the review involving a jurisdictional scan and draft revisions of the wording and composition. In February 2020, the BCTC approved that the review of the Certification Standards would be grouped by prioritized themed topics and submitted to the Minister for consideration. The following themes were identified:

- Familiarization
- Currency of Teaching Practice
- Language Proficiency (English and French)
- Professional Preparation Requirements
- Academic Coursework Requirements

The BCTC then decided that Familiarization and Currency of Teaching Practice would be the first of the prioritized themes to be reviewed and revised.

### Implementation Strategies

The BCTC will work toward this goal through its plans to:

- conduct ongoing PCSSC meetings in collaboration with the DOC;
- review and approve a project work plan to map progress of the review through the end of the 2020/21 reporting period;
- conduct a research/jurisdictional scan, draft revisions and have broad consultation on the Certification Standards;
- draft new Certification Standards using feedback from education partners and consultants; and
- submit the Certification Standards for legal review and to the Minister for topic-by-topic consideration.

## Progress to Date

To date, the BCTC has made progress in carrying out Goal 2:

### Familiarization

- During the spring of 2020, the PCSSC started its review and discussion of sections 86, 87, 88 and 89 related to familiarization. Considering the detailed jurisdictional scan and research data, the PCSSC examined whether there should be a familiarization component and, if so, how it would be applied in the most equitable way, and how applicants for certification would be supported.
- At the June 2020 meeting, the BCTC approved the proposed Certification Standards Review Work Plan (March 2020 – April 2021). The BCTC also approved in principle the draft revisions of the Certification Standards related to familiarization. The revised sections of the standards further underwent the BCTC external legal review. The legal review indicated that the more inclusive nature of the revised standards was a positive change, and it suggested some minor amendments to make the revisions more concise and easier to interpret.
- The BCTC started its collaboration with the ABCDE and the BC TEPs on the development of coursework to support the proposed changes to the familiarization-related sections. The response from the ABCDE was positive with multiple TEPs expressing interest in developing and offering the familiarization course that would enable new section 88(a) by providing introduction to the BC K-12 school system.

### Currency of Practice

- During the summer of 2020, the PCSSC began its work on reviewing sections 89 and 94 to 99 related to currency of practice. Based on feedback from BCTC members, research and an environmental scan of other jurisdictions, the PCSSC recommended that British Columbia align on this matter with other Canadian jurisdictions, the majority of which have no currency requirements.
- At its February 2021 meeting, the BCTC approved in principle the PCSSC recommendation to eliminate the Certification Standards related to currency of practice. Nevertheless, individual educators, as professionals, are expected to remain up to date in their practice.

### Language Proficiency (English and French)

- In November 2020, the PCSSC began its review of sections 44 to 49 specific to English and French language proficiency. Based on research, an environmental scan and extensive consultations with the DOC, the PCSSC concluded that the current language proficiency standards appear to be exclusive, preventing many internationally trained educators from certifying and working in BC. With the goal of making the standards fairer and more inclusive, the PCSSC completed initial revisions of the Certification Standards related to English and French language proficiency.

## Next Steps

The BCTC will work toward this goal over the next reporting period in the following areas:

- Familiarization:
  - Continue collaboration with the ABCDE on developing familiarization-related coursework. The UBC Faculty of Education will lead the development of the course.
  - Submit revised familiarization standards to the Minister for consideration and ministerial approval.
- Language Proficiency (English and French)
  - Receive PCSSC feedback at the June 2021 meeting on draft revisions of the Certification Standards related to language proficiency.
  - Submit revised language proficiency standards to the Minister for consideration and ministerial approval.



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## GOAL 3: A review and revision of the Teacher Education Program Approval Standards

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### Context and Background

The review and revision of the Teacher Education Program Approval Standards are led by the Teacher Education Program Approval Standards Committee (TEPASC). In the spring of 2019, the BCTC realigned the TEP Approval Standards to modernize the format and improve clarity and readability. The realigned Standards were approved by the Minister in August 2019, and they were subsequently posted online.

In the fall of 2019, the TEPASC completed two phases of consultations on the realigned TEP Approval Standards. Phase 1 of the consultation process brought together representatives of the nine BC TEPs. Phase 2 of the consultation process included two representatives from each of the eight principal education partner groups and representatives from the Ministry of Education and the Ministry of Advanced Education, Skills and Training, as well as the Commissioner for Teacher Regulation and the Director of Certification. Participants provided input on the realigned TEP Approval Standards, specifically in the following areas:

- Standard 1 - Quality Assurance and Institutional Commitment
- Standard 2 - Required Content
- Standard 3 - Practicum/Field Experience
- Standard 4 - Selection & Admission & Withdrawal & Re-entry
- Standard 5 - Resources and personnel

Based on the consultation feedback received and information gathered from a scan of Canadian and other jurisdictions, the TEPASC prepared a first draft of revised TEP Approval Standards, which was further supported and approved by the BCTC. By the end of this reporting period, TEPASC completed three drafts of the revised TEP Approval Standards. The approach to drafting the revised Standards was based on outcomes from the TEPs with content being taken directly from indicators and evidence in the TEPAR Framework.

### Implementation Strategies

The BCTC plans to:

- conduct ongoing Teacher Education Program Approval Standards Committee (TEPASC) meetings;
- continue consultation process (phase 3 and phase 4) with BC TEPs and other stakeholders to obtain feedback on the revised draft TEP Approval Standards;
- draft, review, and seek approval of new the TEP Approval Standards; and
- submit draft standards for legal review and to the Minister for consideration.

## Progress to Date

To date, the BCTC has made progress towards Goal 3:

- At the beginning of this reporting period, the BCTC approved the TEPASC's request that the wording within some of the draft standards and their indicators be updated and modernized. It was also suggested that some indicators may be misplaced within a standard. As a result, version 5 of the draft TEP Approval Standards was re-organized:
  - Standard 1 - Design, Development and Delivery
  - Standard 2 - Selection, Retention and Completion
  - Standard 3 - Content Knowledge, Pedagogy and Professional Dispositions
  - Standard 4 - Field Experiences
  - Standard 5 - Quality Assurance and Institutional Commitment
- During the spring/summer of 2020, the TEPASC drafted new TEP Approval Standards based on responses from phase 1 and phase 2 consultations. The overall aim was finding the right balance between the inputs and outputs from the TEPs, increasing clarity within the revised TEP Approval Standards and developing coherence between the TEP Approval Standards, the Professional Standards, and the Certification Standards.
- In October 2020, the BCTC requested that TEPASC seek broader input through additional consultations with education partners to obtain feedback on the revised draft TEP Approval Standards. Phase 3 and phase 4 of consultations followed on November 23, 2020 with the nine BC TEPs, and on November 27, 2020 with partner groups and stakeholders. The response from the consultations was generally positive. One of the suggestions received was that the BCTC identify the indicators that support each Standard as Required Indicators. This was meant to bring certainty to the need for TEPs to ensure that each indicator is attended to as part of any BCTC approval and review process. The TEPASC also integrated other substantive feedback into version 9 of the draft Standards.
- Through the spring of 2021, the TEPASC continued to refine the wording within the draft Standards and within the required indicators, the preamble, and the glossary. On March 4, the TEPASC organized a three-hour workshop for the BCTC to engage in a thorough review of the draft TEP Approval Standards. The BCTC received additional feedback on the revised draft TEP Approval Standards from the ABCDE in April.
- The BCTC reviewed the revised TEP Approval Standards and approved them in principle. The BCTC then recommended that its external legal counsel review version 11 of the revised Standards.

## Next Steps

The BCTC will continue to work toward this goal as it:

- receives a final draft of the revised TEP Approval Standards from the TEPASC in June 2021;
- reviews the legal opinion and recommendations, and subsequently makes a decision;
- submits the draft standards for legal review and to the Minister for consideration; and
- enacts an implementation plan for the revised TEP Approval Standards.

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## **GOAL 4: Development of a New Teacher Survey with a focus on teacher professional identity.**

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### **Context and Background**

The New Teacher Survey 2021 is a follow-up project to the same BCTC initiative from 2015. The purpose of the New Teacher Survey 2015 was to better understand how prepared new teachers are for the realities of the BC K-12 school system. The 2021 survey takes this aim a step further by focusing on how new teachers entering the BC school system develop their professional teacher identity as they transition into the profession, and by recommending strategies to support this process. The survey will target teachers who have completed their teacher training and were initially certified to teach in British Columbia within the past five years (2015 to 2020).

The Professional Standards for BC Educators provide cross-cutting or intersecting themes in the survey. Through this lens, the survey looks at specific system-level factors contributing to teachers' emerging professional identities. To do so, the survey covers four broad phases of the transition into the teaching profession:

- Teacher education program coursework
- Teacher education program field experiences
- First year of teaching
- Supports for professional learning

Subject to approval by the BCTC, the New Teacher Survey 2021 will launch in September 2021. The analysis of the survey data will be completed by April 2022 with the survey results to be released by the fall of 2022. The BCTC hopes to obtain rich quantitative and qualitative data that will further assist the BCTC in carrying out its mandate and workplan, which includes further implementation and promotion of the Professional Standards for BC Educators.

### **Implementation Strategies**

The New Teacher Survey Working Group (NTSWG) plans to:

- conduct ongoing meetings;
- review and revise the New Teacher Survey 2021 statement of purpose, workplan and timeline;
- define parameters for the survey development by focusing on theme, length and complexity, types of questions, approach to confidential information, and possible software;
- review education literature related to teacher professional identity and connect with external partners/ research institutions who have worked on similar projects;
- review the BCTC New Teacher Survey 2015 to identify overlapping areas;
- develop the survey tool and draft survey questions; and
- bring all recommendations to the BCTC for consideration.

## Progress to Date

To date, the BCTC has made progress in carrying out Goal 4:

- The BCTC approved the revised NTSWG terms of reference and New Teacher Survey 2021 workplan and target timelines.
- In October 2020, for the creation of the survey, the BCTC decided to request the participation of several external partners with expertise in quantitative and qualitative research, survey development, privacy and security impact, data collection, interpretation, release and storage. In January 2021, the NTSWG was joined by Nicole Gardner, Director of Outreach, Analytics and Reporting in the Ministry's Education Analytics Office; and Edward Kroc, Assistant Professor with Curriculum and Pedagogy at UBC.
- In January 2021, the NTSWG conducted research on the topic of teacher identities and connected with the Centre for the Use of Research and Evidence in Education (CUREE), an independent research centre in the UK that conducted a similar project in 2019. Dr. Philippa Cordingley, Chief Executive of CUREE UK, shared the core questions from the CUREE survey with the NTSWG.
- Throughout the spring of 2021, the NTSWG frequently met to work on developing the survey. It reviewed the 2015 survey in detail to determine what questions may be used again with a goal of ensuring continuity in content and data. By the end of this reporting period, the NTSWG determined all parameters for the development of the New Teacher Survey 2021, and it prepared the draft survey questions for the BCTC to review and approve at the June meeting.

## Next Steps

The BCTC will continue with this goal in the following ways:

- review and approve questions in principle at the June meeting,
- pilot the layout of the survey questions,
- complete a privacy impact assessment,
- develop a survey tool through the Ministry's Education Analytics Office, and
- launch the survey in September 2021.

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**GOAL 5: Exploration of blended learning programs to deepen BCTC's understanding of modes and purposes.**

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**Context and Background**

The Teacher Education Program Approval and Review Committee (TEPARC) leads the work on blended learning programs, which provide an approach to instructional delivery and learning that uses a combination of online learning (synchronous and asynchronous) and traditional face-to-face instruction. The purpose of blended learning is to accommodate learners in rural and remote geographic locations. In the final months of the previous reporting period, the TEPARC started its review and discussion of the evaluation of teacher education programs with significant online/distributed learning content (i.e., blended TEPs). The TEPARC discussed the need for criteria and guidelines that would provide direction and allow the TEPARC and the BCTC to evaluate the merits of incoming proposals for blended TEPs until the TEP Approval Standards review is completed.

In March 2020, the TEPARC received a proposal for a blended program from UBC, and it invited representatives to demonstrate UBC's digital platforms and to address TEPARC's questions. This program was primarily designed for teacher candidates in rural and remote areas of BC, particularly for those holding a letter of permission issued by the DOC. The program was intended to support a need in 42 school districts in rural and remote communities.

The TEPARC also started planning for a workshop on blended learning for the BCTC in May.

**Implementation Strategies**

To implement this goal, the TEPARC plans to:

- organize a blended learning workshop to increase the BCTC's knowledge and understanding of contemporary online and blended educational delivery,
- discuss the representation of online and blended learning in the TEP Approval Standards and the Certification Standards, and
- continue reviewing proposals for blended TEPs and providing recommendations to the BCTC.

**Progress to Date**

The BCTC has made the following progress towards carrying out Goal 5:

- On May 21 and 22, 2020, the BCTC held a virtual blended learning workshop in collaboration with UBC and the University of Victoria (UVic). The workshop aimed at:
  - exploring pros, cons and implications of online/blended modes and learning platforms;
  - reviewing the ABCDE Principles for Online Teacher Education shared by the deans of education;
  - clarifying legal and regulatory context for online/blended programs; and
  - discussing blended learning case scenarios that may come before TEPARC in the form of a proposal.

The workshop emphasized the focus on the community aspect of blended programs rather than the specific breakdown between synchronous and asynchronous content; nevertheless, the BCTC was concerned about fully asynchronous programs. The BCTC and TEPs agreed that the relational value propositions should be included in the TEP Approval Standards to ensure that TEPs offer candidates the methods to meet the program outcomes. TEPs would be expected to specify how they will develop community through blended programs. Additionally, all participants agreed that blended programs would allow for more diversity and flexibility for remote and diverse learners by addressing inequities and providing greater accessibility to teacher education in BC.

At the June 2020 meeting, the BCTC approved the UBC proposal for the Professional Certification Program – Blended Delivery Mode as a Minor Program Change. The BCTC hopes this approved change would positively impact the current critical shortage of teachers particularly in rural, remote and Indigenous communities.

### **Next Steps**

The BCTC will work toward this goal over the next reporting period by:

- Continuing to discuss blended and online teacher education, its benefits to rural and remote communities, and the overall accessibility to teacher education.



## TEACHER EDUCATION PROGRAMS APPROVAL AND REVIEW

### TEPAR Framework and Processes

TEPAR Framework establishes a foundation for the BCTC to carry out its regulatory mandate regarding BC teacher education programs, as outlined in section 13 (b) and (c) of the *Teachers Act*. This framework is the result of several years of collaboration between the BCTC and the ABCDE. It provides a robust outline for ensuring that BC's teacher education programs continue to meet the TEP Approval Standards as well as to prepare teacher candidates to meet the Certification Standards and the Professional Standards for BC Educators. The goal of the TEPAR Framework is to support the ongoing refinement of TEPs and to build public trust in regulatory processes.

The TEPAR Framework sets out five processes for approving and reviewing TEPs:

- **New Institution Teacher Education Program Approval (Process A)** – to review proposals from institutions not currently offering a teacher education program in BC.
- **Changes to an Existing Teacher Education Program Approval (Process B)** – to review proposed changes from existing BC teacher education programs.
- **Ongoing Structured Dialogue (Process C)** – occurs every two years to facilitate a reciprocal exchange of information between the BCTC and an existing BC teacher education program.
- **Maintenance Review (Process D)** – occurs every five to seven years to assess how an existing BC teacher education program continues to meet the Teacher Education Program Approval Standards including the ability to prepare graduates to understand and demonstrate the Professional Standards and to meet the Certification Standards.
- **Exceptional Concerns Protocol (Process E)** – to assess an existing BC teacher education program where serious concerns arise within or outside the cyclical review cycle (i.e., structured dialogues and maintenance reviews) that may compromise the teacher education program's ability to meet the TEP Approval Standards, including the ability to prepare graduates to understand and demonstrate the Professional Standards and to meet the Certification Standards.

In February 2021, the BCTC approved the Teacher Education Program Approval and Review Implementation Guide and the BC Teachers' Council Program Assessment Team (PAT) Orientation Guide for use. Both guides are now available online.

For more information on the TEPAR Framework and the guides, refer to the Resources section at the end of this report.

## Approved Teacher Education Programs

Currently there are nine approved teacher education programs in BC offered by eight post-secondary institutions. These programs meet the requirements laid out in the TEP Approval Standards. BC teacher education programs, in partnership with the BCTC, engage in ongoing program assessment and improvement to enhance the experiences and quality of the education courses they develop.

The following table shows the approved BC teacher education programs (TEPs).

Name of Institution	TEP Established	Most Recent Program Change	Most Recent Structured Dialogue
Simon Fraser University	1965	Minor Change (2019)	2021
Thompson Rivers University	2003	Minor Change (2020)	2019
Trinity Western University	2002	Internal Change (2019)	2019
University of Northern British Columbia	2002	Minor Change (2021)	2019
University of British Columbia (Okanagan)	2002	Major Change (2019)	2020
University of British Columbia (Vancouver)	1956	Minor Change (2021)	2019
University of the Fraser Valley	2002	N/A	2019
University of Victoria	1963	Major Change (2021)	2018
Vancouver Island University	1997	Minor Change (2019)	2019

## Approval of Program Proposals

In the TEPAR Framework, Process B applies to any currently approved TEP that would like to make changes. The process assesses how the change may affect the ability of graduates to meet the Professional Standards and the Certification Standards. There are three levels of change: internal program changes, minor program changes, and major program changes.

During this reporting period, the TEPARC and the BCTC reviewed and approved proposals submitted by BC TEPs. In all cases, university representatives attended the BCTC meetings via Zoom to answer the BCTC's questions.

The BCTC received and/or approved nine proposals for change from approved BC TEPs during the reporting period of 2020/21. Those changes that were deemed to be internal changes in accordance with Process B of the TEPAR Framework did not require BCTC approval; they were assessed and approved at the TEPARC level. The three changes that did not require BCTC approval were received from the University of Victoria (including EKTEP), which included changes to the 2021 spring practicum within the existing Bachelor of Education program in response to the pandemic.

The following table shows the status of the proposals from TEPs that did require BCTC approval:

Institution	Program	Notice of Intent Received	Proposal Received	Status
University of British Columbia	Professional Certification Program – Blended Delivery Mode	January 23, 2020	March 9, 2020 May 15, 2020	Approved June 12, 2020
University of Victoria	Bachelor of Education in Indigenous Language Revitalization (BEDILR) Program	January 10, 2020	N/A	Approved June 12, 2020
University of Northern British Columbia	Regional Bachelor of Education Program	November 26, 2020	November 26, 2020	Approved February 12, 2021
University of Victoria	Indigenous Education Post-Degree Professional Program	November 30, 2020	January 12, 2021	Approved February 12, 2021
University of British Columbia	Rural and Remote Blended TEP	April 9, 2021	April 9, 2021	TBD at June 2021 meeting
University of Victoria	Indigenous Language Revitalization Program (BEDILR)	April 9, 2021	N/A	TBD at June 2021 meeting

## Cyclical Reviews

Cyclical Reviews are intended to assess how an existing teacher education program continues to meet the TEP Approval Standards, including the ability to prepare graduates to understand and demonstrate the Professional Standards and the Certification Standards. Cyclical Reviews consist of two functional parts: Ongoing Structured Dialogues (Process C) and Maintenance Reviews (Process D).

The following table shows the ten-year schedule of cyclical reviews:

TEP	Cyclical Review Process Type	Year										
		2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
<b>SFU</b>												
	Maintenance Review				•						•	
	Structured Dialogue		•				•		•			
<b>TRU</b>												
	Maintenance Review				•						•	
	Structured Dialogue		•				•		•			
<b>TWU</b>												
	Maintenance Review		•						•			
	Structured Dialogue				•		•				•	
<b>UBC</b>												
	Maintenance Review			•						•		
	Structured Dialogue					•		•				•
<b>UBCO</b>												
	Maintenance Review					•						•
	Structured Dialogue	•		•				•		•		
<b>UFV</b>												
	Maintenance Review			•						•		
	Structured Dialogue					•		•				•
<b>UNBC</b>												
	Maintenance Review						•					
	Structured Dialogue		•		•				•		•	
<b>UVic</b>												
	Maintenance Review	•						•				
	Structured Dialogue			•		•				•		•
<b>VIU</b>												
	Maintenance Review		•						•			
	Structured Dialogue				•		•				•	

Note 1: Maintenance Reviews will begin in the fall of 2020

Note 2: The BCTC has deferred the first Structured Dialogue at UBCO until 2020

Note 3: All BCTC visits have been scheduled on a six-year cycle

Note 4: UFV had a Structured Dialogue in 2019; UFV will miss the BCTC visit in 2021 and begin a six-year cycle in 2022

### Structured Dialogues

In this reporting period, the BCTC started its third cycle of structured dialogues with BC TEPs. The structured dialogues are organized by Ministry staff, with two BCTC representatives visiting the institutions and reporting back to the BCTC. Representatives from the TEP are then invited to the BCTC meeting to answer questions, provide any necessary clarification and offer feedback on the review process.

Due to the pandemic, the structured dialogues in this reporting period were completed remotely via Zoom. Structured dialogues took place at the following institutions:

Institution	Date of Dialogue	Report Presented to BCTC	Program Faculty/Staff Present for Report to BCTC
University of British Columbia – Okanagan	August 21, 2020	October 7, 2020	Wendy Klassen, Director of Undergraduate Programs, and Margaret Macintyre, Director, Okanagan School of Education
Simon Fraser University	April 13, 2021	Expected date June 4, 2021	TBA

### Maintenance Reviews

The first maintenance review took place virtually at the University of Victoria from November 18 to 19, 2020, as shown in the table below. The Program Assessment Team (PAT) was chaired by John Hall (BCTC) and included Rebecca Atleo (Ahousaht Education Authority), Jatinder Bir (BCTC), and Janice St. Helene (SFU). The final PAT Report, including its approval recommendation to the BCTC, was delivered to the TEP in January and was subsequently presented at the BCTC's February 2021 meeting. In accordance with Process D of the TEPAR Framework, the BCTC determined that the TEP at UVic continues to meet the TEP Approval Standards.

Institution	Date of Review	PAT Report Presented to BCTC	Program Faculty/Staff Present for Report to BCTC
University of Victoria	November 18-19, 2020	February 18, 2020	James Nahachewsky, Associate Dean (UVic), and Janice St. Helene, Associate Director of Pre-Service Professional Studies (SFU)

The next Maintenance Review is planned at Vancouver Island University from May 18 through 21, 2021. The PAT will be chaired by Jim Iker and will include Jo Chrona (BCTC), Dr. Ted Howe (Thompson Rivers University), and Dana Plett (School District No. 84 Vancouver Island West). Early planning has also begun for the review at Trinity Western University scheduled to take place from November 17 through 18, 2021.

## PROGRAM CHALLENGES DURING THE PANDEMIC

This reporting period was marked by a series of challenges created by the COVID-19 crisis beginning in the spring of 2020 for the BC TEPs and BC K-12 school system. The Teacher Education Program Working Group was kept busy reviewing the status of the BC practicum during the crisis and trying to determine solutions for the BC TEPs and teacher candidates affected by the changes made to how schools and universities were holding instruction. The BCTC engaged in a comprehensive discussion with the Ministry of Education, the ABCDE and the DOC specifically about the TEP Approval Standards and the Certification Standards as they relate to online practicum, student assessment and quality assurance during the crisis.

During the summer of 2020, BCTC members continued their discussion on BC TEP post-secondary plans for the fall of 2020. The BCTC decided that program approval would not be impacted by BC TEPs varying field experience in the 2020/21 academic year, in response to changing circumstances in schools arising from the pandemic, provided teacher candidates continued to demonstrate their ability to meet the Professional Standards for BC Educators.

Throughout the fall and winter of 2020/21, the BCTC received regular updates about efforts by the TEPs to ensure rigorous field experiences despite the pandemic. Continuing challenges for the TEPs and teacher candidates included:

- the lack of practicum placements due to the quarter system at secondary schools,
- difficulty obtaining volunteer hours required for admission to TEPs,
- concerns over health issues related to mental health and/or weakened immune systems,
- COVID-related racism, particularly for teacher candidates of Asian/South Asian descent, and
- setbacks due to the Public Health Officer (PHO) mandated vaccination priorities.

Due to the unpredictability of the pandemic and resulting PHO guidance, the BCTC supported the BC TEPs and teacher candidates with a back-up plan that would both ensure teacher candidates can move into employment in the fall and complete a rigorously supervised classroom experience. At its December meeting, the BCTC approved the Three Pathway Plan for Teacher Candidates in the Spring 2021 Term. In addition to two pathways already approved by the BCTC, a third possible “parachute” pathway to conditional teacher certification was provided. This pathway was offered for teacher candidates who may not meet the summative placement requirements needed for recommendation to the Ministry for the Professional Certificate of Qualification. The plan was supported by the DOC and the ABCDE, and it was subsequently shared with all BC TEPs.

Finally, the BCTC met in February 2021 to respond to an issue identified by the ABCDE. Travel associated with field experience supervision became a challenge because of PHO guidance to avoid nonessential travel. The BCTC approved additional provisions about virtual supervision during the spring 2021 term to further support teacher candidates and TEPs. Comprehensive discussions on this matter continued into the next reporting period.

## EXPENSES

Member Expenses: May 1, 2020 – April 30, 2021				
BCTC Member	Expenses (Accommodation, parking, travel, meals, etc.)	Meeting Fee	Teacher Release Cost	Total
Berting, Terence	–	2,875.00	–	2,875.00
Bir, Jatinder	36.75	875.00	3,952.76	4,864.51
Blair, Rebecca	–	–	1,356.13	1,356.13
Broady, Carolyn	–	1,750.00	–	1,750.00
Chrona, Jo-Anne	36.75	125.00	–	161.75
Colistro, Joseph	–	2,375.00	–	2,375.00
Cooke, Matthew	–	1,750.00	1,106.16	2,856.16
Demers, Adrienne	–	500.00	4,069.51	4,569.51
Dixon, Jay	–	250.00	–	250.00
Dumont, Marjorie	–	375.00	2,590.00	2,965.00
Fraser, Janine	–	1,000.00	3,217.59	4,217.59
Hall, John	36.75	750.00	2,675.40	3,462.15
Iker, Jim	36.75	7,350.00	8,541.44	15,928.19
Kedves, Alice	–	875.00	4,216.16	5,091.16
Longridge, Tom	–	–	–	–
St. Clair, Ralf	–	–	–	–
Van Huizen, Peter	–	625.00	–	625.00
<b>Total</b>	<b>147.00</b>	<b>21,475.00</b>	<b>31,725.15</b>	<b>53,347.15</b>

Other Expenses				
	June 2020	October 2020	February 2021	Total
Catering	-	-	-	-
Equipment	-	-	-	-
iPhone/iPad Data Charges - Iker, Jim	-	-	-	1,009.44
Name plates & audio security	-	-	-	121.93
<b>Total</b>	-	-	-	<b>1,131.37</b>

Total Expenses of BCTC: May 1, 2020 – April 30, 2021					
Expenses	Meeting Fees	Release Costs	Catering	Equipment Rental	Other
147.00	21,475.00	31,725.15	-	-	1,131.37

Note: The figures in the table above are exclusive of Committee expenses, which are reported separately.



## COMMITTEE/WORKING GROUP EXPENSES

### Professional and Certification Standards Steering Committee (PCSSC)

Member Expenses May 1, 2020 – April 30, 2021				
BCTC Member	Expenses	Meeting Fee	Release Costs	Total
Bir, Jatinder	–	250.00	2,800.60	3,050.60
Blair, Rebecca	–	125.00	542.81	667.81
Broady, Carolyn	–	1,500.00	–	1,500.00
Demers, Adrienne	–	375.00	845.69	1,220.69
Dumont, Marjorie	–	–	1,665.00	1,665.00
Iker, Jim	–	175.00	4,531.91	4,706.91
<b>Total</b>	<b>–</b>	<b>2,425.00</b>	<b>10,386.01</b>	<b>12,811.01</b>

### Teacher Education Program Approval and Review Committee (TEPARC)

Member Expenses May 1, 2020 – April 30, 2021				
BCTC Member	Expenses	Meeting Fee	Release Costs	Total
Cooke, Mathew	–	125.00	–	125.00
Fraser, Janine	–	500.00	332.98	832.98
Hall, John	–	875.00	1,070.16	1,945.16
Iker, Jim	–	175.00	2,684.81	2,859.81
Kedves, Alice	–	250.00	2,029.46	2,279.46
St. Clair, Ralf	–	–	–	–
<b>Total</b>	<b>–</b>	<b>1,925.00</b>	<b>6,117.41</b>	<b>8,042.41</b>

### Teacher Education Program Approval Standards Committee (TEPASC)

Member Expenses May 1, 2020 – April 30, 2021				
BCTC Member	Expenses	Meeting Fee	Release Costs	Total
Cooke, Matthew	–	2,125.00	–	2,125.00
Dixon, Jay	–	250.00	–	250.00
Iker, Jim	–	350.00	5,650.67	6,000.67
Kedves, Alice	–	250.00	3,991.29	4,241.29
<b>Total</b>	<b>–</b>	<b>2,975.00</b>	<b>9,641.96</b>	<b>12,616.96</b>

### Teacher Education Program Working Group (TEPWG)

Member Expenses May 1, 2020 – April 30, 2021				
BCTC Member	Expenses	Meeting Fee	Release Costs	Total
Bir, Jatinder	–	875.00	234.52	1,109.52
Iker, Jim	–	1,050.00	657.97	1,707.97
<b>Total</b>	<b>–</b>	<b>1,925.00</b>	<b>892.49</b>	<b>2,817.49</b>

### New Teacher Survey Working Group (NTSWG)

Member Expenses May 1, 2020 – April 30, 2021				
BCTC Member	Expenses	Meeting Fee	Release Costs	Total
Bir, Jatinder	–	–	1,641.64	1,641.64
Chrona, Jo-Anne	–	500.00	–	500.00
Iker, Jim	–	–	3,390.47	3,390.47
St. Clair, Ralf	–	–	–	–
<b>Total</b>	<b>–</b>	<b>500.00</b>	<b>5,032.11</b>	<b>5,532.11</b>

## Structured Dialogues – BCTC Representatives

Member Expenses May 1, 2020 – April 30, 2021				
BCTC Member	Expenses	Meeting Fee	Release Costs	Total
Berting, Terrence	–	250.00	–	250.00
Colistro, Joseph	–	250.00	–	250.00
Demers, Adrienne	–	–	338.43	338.43
Fraser, Janine	–	125.00	–	125.00
<b>Total</b>	<b>–</b>	<b>625.00</b>	<b>338.43</b>	<b>963.43</b>

## Maintenance Reviews (including Program Assessment Teams)

Member Expenses May 1, 2020 – April 30, 2021				
BCTC Member	Expenses	Meeting Fee	Release Costs	Total
Bir, Jatinder	–	125.00	1,876.11	2,001.11
Chrona, Jo-Anne	–	250.00	–	250.00
Hall, John	–	2,800.00	1,440.56	4,240.56
Iker, Jim	–	700.00	2,303.76	3,003.76
<b>Total</b>	<b>–</b>	<b>3,875.00</b>	<b>5,620.43</b>	<b>9,495.43</b>

## RESOURCES

The following list offers online resources related to the BC Teachers' Council:

Contact the BC Teachers' Council

[bctc@gov.bc.ca](mailto:bctc@gov.bc.ca)

Overview, Meeting Minutes and Annual Reports

<https://www2.gov.bc.ca/gov/content/governments/organizational-structure/ministries-organizations/boards-commissions-tribunals/bctc>

Teachers Act

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/manual-of-school-law>

Professional Standards for BC Educators (June 2019)

[https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teacher-regulation/standards-for-educators/edu\\_standards.pdf](https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teacher-regulation/standards-for-educators/edu_standards.pdf)

Certification Standards (November 2019)

[https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/organizational-structure/boards-commissions-tribunals/bc-teachers-council/cert\\_standards.pdf](https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/organizational-structure/boards-commissions-tribunals/bc-teachers-council/cert_standards.pdf)

Teacher Education Program Approval Standards (August 2019)

[https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teacher-regulation/teacher-education-programs/tepar\\_standards.pdf](https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teacher-regulation/teacher-education-programs/tepar_standards.pdf)

Teacher Education Program Approval and Review Framework (May 2019)

[https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teacher-regulation/teacher-education-programs/tepar\\_framework.pdf](https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teacher-regulation/teacher-education-programs/tepar_framework.pdf)

Teacher Education Program Approval and Review Implementation Guide (February 2021)

[https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teacher-regulation/teacher-education-programs/tepar\\_implementation\\_guide.pdf](https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teacher-regulation/teacher-education-programs/tepar_implementation_guide.pdf)

BC Teachers' Council Program Assessment Team Orientation Guide (March 2021)

[https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teacher-regulation/teacher-education-programs/pat\\_orientation\\_guide.pdf](https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teacher-regulation/teacher-education-programs/pat_orientation_guide.pdf)

BC Teacher Education Programs

<https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/resources-for-teachers/training-and-professional-development/teacher-education-programs>



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who work

- 5. white
- 6. bike
- 7. dime
- 8. hide
- 9. ice
- 10. kite



