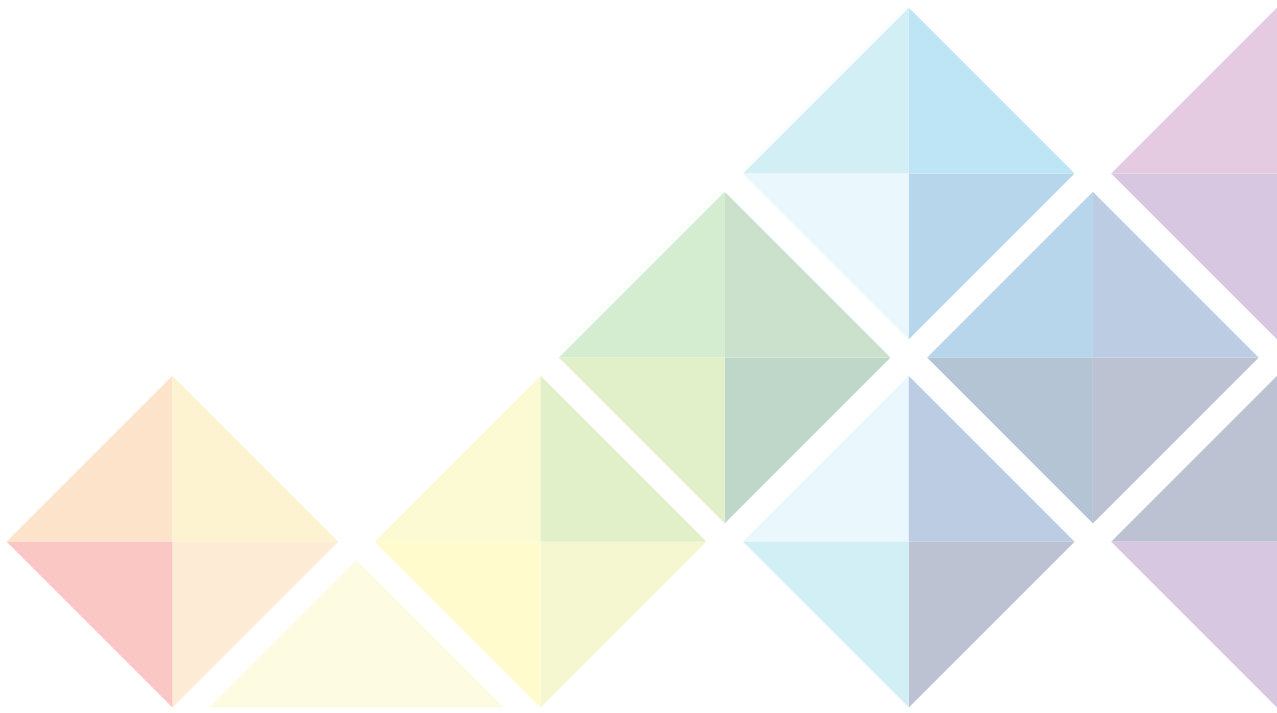


BC TEACHERS' COUNCIL

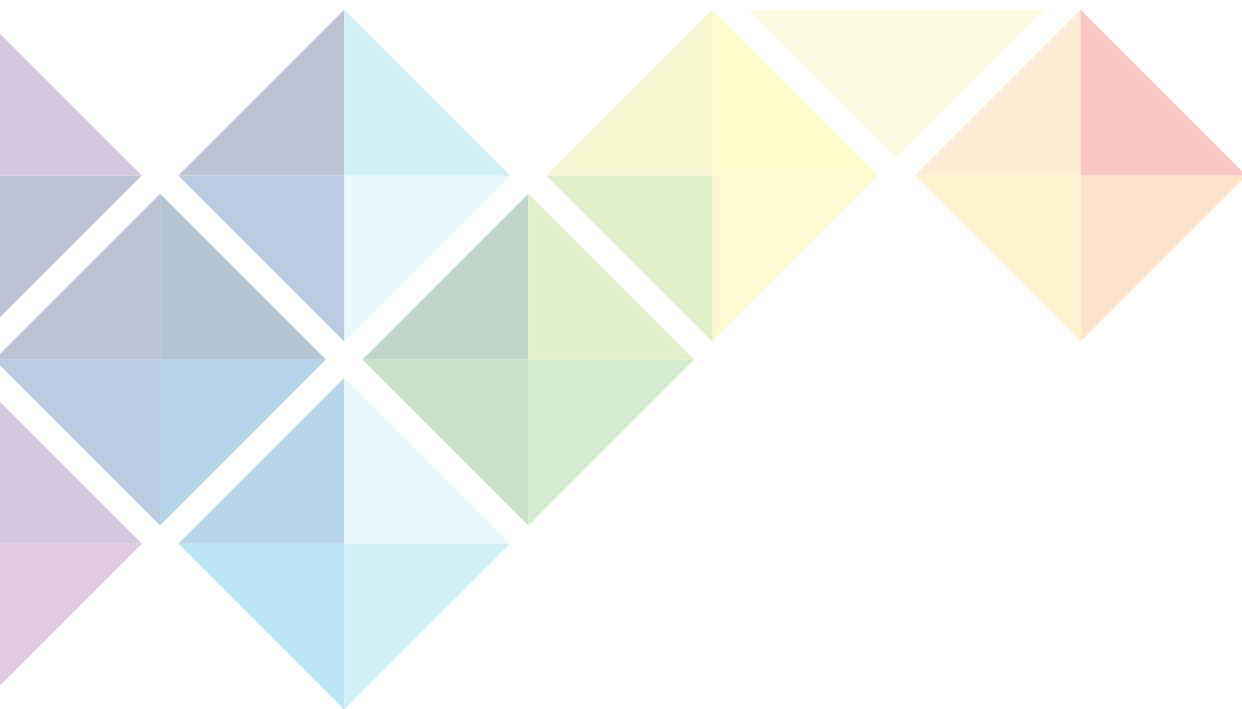
ANNUAL REPORT

MAY 2014 APRIL 2015





BC TEACHERS' COUNCIL
ANNUAL REPORT





October 19, 2015

The Honourable Mike Bernier
Minister of Education
Room 310, Parliament Buildings
Victoria, BC V8W 9E2

Dear Minister Bernier:

It is my honour to present to you the BC Teachers' Council's 2014-2015 Annual Report. This report provides a documentation of the work done by the Council over the last year and offers a look at the future workplan as we move forward with our mandate.

This report has been prepared and submitted in accordance with section 16 of the *Teachers Act*.

Sincerely,

A handwritten signature in black ink, which appears to read 'R Blair'. The signature is written in a cursive, flowing style.

Rebecca Blair
Chair

lesson
people
community
diversity
intelligence skills
teachers
education
care
aboriginal career
role model
contribute
planning
learning
growth
value
support
authority
assessment
students
development
professional
knowledge
instruction involvement
evaluation
interests
honesty
learn
practice
academic
school
relationship

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Our goal...

TEACHER EXCELLENCE

Message from the Council

The 2014-2015 reporting period was a busy time for the BC Teachers' Council (Council). The Council made great strides toward the establishment of a differentiated review process of the BC teacher education programs, an initial review of the Standards for Educators in BC and the certification for trades educators. Given the volume of work associated with these goals, work in these areas will continue into 2015-2016.

The 2015 Council election, administered by the Teacher Regulation Branch (TRB), was held in March resulting in approximately 10,000 BC certified educators casting votes. In the interior zone Janine Fraser was acclaimed a new Council member and in the northern zone Matthew Cooke was acclaimed a new Council member. In the remaining three zones, three 2014-2015 Council members were re-elected for a term of three years, expiring March 2018.

In the year ahead, the Council expects to consider approval of new certification pathways for trades professionals and begin its review of the Standards for BC Educators.

To outgoing Council members, thank you for your valuable contributions while on the Council and the best of luck in your future endeavours.



Legislative Framework

Mandate

The Council receives its mandate from section 10 and 13 of the *Teachers Act*. Under the Act, the Council has the following powers and duties:

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

In accordance with section 14 of the Act, each rule established by the Council regarding its practices and procedures, each teacher education program approval standard or certification standard, or any decision made by the Council regarding the classification of teaching certificates must be submitted to the Minister as the Minister has the authority to disallow a Council rule, standard or decision regarding the classification of certificates within 60 days of submission by the Council Chair.



The Standards

The “standards” within the purview of the Council, as referenced under section 10 and 13 of the *Teachers Act*, refers to three sets of existing standards. These standards were adopted by the former BC College of Teachers and remain in force until the Council establishes new standards or makes revisions.

Certification Standards

The Certification Standards set out the necessary training and/or qualifications an applicant must have in order to be issued a certificate to teach in BC’s K-12 school systems. These standards vary depending on the type of certificate an individual applies for and can be found in the Bylaws and Policies on the TRB website at:

<http://www.bcteacherregulation.ca/AboutUs/PoliciesRegulations.aspx>

Teacher Education Program Approval Standards

The Teacher Education Program Approval Standards set out the requirements, such as program content and structure that a BC teacher education program must meet in order to be approved by the Council. BC programs that meet the standards and are approved by the Council may then recommend their graduates to the TRB for certification. These standards can also found in the Bylaws and Policies on the TRB website.

Standards for the Education, Competence and Professional Conduct of Educators in BC (the Standards)

The Standards set out the competence and conduct requirements that must be met by applicants and maintained by all BC certified educators. These Standards communicate to the public and educators the knowledge, skills and behaviour expected of certified educators as they serve the public. When the Commissioner for Teacher Regulation receives a complaint or report about alleged misconduct or incompetence by a certified educator, he/she will review these Standards to determine if a possible breach occurred. These Standards can be found on the TRB website at: <https://www.bcteacherregulation.ca/Standards/StandardsDevelopment.aspx>.

Council Composition

Under section 9 of the *Teachers Act*, the Council must be comprised of 16 elected and appointed members. This composition is meant to ensure a broad representation from the education community in order to strengthen the public confidence in the regulation of the teaching profession in BC.

The Council's composition:

- 1 non-voting member who reports to the Minister – appointed by the Minister
- 3 BC Teachers' Federation nominees – appointed by the Minister
- 7 other education partner nominees – appointed by the Minister
- 5 educators – elected by other BC-certified educators

Within 45 days of being appointed or elected to the Council, each member must complete an oath. The oath requires Council members to swear or affirm that they will:

- abide by the *Teachers Act* and act in accordance with the law and the public trust;
- 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;
- 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 Council member.

[COUNCIL COMPOSITION CONTINUED...]

Appointed Members			
Name	Nominated By	Effective	Expiry
Ann M. Whiteaker	BC Confederation of Parent Advisory Councils	April 23, 2013	April 23, 2016
Cathy Lambright	BC Teachers' Federation	Sept 30, 2014	April 23, 2015
Glen Hansman	BC Teachers' Federation	April 23, 2013	April 23, 2016
Jeff Jones	BC School Superintendents Association	August 5, 2014	April 23, 2018
Montgomery Palmantier	First Nations Education Steering Committee	April 23, 2014	April 23, 2017
Paige MacFarlane	Non-voting Ministry representative	March 13, 2014	At pleasure
Peter Van Huizen	Federation of Independent School Associations	April 23, 2014	April 23, 2017
Rebecca Blair	BC Teachers' Federation	April 23, 2014	April 23, 2017
Ted Riecken	Association of BC Deans of Education	April 23, 2014	April 23, 2017
Teresa Rezanoff	BC School Trustees Association	April 23, 2012	April 23, 2015
John Tyler	BC Principals' and Vice Principals' Association	Dec 18, 2014	April 23, 2016

Elected Members			
Name	Zone	Effective	Expiry
Avinash Gupta	Northern Zone	April 23, 2012	March 23, 2015
Bruce Cummings	Interior Zone	April 23, 2012	March 23, 2015
Fred Robertson	Vancouver Island Zone	April 23, 2012	March 23, 2015
John Hall	Vancouver Coastal Zone	April 23, 2012	March 23, 2015
Laurence Greeff	Fraser Zone	April 23, 2012	March 23, 2015

Biographical Statements

ANN WHITEAKER

A lifetime islander, Ann has held many roles in the non-profit sector including financial administrator, HR specialist, volunteer and coordinator. As an interactive workshop facilitator Ann provides tools on how to navigate educational policy to reach successful results. Her deep personal passion and commitment to building communities supporting families has seen Ann actively engaged at the elementary, middle, high school, district and provincial levels for 15 years. Ann has served as Parent Advisory Council Chair, District Parent Advisory Council Director and President of the BC Confederation of Parent Advisory Councils.

AVINASH GUPTA

Avi has 14 years of experience working in classrooms in northern BC in both the public and First Nations school systems. He has been involved in a variety of BC Teachers' Federation, local and district committees, and he has been a basketball coach at the school level. Avi holds a Bachelor of Education and a Master of Science in Zoology from the University of British Columbia.

BRUCE CUMMINGS

Bruce, now retired, worked as a teacher in BC for 33 years and spent a further three years serving on the inaugural BC Teachers' Council. During his teaching career, Bruce served in various positions with both the Peace River North Teachers' Association and the Vernon Teachers' Association. As an active member of the education community Bruce also belonged to a number of professional organizations including the Computer - Using Educators of BC, the BC Science Teachers' Association and the Environmental Educators Provincial Specialist Association. Within his community, Bruce has volunteered his time with the Sovereign Lake Nordic Club and Society for the Preservation of Kalamalka Lake. Bruce holds a Bachelor of Science and Professional Development Program designation from Simon Fraser University.

CATHY LAMBRIGHT

Cathy is a teacher with the Coast Mountain School District. Active in the community, Cathy is President and Director of the Skeena Kalum Housing Society; a former Director of the Terrace and Area Health Council; a former President, Director, and Coach of the Terrace Figure Skating Club; and a Judge with the Canadian Figure Skating Association. Cathy is a member of the BC Teachers' Federation and serves on their finance committee. In addition, Cathy is a member of the Terrace District Teachers' Union, and a former member of the BC Teacher Librarians' Association and BC Intermediate Teachers' Association. Cathy holds a Bachelor of Arts (Honours) from Simon Fraser University.

[BIOGRAPHICAL STATEMENTS CONTINUED...]

FRED ROBERTSON

Fred has taught on Vancouver Island since 1989. Now retired from full-time teaching, Fred works as a teacher on call and with the program design of a Forestry Academy. Prior to this, Fred taught in Northern Manitoba, Nunavut and Brazil. Fred has served as the Local President of the Vancouver Island North Teachers' Association. Fred is actively involved in his community. He has worked as a minor hockey coach and manager and has served on the minor hockey executive for over ten years. He was recently elected to the District of Port Hardy Municipal Council. Fred holds a Bachelor of Arts from the University of Winnipeg. He did his teacher training and Library education at the University of Victoria and holds a Masters in Curriculum and Leadership from Gonzaga University.

GLEN HANSMAN

Glen is an elementary school teacher with the Vancouver School District, and is currently a vice president of the BC Teachers' Federation. He is a former President of the Vancouver Elementary School Teachers' Association, and Vancouver School Board's Anti-homophobia and Diversity Consultant and has taught primarily in special education contexts. He is the chair of the K-12 Aboriginal Education Partners, and is a member of the BC Federation of Labour Executive Council. Glen holds a Bachelor of Arts from Carleton, a Bachelor of Education from McGill, and a Masters from the University of British Columbia.

JEFF JONES

Jeff is the Superintendent for the Kootenay Lake School District. Previously, Jeff worked for the Calgary Board of Education in various roles including Director of People Development and Human Resources. Jeff is a member of the BC School Superintendents Association and serves as the Kootenay Boundary Branch Membership Chair. Previously, he was Director of Calgary Youth Interpretive Centre and Chair of Calgary Board of Education Secondary Review Steering Committee. Jeff holds a Bachelor of Education and a Masters of Arts in facilitating organization responses to change from the University of Calgary.

JOHN HALL

John has been teaching for 17 years, currently at Whistler Secondary. For the past eight years, he has also been an elected member of the provincial Judicial Council of the BC Teachers' Federation, and currently serves as its Chair. 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.

[BIOGRAPHICAL STATEMENTS CONTINUED...]

JOHN TYLER

John is the Secondary Vice-Principal of Spectrum Community School in the Greater Victoria School District. Previously, he was the Secondary Vice-Principal of Burnaby OnLine, Cariboo Hill Secondary and Burnaby South Secondary. Active in his community, John is the Education Representative of the Songhees and Esquimalt Nations Aboriginal Youth Engagement, EdCamp Coordinator for the BC School Superintendents Association and the BC Principals' and Vice-Principals' Association. In the past, he was the Assistant Director of the University of British Columbia Sports and Recreation and Chair of the Burnaby Sports Steering Committee. John holds a Bachelor of Arts in English, a Bachelor of Education, and a Masters of Education in Administration and Leadership from the University of British Columbia.

LAURENCE GREEFF

Laurence teaches at Langley Secondary School. Prior to this, Laurence taught in the Peace River North School District and the Cariboo-Chilcotin School District. Laurence serves on the Executive of the Langley Teachers' Association, and for the past 12 years has served on the BC Teachers' Federation Finance Committee. Within the community, Laurence has actively participated on the executive Council of the New Westminster and District Labour Council. Laurence enjoys spending his summers writing and studying in Florence, Italy. Laurence holds a Bachelor of Education from the University of British Columbia.

MONTY PALMANTIER

Monty is the Education Director for the Lake Babine Nation and previously held leadership roles within Lake Babine Nation including Ted Williams Memorial Learning Centre Director and Executive Director. He is the Chair of the Aboriginal Steering Committee at the College of New Caledonia and past Treasurer of the First Nations Education Steering Committee. As well, Monty lectured (Tenure Track) at the University of Northern BC. He holds a Bachelor of Education from the University of British Columbia and a Master of Education from Simon Fraser University. Monty is currently pursuing his Doctorate of Education Degree with Simon Fraser University.

PAIGE MACFARLANE

Paige is the Assistant Deputy Minister of Partner Relations within the Ministry of Education. While the majority of her time as a public servant has been spent working for the Ministry of Education, Paige has worked in other ministries since joining the public service in 1997 including Finance; Small Business, Tourism and Culture; and Management Services. Paige holds a Bachelor Degree in sociology from the University of Victoria, a diploma in public relations from the University of Victoria and a diploma in broadcast journalism from the BC Institute of Technology.

[BIOGRAPHICAL STATEMENTS CONTINUED...]

PETER VAN HUIZEN

Peter is the Executive Director of the Christian Teachers' Association of British Columbia. Prior to taking on this role eight years ago, Peter worked in various teaching, administrative and educational leadership positions in both British Columbia and Ontario. Peter holds a Masters of Education from Queens University.

REBECCA BLAIR

Rebecca is a recently retired teacher currently living in Creston. She taught for over 40 years in the communities of Williams Lake, Quesnel, Burns Lake and Creston. Rebecca holds a Bachelor of Education from Simon Fraser University and a Masters in Leadership from Gonzaga University.

TED RIECKEN

Ted is currently a representative of the Association of BC Deans of Education. He is the past Dean of Education for the University of Victoria and is currently a Professor in the Department of Curriculum and Instruction. Some major fields of his scholarly interest include elementary social studies education, school culture and educational change, educational applications of digital technologies, and Indigenous education. Ted holds his Doctorate in Education from the University of British Columbia, his Masters in Education from the University of Saskatchewan, his BC Teaching Certificate from the University of Victoria and his Bachelor of Arts (Anthropology) from the University of Saskatchewan.

TERESA REZANSOFF

Teresa is the President of the BC School Trustees Association. She has served as an elected public school trustee in BC for 16 years, 12 years as Board Chair for the Boundary School District, and ten years on the BC School Trustees Association. Teresa is a Director with the Canadian School Boards Association and has also served as Vice-President of the BC Education Leadership Council. Teresa holds a diploma in Public Administration from the BC Institute of Technology.



Council Expenses

Individual Expenses: May 2014 – April 2015

Council Member	Expenses (Accommodation, travel, parking)	Per Diem	Teacher Release Cost	Total
Blair, Rebecca	3,445.34	0	1,750.00	\$ 5,195.34
Cummings, Bruce	2,668.13	1,875.00	0	\$ 4,543.13
Greeff, Laurence	312.00	0	2,039.20	\$ 2,351.20
Gupta, Avi	831.36	0	519.08	\$ 1,350.44
Hansman, Glen	35.00	0	0	\$ 35.00
Hall, John	1,848.17	0	3,508.75	\$ 5,356.92
Jones, Jeff	2,125.27	0	0	\$ 2,125.27
Lambright, Cathy	2,879.71	0	1,403.77	\$ 4,283.48
MacFarlane, Paige	0	0	0	\$ 0
Palmantier, Monty	0	0	0	\$ 0
Rezanzoff, Teresa	2,187.52	1,000.00	0	\$ 3,187.52
Riecken, Ted	1,428.57	1,250.00	0	\$ 2,678.57
Robertson, Fred	2,149.67	1,250.00	0	\$ 3,399.67
Tyler, John	600.00	0	780.18	\$ 1,380.18
Van Huizen, Peter	168.12	1,250.00	0	\$ 1,418.12
Whiteaker, Ann	1,680.75	1,375.00	0	\$ 3,055.75
Total	\$ 22,359.61	\$9,750.00	\$ 8,250.98	\$ 40,360.59

Meeting Expenses: May 2014 – April 2015

	Oct 2014	Jan 2015	Mar 2015	Total
Meals	476.61	443.38	781.34	\$ 1,701.33
Equipment Rental	2,889.00	2,844.00	2,940.00	\$ 8,673.00
Total	\$3,365.61	\$3,287.38	\$3,721.34	\$ 10,374.33

Total Expenses: May 2014 – April 2015

Council Expenses	Member Per Diems	Teacher Release Costs	Meals	Equipment Rental	Total
\$22,359.61	\$9,750.00	\$8,250.98	\$1,701.33	\$8,673.00	\$ 50,734.92

A Review of the 2014-2015 Reporting Period

The Council met three times in 2014-2015 to carry out its mandate. Underpinning all of its work has been the Council's vision of ensuring the excellence of BC educators.

Through a concerted effort, the Council made headway on each of its strategic goals for the reporting period. To assist with the establishment of a review process for BC teacher education programs, the Teacher Education Program Review Working Group (Working Group), consisting of the Council Chair and Vice-Chair, representatives of the Association of BC Deans of Education, Ministry of Advanced Education and the Ministry of Education through the TRB, established terms of reference to guide the group's work. The Working Group continued to make progress toward the development of guiding principles and an implementation framework. The Council is hopeful that the review of BC teacher education programs, under this new framework, will commence in 2016-2017.

A New Teacher Survey was developed and distributed to educators certified in BC within the last five years to solicit feedback on how well graduates felt their teacher education program prepared them for the realities of teaching. The Council intends to review and utilize this data in 2015-2016 to assist in addressing its strategic goals.

A process to facilitate a review of the Standards for the Education, Competence and Professional Conduct of Educators in BC was approved by the Council. Throughout the review process the Council will depend on the public, education partners, and students to provide their input to ensure the Standards adequately reflect the work of educators.

To round out the year, the Council decided to move forward with the creation of certification pathways that would enable certain Red Seal and Certificate of Qualification trades professionals to teach in BC's K-12 school system. The Council will also focus on improving its communication efforts in 2015-2016 to increase the public's awareness of the mandate and work of the Council and to promote the professionalism of BC educators.



Strategic Goals: Progress Report

The implementation strategies and the progress made to date on the Council's three strategic goals for 2014-2015 illustrate the accomplishments of the Council. For each of the strategic goals, there continues to be outstanding work to be completed by the Council.

2014-2015 Strategic Goals

- 1 Establishment of a differentiated review process for the BC teacher education programs
- 2 Initial review of the Standards for Educators in BC
- 3 Certification for Trades educators

IMPLEMENTATION STRATEGIES

PROGRESS TO DATE

GOAL 1

Establish a differentiated review process for BC TEPS

- Establish active Council participation on the Teacher Education Program Review Working Group.
- Establish Terms of Reference for the Working Group.
- Establish a workplan with anticipated deliverables.
- Solicit feedback from newly certified educators regarding their teacher training.

- The Council Chair/ Vice-Chair joined the Working Group.
- The Council approved the Terms of Reference (see Appendix C).
- A New Teacher Survey was sent in November 2014.
- A workplan was established:

2015

2016

- March:**
Provide update to the Council
- March-September:**
Complete draft guiding principles/ implementation framework.
- September:**
Present draft to the Council and the Association of BC Deans of Education for approval.

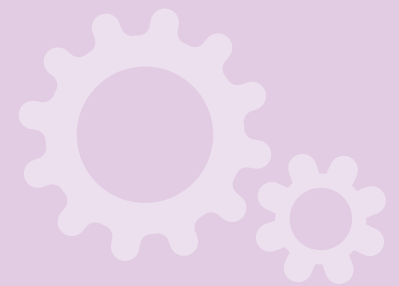
- 1 Develop review processes and implementation schedule.
- 2 Begin program reviews.

GOAL 2

Initial review of Professional Standards for BC Educators

- Develop a review process.
- Create a Steering Group to lead the review process.
- Establish and implement a timeline and anticipated deliverables for the review process.
- Develop a communications plan to educate the public and educators on the work of the Council.

- The Council approved a review process in March 2015.



GOAL 3

Certification of Trades Educators

- Research jurisdictions offering a trades certificate.
- Collect and review relevant data to inform this work.
- Develop policy options.
- Solicit stakeholder feedback on the policy options.
- Amend bylaws and policies as necessary.
- Review.

- The Council considered:
 - Letters of Permission data
 - Make a Future data
 - Industry Training Authority ACE-IT instructor requirements and certification requirements
 - Ministry of Jobs, Tourism and Skills Training Labour market projections

- The Council reviewed trades certificates offered by other jurisdictions.
- The Council shared a policy options paper with education stakeholders and industry groups for feedback (See Appendix B).

Meeting #1: September 25, 2014

The September 25-26, 2014 meeting of the Council was the first for this reporting period. Through acclamation, Council member Rebecca Blair was declared the Chair of the Council and Council member John Hall was declared the Vice-Chair of the Council.

A process for managing correspondence was approved by the Council to guide the TRB's work as it supports the Council in responding to incoming correspondence. Communication received will be acknowledged by the Chair and shared with Council if within mandate. The Council, through the Chair, may provide follow up communication to a writer outlining decisions or actions of the Council, if any are taken.

As the result of some Council members' concerns regarding Learn magazine content, a motion was passed at the last Council meeting of 2013-2014 requesting that the TRB provide the Council with information pertaining to the magazine's submission editorial review policy, editorial board representation, objectives of the magazine, and an explanation about how the magazine serves and represents the profession. Upon reviewing the requested information, the Council passed a new motion requesting that correspondence be sent to the Ministry of Education requesting that three representatives from the Council be allowed to sit on the Learn magazine editorial board. In October 2014, the letter of request was sent to the Minister of Education.

Previously, the Council had requested an analysis of Bill C-33: First Nations Control of First Nations Education. Upon invitation, Deborah Jeffrey, Executive Director of the First Nations Education Steering Committee (FNESC), spoke to the Bill and the effect it could have on BC's K-12 school system. Paula Young, Humanities Chair at Camosun College, presented on a letter she sent to the Council, which encouraged the Council to establish a requirement that any student entering a BC elementary teacher education program complete a Canadian history course and complete two years of undergraduate coursework prior to specializing in education. To complete the presentations for the day, Shawn McMullin, Director of Professional Excellence and Outreach at the TRB, provided the Council with an update on the work of the Registrars for Teacher Certification Canada regarding its language competence project.

The Council forged ahead with its New Teacher Survey project by approving a survey for distribution to all educators who received a BC teaching certificate within the last 5 years (see Appendix D for New Teacher Survey). This project, which began in 2013, was designed to assist the Council in understanding how prepared newly certified educators are for the realities of the classroom and to provide insight into any necessary changes to the Standards.

To conclude its work for the day, the Council discussed the progress of the BC Teacher Education Program Review Working Group in the development of guiding principles to support the review of BC programs. It also revised its meeting rules to facilitate the electronic participation of Council members during future elections of a Chair and Vice-Chair.

Meeting #1: September 26, 2014

The Council's 2013-2014 Annual Report listed the certification of trades educators as a strategic goal. To support this work, the second day of the fall 2014 Council meeting began with a presentation by Larry Espe, Superintendent of Careers and Transitions with the Ministry of Education, on BC's K-12 trades and technology education landscape. Following this, the Council approved a policy options paper that outlined potential certification pathways for trades professionals to be distributed to education and industry partners for consideration and feedback (see Appendix B for policy options paper).

The Council revisited Bill C-33 and discussed its concerns regarding how the Bill would permit certain BC First Nations Schools to employ non-certified educators, effectively removing any quality control mechanisms that the regulatory structure in BC would have, thus nullifying the safeguards that are meant to ensure that BC students are kept safe. The Council passed a motion that it communicate to the Government of Canada's Minister of Aboriginal Affairs and Northern Development its concern over Bill C-33's lack of a requirement for individuals to meet or maintain the Standards for BC Educators, or a mechanism for the Commissioner for Teacher Regulation to take disciplinary action at the regulatory level for misconduct or incompetence. Correspondence was sent to Minister Valcourt in October 2014.

To assist the Council with an initial review of the Standards for BC Educators, another strategic goal for 2014-2015, the Council passed a motion requesting that the TRB develop a Standards review process for its consideration.

Using its newly established correspondence handling process, the Council reviewed incoming correspondence and requested that responses be sent to the writers indicating these communications would be included in future Council discussions and/or work plans. To conclude the meeting, the Council requested that the TRB provide clarification at a future meeting regarding compensation for committee/working group activities.

Action Items from Meeting #1

- The new teacher survey was approved for distribution
- A process for handling incoming correspondence to the Council was established
- A trades educator policy options paper was approved for distribution

Meeting #2: January 22, 2015

The first day of the winter 2015 Council meeting began with a TRB update on the 2015 Council election. As the results of the election were due in close proximity to the Council meeting scheduled for April 2015, and because a legal opinion recommended the Council not hold a meeting within 45 days after the announcement of the election results in order to facilitate the transition of incoming and outgoing members, the Council agreed to move the April 2015 meeting date ahead to March 2015.

2015 Election Timeline

- December 11, 2014: Call for Nominations
- January 9, 2015: Close of Nominations
- Mid-February 2015: Mailing of Ballots to certificate holders
- March 20, 2015: Deadline for Receipt of Ballots
- March 23, 2015: Counting of Ballots and Announcement of Results

Despite having a meeting rule regarding formal presentations to the Council, the Council Chair and the Executive Director of the TRB requested that the Council consider amending its rules to allow for presentations longer than ten minutes in duration. After discussing the matter, the Council approved an addition to the meeting rules that will allow the Chair and the Executive Director to determine the appropriate duration of presentations when setting future meeting agendas. As a follow-up to the September 2014 meeting, the Executive Director provided the Council with a per-diem fee policy that outlined for the Council how members who perform authorized work outside of Council meetings may be remunerated.

Bruce Preston, Commissioner for Teacher Regulation, spoke to the Council about his 2013-2014 annual report. During his presentation, the Commissioner provided statistics on the number of incoming reports and complaints and delays in the discipline process, reviewed his strategic goals for 2014-2015, and notified the Council of his work with the Justice Institute of BC on the development of remedial courses for BC certified educators in the areas of classroom management, conflict management, and professional boundaries.

For the remainder of the day, the Council revisited action items from its September 2014 meeting. Correspondence received from Deputy Minister Dave Byng regarding the Council's request to have three representatives sit on the Learn magazine editorial board was reviewed. The Deputy Minister denied the request, instead offering the Council the opportunity to submit an article to each edition of Learn. Due to time constraints, the Council deferred any decision on the matter to its next meeting.

The TRB informed the Council that on December 3, 2014, the Council's New Teacher Survey was sent to approximately 12,000 educators certified between 2010 and 2014. To encourage participation, the Council requested that the TRB liaise with the BC Teachers' Federation and the Federation of Independent School Associations of BC and send a reminder email to non-responders prior to the close of the survey.

The Chair provided the Council with an update on the progress of the Teacher Education Program Review Working Group and presented a newly developed draft terms of reference for consideration and discussion on January 23, 2015.

The Council concluded the meeting with a review of the feedback received in response to the trades educator policy options paper sent to education and industry partner groups in November 2014. Through small group work, the Council discussed the responses, identified themes, and deliberated on how it would move forward with the certification of trades professionals.



Meeting #2: January 23, 2015

On the second day of the winter 2015 meeting, the Council continued its work on the certification of trades professionals. As only 20 of the approximately 30 industry and education partner groups that were solicited had submitted a response, the Council requested the TRB to resend the paper to groups that had not yet responded to encourage their participation. The Council passed a motion to send further correspondence to all industry and education partners seeking their views on how to best prepare educators to teach skilled trades programs. To assist with its work, the Council requested a Ministry of Advanced Education representative be invited to attend its March meeting.

The Teacher Education Program Review Working Group's draft terms of reference, provided by the Council Chair on January 22, 2015, were discussed and approved. (see Appendix C for terms of reference). These terms of reference provide a shared understanding of the purpose and structure of the Working Group as well as the roles and responsibilities of all parties involved in the work.

For the remainder of the meeting, the Council heard a presentation from Ted Cadwallader, Field Director at the Ministry of Education, on Aboriginal students 2013-2014 performance data. The data provided, which forms the basis of the Ministry's annual How Are We Doing report, touched upon the number of self-identified Aboriginal students who have behaviour disabilities, attend alternate education, participate in and score on the Fundamental Skills Assessment (FSA), complete required exams for graduation, and complete high school. The presentation and the dialogue that followed was informative and relevant as the training and qualifications requirements for BC educators, which are set by the Council, must meet the needs of all BC K-12 students.

Action Item from Meeting #2

- The Terms of Reference for the Teacher Education Program Review Working Group were approved

Meeting #3: March 11, 2015

The last meeting of the 2014-2015 reporting period began with a discussion of concerns about the 2015 Council election, which was underway. The TRB informed the Council that on February 19, 2015, it had become aware that the service provider responsible for mailing the ballot packages failed to include a ballot card in every envelope. To rectify the situation the TRB notified certificate holders of the error and ensured the ballots were mailed out the following day. The Council was informed that the results of the election would be available after March 23, 2015.

The Council then undertook housekeeping items including a review of Council correspondence and a discussion of travel booking concerns and 2015-2016 meeting dates. The TRB informed the Council that Mary Shaw, Executive Director of Sector Strategy and Quality Assurance at the Ministry of Advanced Education, was in attendance should the Council have any questions for her during its work on the certification of trades professionals. As the result of a comment from a public attendee at the January meeting, the Council carried a motion that will ensure public attendees are provided with Council meeting materials at future Council meetings.

The Council revisited the letter it received from the Deputy Minister of Education that offered the Council the opportunity to submit an article to each edition of Learn magazine. After considerable dialogue and deliberation, the Council decided to respectfully decline the offer. On March 18, 2015, the Chair of the Council sent a letter to Minister Fassbender informing him of the Council's decision.

To support the Council in its work toward the possible development of a teaching certificate for trades professionals, Jeremy Higgs, Executive Director and Chief Labour Market Economist of the Labour Market and Immigration Division at the Ministry of Jobs, Tourism and Skills Training, provided the Council with labour market projections data. The Council then reviewed its mandate and considered a broad range of research including trade designations in BC, the requirements to be met to be eligible for each designation, the types of trades/technology teaching certificates offered by other Canadian jurisdictions, statistics on the number of Letters of Permission issued by the TRB, the number of Make a Future trades educator job postings, and the Industry Training Authority's Accelerated Credit Enrolment in Industry Training instructor requirements.

The Council reconvened in the afternoon to discuss themes identified within the feedback received on the policy options paper and Council members' views on the policy options. Areas of consideration included the equivalency of a Red Seal and a Bachelor's Degree, the equivalency of different trades, the necessity of a teaching certificate for trades professionals, and the implications of moving forward with a restricted or unrestricted certificate for BC's K-12 system. The Council concluded the meeting with an agreement to bring a motion regarding a possible certification pathway to the March 12, 2015 meeting.



Meeting #3: March 12, 2015

On the second day of the spring 2015 meeting, the Council agreed to move forward with the creation of certification pathways for certain Red Seal and Certificate of Qualification trades professionals and requested that the TRB develop recommendations and bylaw and policy for the Council's consideration at the first meeting of the 2015-2016 reporting period. As the Council acknowledged a trades educator certificate is only one of a number of methods by which to increase the number of trades educators in BC's K-12 school system, the Council determined that it would send correspondence to the Ministry of Advanced Education encouraging a reduction in tuition and/or the creation of bursaries for individuals enrolled in trades educator programs in BC and to the Ministry of Education encouraging it to consider ways to support certified educators interested in obtaining a Red Seal.

The Council reviewed its strategic goals from 2014-2015 and placed outstanding items on its 2015-2016 workplan. Through a motion, the Council agreed its priorities for the coming year would be the certification of trades educators, the initiation of the first stages of the review of the Standards for BC Educators, an analysis of the data from the New Teacher Survey, the establishment of review processes for BC teacher education programs and the communication of the Council's work and mandate to certificate holders and the public.

The Council was provided with a high level overview of the results of the New Teacher Survey that was distributed in December 2014. At the Council's next meeting, the results of the entire survey will be examined and the Council will determine how best to proceed with the data.

To increase the profession's and the public's awareness of the work and mandate of the Council, a motion was passed to develop a Council communications strategy. This strategy will be critical as the Council moves forward with its 2015-2016 work plan, given the significance of the work and the input that will be required of educators, the public, parents, students, and education partners throughout the process. To conclude the meeting, the Council reviewed and approved a process to facilitate a review of the Standards for BC Educators. This process will be led by a Steering Group comprised of five Council members.

The Chair thanked outgoing Council members Bruce Cummings and Avi Gupta for their service.

Action Item from Meeting #3

- The Council moved forward with establishing options for the certification of trades professionals and will consider bylaw and policy amendments at the first meeting of 2015-2016

2014–2015 Council Motions

Motion	Date Carried	Progress
Suspend the rule regarding 24 hours notice of absence in order to facilitate the vote by the absent member for the position of Chair and Vice-Chair.	Sept 25, 2014	Complete
That the elections be moved to 12:00pm.	Sept 25, 2014	Complete
That the agenda for September 25 and 26, 2014, be approved as amended.	Sept 25, 2014	Complete
That Council approve the process as amended for handling correspondence.	Sept 25, 2014	Complete
That Council will review the requests received at the September 26 meeting.	Sept 25, 2014	Complete
That Council requests that the Ministry approve three representatives from Council to sit on the editorial board [of Learn Magazine].	Sept 25, 2014	Complete Letter sent October 2014
The draft [New Teacher] survey be approved and distributed as amended.	Sept 25, 2014	Complete
That the survey, when finalized, will be distributed to all teachers who have been certified within the last five years.	Sept 25, 2014	Complete Survey distributed December 2014
That Council approve the Guiding Principles for Teacher Education Program Review.	Sept 25, 2014	Complete
That Council approves the Council Chair and Vice-Chair election voting rules as amended.	Sept 25, 2014	Complete
That Council adjourns.	Sept 25, 2014	Complete
That the agenda for September 26, 2014, be approved as amended.	Sept 25, 2014	Complete
That Council gives permission to TRB staff to send the policy options paper out to education partners and trades associations to solicit feedback. Information is to be returned by December 1 and presented to Council at the January meeting.	Sept 26, 2014	Complete Paper distributed November 2014
That Council communicate to the federal Minister of Aboriginal Affairs and Northern Development the Council's concerns regarding Bill C-33 as it pertains to a) teacher certification b) challenges in addressing misconduct and incompetence.	Sept 26, 2014	Complete Letter sent October 2014
That Council deal with correspondence by responding that we have received the letters, reviewed them, and will be considering them in our future work plan.	Sept 26, 2014	Complete Letters sent October 2014
To extend the meeting to 12:10	Sept 26, 2014	Complete
That Council approved the minutes.	Sept 26, 2014	Complete
That the meeting be adjourned.	Sept 26, 2014	Complete
That the agenda for January 22 and 23, 2015 be adopted.	Jan 22, 2015	Complete
That Council make an amendment to the rules to allow Council members to formally request presentations of longer than ten minutes.	Jan 22, 2015	Complete
That the meeting be moved to early March and a Doodle poll be conducted with choices of dates between February 20 to March 15.	Jan 22, 2015	Complete
The Council approved the minutes.	Jan 22, 2015	Complete
That the meeting be adjourned.	Jan 22, 2015	Complete
That the agenda for January 23, 2015 be adopted.	Jan 23, 2015	Complete

Motion	Date Carried	Progress
That Council request the TRB to resend the policy options paper to education partners and trade associations who have not responded to date in order to solicit feedback by February 15.	Jan 23, 2015	<i>Complete</i> Paper resent February 2015
That TRB staff be asked to prepare a question to partner groups seeking information on how best to prepare teachers to teach in a skilled trades program.	Jan 23, 2015	<i>Complete</i>
That the April 2015 Council meeting be moved to March 11 and 12, 2015.	Jan 23, 2015	<i>Complete</i>
That we ask for consideration to have an Advanced Education staff member as a guest during discussions concerning the trades certification.	Jan 23, 2015	<i>Complete</i> Ministry of Advanced Education representative attended March 2015 meeting
That the teacher education program review draft Terms of Reference be approved.	Jan 23, 2015	<i>Complete</i>
That Council approve the January 23, 2015 meeting minutes.	Jan 23, 2015	<i>Complete</i>
That the agenda for March 11 be approved.	Mar 11, 2015	<i>Complete</i>
That the materials provided for Council at the public meeting be made available to the public attendees.	Mar 11, 2015	<i>Complete</i>
The Council approved the minutes.	Mar 11, 2015	<i>Complete</i>
That the meeting be adjourned.	Mar 11, 2015	<i>Complete</i>
That the agenda for March 12, 2015 be adopted as amended.	Mar 12, 2015	<i>Complete</i>
That the agenda be suspended to complete the amendment.	Mar 12, 2015	<i>Complete</i>
That Council: a) not make any changes at this time with regard to certification of Red Seal tradespeople; b) request staff to explore ways of supporting UBC-Okanagan STEP and similar programs with the view to increasing the number of Red Seal certified teachers; c) request staff to report back on the number of certified teachers with a Red Seal who are not currently working in the area in which they are trained; d) recommend to the Ministry of Advanced Education that reduced tuition and bursaries for students in programs such as UBC-Okanagan STEP be considered with the view to increasing the number of individuals completing such programs. e) recommend to the Ministry of Education that it explore ways of supporting certified teachers to further their qualifications with the view to increasing the number of teachers with Red Seal certification.	Mar 12, 2015	<i>In Progress</i>
That Council move forward with the creation of pathways of certification for Red Seal/COQ tradespersons and that, for the next meeting, staff be requested to bring forward recommendations and draft policy and bylaw changes that would facilitate certification of Red Seal and COQ holders.	Mar 12, 2015	<i>In Progress</i>

Motion	Date Carried	Progress
That the priorities of the workplan for 2015-2016 be: 1. Certification of trades educators 2. Initiating the first stages of the review of Standards for Educators in BC 3. Analysis of the data of New Teacher Survey 4. Establishment of a review process of the TEPs 5. Communication of the Council's work and mandate.	Mar 12, 2015	<i>In Progress</i>
That a communications strategy about the role, work and mandate of the Council that includes communicating with certificate holders and the public be discussed and referred to staff for feedback and presented to Council at a future meeting.	Mar 12, 2015	<i>In Progress</i>
That Council approve the process for reviewing the Professional Standards with changes suggested by the Council.	Mar 12, 2015	<i>Complete</i>
That there be a steering group comprised of five members of Council, three of whom are certificate holders.	Mar 12, 2015	<i>Complete</i>
That Council approve the March 12, 2015 meeting minutes.	Mar 12, 2015	<i>Complete</i>
That the meeting be adjourned.	Mar 12, 2015	<i>Complete</i>

Strategic **Goals** for 2015 – 2016

For the 2015-2016 reporting period, the Council established and prioritized its strategic goals as follows:

- ✓ Certification of trades educators,
- ✓ Initiating the first stages of the review of Standards for Educators in BC,
- ✓ Analysis of the data of New Teacher Survey,
- ✓ Establishment of a review process of the TEPs, and
- ✓ Communication of the Council's work and mandate.



Appendices

A. Resources/Links

BC Teachers' Council Email Address

bctc@gov.bc.ca

BC Teachers' Council Overview and Annual Reports

<https://www.bcteacherregulation.ca/AboutUs/Council.aspx>

BC Teachers' Council Meeting Reservations

<https://www.bcteacherregulation.ca/AboutUs/MeetingReservations.aspx>

BC Teachers' Council Meeting Minutes/Motions

<https://www.bcteacherregulation.ca/AboutUs/MeetingMinutes.aspx>

Teachers Act

http://www.bclaws.ca/EPLibraries/bclaws_new/document/ID/freeside/00_11019_01

Standards for the Education, Competence and Professional Conduct of Educators in BC

<https://www.bcteacherregulation.ca/Standards/StandardsDevelopment.aspx>

Bylaws and Policies Manual (Certification/Teacher education program approval standards)

<https://www.bcteacherregulation.ca/documents/AboutUs/BylawsPolicies/bylaws.pdf>

BC Teacher Education Programs

<http://www.bcteacherregulation.ca/TeacherEducation/TeacherEducationOverview.aspx>

B. Certification of Trades Educators Policy Options Paper

PURPOSE:

This paper presents teacher certification options that would enable Red Seal trades professionals to teach in BC's K-12 school system. The BC Teachers' Council (Council) is soliciting feedback to assist it in determining the best option for a new trades focused certification pathway, as it is the Council's mandate under the *Teachers Act* to classify certificates of qualification (COQ) required to teach in BC's K-12 school system.

BACKGROUND:

In BC's K-12 school system, secondary school students can enroll in general technical education courses or specialized career trades training programs such as **Secondary School Apprenticeship (SSA) and Accelerated Credit Enrolment in Industry Training (ACE IT)**.

The Ministry of Education anticipates that enrolment in specialized career trades training programs like ACE IT will increase as students consider career opportunities that align with labour market demands for a skilled workforce. To encourage qualified Red Seal professionals to enter the teaching profession, thus ensuring that the K-12 school system has qualified Red Seal professionals available to teach trades programs, barriers to teacher certification must be eliminated.

A forum was held in March 2013 to better understand and identify the needs of the education system with respect to trade educators. The forum was attended by 28 participants representing 14 organizations with responsibilities in training, recruiting, hiring, certifying, and compensating teachers. Forum feedback indicated that the lack of a teaching certificate tailored to trades professionals is an impediment to attracting teachers qualified to deliver trades programs. As the Council under section 13 of the *Teachers Act* has the mandate to establish COQs and the standards to be met for each COQ, the Council's goal is to address this certification gap.

Currently, the transition into the teaching profession for applicants with a Red Seal requires a significant financial and time commitment. To be eligible for a COQ these individuals typically have to attend a post-secondary institution for a minimum of three years in order to meet certification requirements, as most institutions tend to only award a Red Seal professional one year's worth of credits toward a four or five year degree. When lost wages and the cost of tuition are factored in, the cost of transitioning from working in the trades to teaching trades in the K-12 school system is high. If applicants with a Red Seal were able to obtain a COQ and transition into the classroom in an accelerated manner, this financial impact would be lessened and students would benefit from these teachers whose skills would enhance the quality of school trades and technology programs.



British Columbia's Current Supply of Generalist and Specialist Trades Teachers

1. BC Teacher Education Programs

Annually, BC teacher education programs produce approximately 25 general trades and technical education graduates. These graduates have basic proficiency across many trade areas, whereas Red Seal professionals have the depth of knowledge, skills and experience in a single trade area that is required to teach specialized career trades training programs like ACE IT.

2. Letters of Permission (LOP)

BC has a 12-month teaching permit that may be issued to individuals who lack the requirements to obtain a COQ, but have specialized content knowledge. LOP holders are allowed to teach only when a COQ holder is not available, and there is a need within the K-12 school system. Between 2012 and 2014, the Teacher Regulation Branch issued approximately 40 LOPs to teach in trades areas.

3. Inter-provincial Teacher Education Programs

The Agreement on Internal Trade (AIT) permits graduates who hold a valid unrestricted certificate in another Canadian province or territory to be issued a COQ to teach in BC's K-12 school system. Under AIT, BC receives applications from, and issues COQs to, technology educators from other Canadian jurisdictions. Between 2012 and 2014, the Teacher Regulation Branch issued a non-expiring Basic COQ to nine such applicants from other Canadian jurisdictions.

4. Current Valid COQ Holders

Most individuals teaching in BC's public education system hold a COQ, which means they may teach any subject in BC's K-12 school system. As such, valid COQ holders with a specialization outside the trades area are not restricted from teaching a trade. The ineligibility to teach a certain subject within BC's K-12 school system may arise because of specific language contained in the employer's collective agreement and/or HR policies regarding teaching assignments and placements. COQ holders interested in teaching trades may need to gain skills and knowledge in the trade area to be considered eligible by their employer.

Upgrading Options for BC Certified Teachers

A new teaching certificate is not required for valid COQ holders who want to teach trades courses in BC's K-12 school system. Listed below are two options that COQ holders might consider to upgrade their skills in the trades areas. COQ holders employed in BC schools should discuss their upgrading options with their employer.

Teaching General Technical Education	Teaching Specialized Career Trades Program
<ul style="list-style-type: none">• Maintain teaching certificate by paying annual fee• Discuss matter with employer before upgrading as eligibility to teach specific trades courses will be determined by employer.• Complete course work in a trade area(s) (p/t or f/t)	<ul style="list-style-type: none">• Maintain teaching certificate by paying annual fee• Discuss matter with employer before upgrading as eligibility to teach specific trades courses will be determined by employer.• Complete Red Seal program (f/t, usually 3-4 years)

Vocational/Trade Certificates offered by Other Canadian Jurisdictions

Saskatchewan, Manitoba, Ontario, Quebec, Nova Scotia, New Brunswick, Prince Edward Island, and Northwest Territories offer a type of vocational/trades certificate to trades professionals transitioning into the teaching profession.

Typically, the prerequisites for a teaching certificate from these jurisdictions include the completion of high school, a trade certificate, a specified amount of work experience in the trade, and the completion of core teacher education courses or a program, including a teaching practicum. What tends to vary amongst jurisdictions is the validity period of the certificate, and whether it is restricted to teaching the trade area.

BC TRADE EDUCATOR CERTIFICATE OPTIONS:

To address the certification gap for Red Seal professionals, the Council is considering options A and B identified below. These options are based on research into certification practices of other Canadian jurisdictions. Individuals working toward either certification option would be eligible, upon application, to obtain an existing interim Conditional Certificate once 30 of the 48 credits of teacher education coursework are completed. Once a Conditional Certificate is issued, an individual has 60 months to complete outstanding coursework. In the interim, the individual could teach in BC's K-12 school system.

	Option A	Option B
Restricted to Trade Area	Yes	No
High School	Completion of grade 12 or equivalent	
Trades Certificate	Red Seal	
Work Experience	<ul style="list-style-type: none"> • 5 years from date of qualification; OR • A combination of 5 years of working/ teaching the trade area from date of qualification 	
Teacher Training	<ul style="list-style-type: none"> • 48 credit teacher education program; and • 6 credits of English or French composition or literature 	
Validity	Permanent	

The difference between option A and option B is that option A restricts the COQ holder to teaching in a specific trade area. With option B the COQ holder would be free to teach areas outside of his or her subject specialization at the discretion of the employing school district or independent school authority.

Option A's restricted COQ would help to ensure that qualified trades professionals are teaching the specialized trades training programs such as ACE IT. However, the trades professional holding the restricted COQ could not teach other secondary areas to "top up" their teaching assignment. This restriction is challenging as teaching assignments in the trade areas are often not fulltime positions. This could prove problematic for employers in attracting TRB certified trades professionals as in many cases the employer would not be able to offer them full time employment. Further, the restricted COQ would not allow for AIT mobility, which may prohibit these individuals from porting their BC COQ to another Canadian jurisdiction if they so choose.

Option B would also help to ensure that qualified trades professionals are teaching specialized trades training programs such as ACE IT. As an unrestricted COQ, it would enable employers to have more flexibility in hiring individuals who are capable of teaching more than one subject area. An unrestricted COQ would provide more opportunities for full-time employment as many trades positions are not 1.0 FTE placements.

REQUEST FOR FEEDBACK:

The BC Teachers' Council is requesting feedback on options A and B as presented in this paper by January 5, 2015. It will consider the feedback at the January 2015 Council meeting.

C. Teacher Education Program Review Working Group Terms of Reference

Purpose/ Role	<p>Primary: Relational role, platform for sharing ideas to highlight issues relevant to ABCDE and BCTC.</p> <p>Secondary: Specific projects/tasks to be developed and actioned by the working group:</p> <ul style="list-style-type: none"> • Current Project – developing Teacher Education Program Review principle, processes, and implementation plan <ul style="list-style-type: none"> ♦ Guiding principle ♦ Initial review ♦ Maintenance review ♦ Exceptional review ♦ Implementation Plan
Responsibilities	<ul style="list-style-type: none"> • BCTC: liaise with BCTC, facilitate decision making. • ABCDE: provide context, identify pertinent operational issues, and conceptualize information from a TEP prospective. • TRB: support the BCTC, facilitate discussion, provide context, identify pertinent operational issues (i.e. reality check) and conceptualize information. • AVED: provide context and conceptual information from a post- secondary system quality assurance perspective.
Membership	<p>BCTC: 2 representatives (Chair and Vice Chair)</p> <p>ABCDE: 2 representatives (Chair and former Chair)</p> <p>TRB: 2 representatives (ED and Director of Professional Excellence)</p> <p>AVED: 1 representative</p> <p>Representatives on the working group may be substituted with alternates as necessary. Ministry of Education and Ministry of Advanced Education ADMs may attend working group meetings for briefings or to discuss challenging issues as required and may be provided with meeting notes.</p>
Accountability/ Reporting	<p>At end of each working group meeting, the nature of report out to respective parties will be decided by committee members (i.e. status, purpose, further information needed, action steps to be taken with respective constituents).</p> <p>ABCDE and BCTC representatives will provide notification to each other regarding pertinent discussions occurring within their organization regarding the review process.</p>
Staff Resource	<p>A TRB staff member (non-working group member) will attend meetings to document and provide meeting notes.</p>
Frequency of Meetings	<p>A minimum of two in person meetings a year. More meetings to be scheduled as needed.</p>
Review	<p>Terms of reference to be reviewed yearly.</p>

D. New Teacher Survey



BC TEACHERS' COUNCIL

Survey of British Columbia Certificate Holders Certified within the last Five Years

The BC Teachers' Council (BCTC), created under the *Teachers Act*, has the mandate to set BC teacher education program approval standards and to determine if programs meet these standards; to establish standards for the education of applicants; and to set standards for the competence and conduct of teachers. This survey is being conducted by the BCTC to assist them in understanding how prepared new certificate holders feel they are to deal with the realities of teaching in K–12 classrooms in the province.

You have been selected to participate in this survey as you were initially certified to teach in BC between 2010–2014. Taking part in this voluntary survey is your opportunity to voice your opinion about the quality and practicality of your teacher education program experience.

The information in this survey, collected by the BC Teacher Regulation Branch (TRB) of the Ministry of Education, is permitted under section 26(e) of the *Freedom of Information and Protection of Privacy Act* and will be submitted anonymously to the TRB to be used as part of the metrics made available to the BCTC. Please do not provide any third-party information (i.e. talk about others) in your responses. If third-party information is provided it will be removed before the survey data is stored.

Please also be aware that IP addresses and personal information you provide will be collected and may be stored or accessed in the United States by FluidSurveys. As such, your consent below is required and will be valid from the date you submit the survey response.

This survey is voluntary and a response is encouraged, not required. Should you have any questions about the collection of this information, please contact the Director of Professional Excellence and Outreach, Teacher Regulation Branch, 400-2025 West Broadway, Vancouver, BC V6J 1Z6 Telephone: 604 775-4842. Thank you in advance for your participation.

I consent to my personal information being collected, stored and accessed for the purposes outlined above.

Please make your selection below, then click "Next".

Yes No

What is your gender?

- Male
- Female
- Other

What is your age?

- 18–24 years old
- 25–34 years old
- 35–44 years old
- 45–54 years old
- 55–64 years old
- 65–74 years old
- 75 years or older

Are you a member of a visible minority? (optional)

- Yes
- No

Do you identify as Aboriginal, that is, First Nations, Metis or Inuit? (optional)

- Yes
- No

When did you complete your teacher education program?

- 2006 or earlier
- 2007
- 2008
- 2009
- 2010
- 2011
- 2012
- 2013
- 2014

Where did you complete your teacher education program?

- Simon Fraser University: Burnaby or Surrey Campus
- Simon Fraser University: Alaska Highway Consortium on Teacher Education (AHCOTE)
- Thompson Rivers University
- Trinity Western University
- University of British Columbia Okanagan
- University of British Columbia Vancouver: Vancouver Campus
- University of British Columbia Vancouver: West Kootenay Teacher Education Program (WKTEP)
- University of the Fraser Valley
- University of Northern British Columbia: Prince George
- University of Northern British Columbia: Quesnel
- University of Northern British Columbia: Terrace
- University of Victoria: Victoria Campus
- University of Victoria: College of the Rockies (EKTEP)
- Vancouver Island University
- Other: _____

What type of teacher education program did you complete?

- Post degree program
- Bachelor of education program

What was the focus of your teacher education program?

- Elementary
- Middle
- Secondary

Comments:

When did you receive your teaching certificate?

- 2010
- 2011
- 2012
- 2013
- 2014

Have you sought employment as a K-12 teacher since becoming certified?

- Yes
- No

Comments:

Have you been employed as a K-12 teacher at any time since becoming certified?

- Yes
- No

Comments:

Are you currently in a paid K-12 teaching position?

- Yes: in BC public school system
- Yes: in BC independent school system
- Yes: in BC First Nations Band School
- Yes: in a BC Offshore School
- Yes: in a Canadian province or territory outside of BC
- Yes: outside of Canada
- No

Comments:

If you are currently employed in a paid K-12 position, what type of position?

- Teacher Teaching on Call – (how many days a week?) -----
- Part time – (how many days a week?) -----
- Full time

Comments:

Are you currently employed in the subject area(s) in which you were trained?

- Yes
- No

Comments:

Did you take a methods or design for learning course in the subject area(s) in which you were preparing to teach?

- Yes, I took a methods course in all elementary subject areas
- Yes, I took a methods course in some elementary areas
- Yes, I took a methods course in my secondary subject area(s)
- No, I did not take any methods courses

Comments:

How much do you agree or disagree with each the following statements about the classes you took on campus during your teacher education program:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
The course work was challenging and rigorous.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The topics of study were relevant and useful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The assigned readings were relevant and useful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My instructors expected me to give full effort at all times.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was provided with constructive feedback that improved my knowledge and skills regarding teaching and learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I received appropriate mentorship and support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How much do you agree or disagree that your teacher education program prepared you to support the diverse needs of learners, by helping you to:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Recognize and work effectively with students with special needs (i.e. learning, developmental or intellectual).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognize and work effectively with students with physical disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognize and work effectively with students with emotional or behavioral disorders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognize and work effectively with, students at risk (from lower socio-economic status, dysfunctional or violent homes, in care of the Ministry of Children and Family Development).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognize when support services of other professionals/ paraprofessionals are required (i.e. police, health care workers, Aboriginal workers, social workers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work effectively with other professionals/ paraprofessionals to improve learning for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How much do you agree or disagree that your teacher education program prepared you to work with First Nations, Inuit and Metis students, by helping you to:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Understand and appreciate the cultural and linguistic diversity of Aboriginal peoples in BC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand the history and legacy of residential schools and assimilation in BC and Canada.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand impacts of this history for Aboriginal students and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand how to work effectively with Aboriginal students, families and communities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify and access relevant resources related to Aboriginal content and curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrate Aboriginal content and pedagogy into the curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognize and address discrimination and racism of Aboriginal peoples in the K-12 system.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognize your own biases and how to overcome them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How much do you agree or disagree that your teacher education program prepared you to develop an inclusive learning environment for students, by helping you to:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Understand and embrace the diversity of students (gender, sexual orientation, ethnicity and religion etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop a welcoming, inclusive and respectful learning environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognize and work effectively with students who are immigrants, refugees and/ or English Language Learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognize and address discrimination and racism in the K-12 system.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognize and respond effectively to instances of violence and bullying.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand how to assist students to access other supports (e.g. Ministry of Education/Health/Children and Family Development initiatives)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognize and respect different cultural perspectives on education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognize personal biases and how to overcome them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How much do you agree or disagree that your teacher education program prepared you to manage a classroom and the behaviour of students, by helping you to:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Understand and apply knowledge of student growth and development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop and implement a variety of behaviour management strategies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop and implement instructional techniques to engage students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop and implement classroom routines and protocols to facilitate learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Design and arrange the learning environment to facilitate learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interact with students in a respectful and non-judgmental manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support the development of self-regulation in students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How much do you agree or disagree that your teacher education program prepared you to communicate and interact with students, parents and colleagues, by helping you to:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Develop effective and respectful communication skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use appropriate inquiry techniques to facilitate learning and promote critical thinking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrate appropriate technology into the learning environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involve parents, in a timely fashion, to support student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop skills in conflict and dispute resolution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitate respectful and thoughtful classroom discussions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How much do you agree or disagree that your teacher education program prepared you to plan effective learning experiences, by helping you to:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Interpret and operationalize curriculum documents (i.e. IRP's).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create developmentally appropriate engaging, inclusive and personalized learning experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand the connections among big ideas, learning strategies, content, and assessment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand the connection between teaching practices and engagement of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scaffold instructional experiences based on prior learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Differentiate learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop curriculum that is inclusive of all learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrate appropriate technology into the learning environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop and utilize different instructional techniques as appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How much do you agree or disagree that your teacher education program prepared you to assess/evaluate student learning by helping you to:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Understand and apply focused, respectful types of feedback.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand and apply assessment as, for and of learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop, evaluate and apply different assessment tools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop, evaluate and apply different reporting tools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involve students in their own assessment/ reporting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand that students learn at different rates and evaluate based on what has been learned and not when it was learned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognize the value of authentic assessment opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How much do you agree or disagree that your teacher education program prepared you to understand your professional role and legal responsibilities, by helping you to:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Understand general concepts of the <i>School Act</i> , <i>Independent School Act</i> and <i>Teachers Act</i> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand and apply the Standards for the Education, Competence and Professional Conduct of Educators in BC, on and off duty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand the principles embedded in the UN Convention on the Rights of the Child (child rights).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand the role of the Teacher Regulation Branch.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand the role of the Commissioner for Teacher Regulation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding your duty to report to the Commissioner for Teacher Regulation as required by the <i>Teachers Act</i> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognize and report cases of child physical, sexual or emotional abuse to the Ministry of Children and Family Development as required by the <i>Child, Family and Community Service Act</i> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognize grooming behaviours and possible pedophilia.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use social media and electronic communications in a professional manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognize the limits of your professional qualifications and seek help when specialized assistance is necessary.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How much do you agree or disagree that your teacher education program prepared you to be a reflective practitioner, by helping you to:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Continually examine your practice to allow for professional growth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use appropriate research to inform and improve your practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborate with fellow practitioners in professional learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accept constructive feedback regarding your teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop inquiry skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand and develop self-regulation skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop and refine a personal teaching philosophy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How much do you agree or disagree with the following statements about your final practicum experience:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
My program course work prepared me to succeed in my practicum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The methods/ strategies/ theory learned in my course work matched the practises I observed during my practicum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During my practicum I implemented what I learned in my course work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The length of the practicum was sufficient to gain necessary experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt supported by my sponsor teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt supported by my faculty advisor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How much do you agree with the following statement:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
My teacher education program prepared me for the realities for the K – 12 classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What might have prepared you better to meet the realities of teaching in the K-12 system?

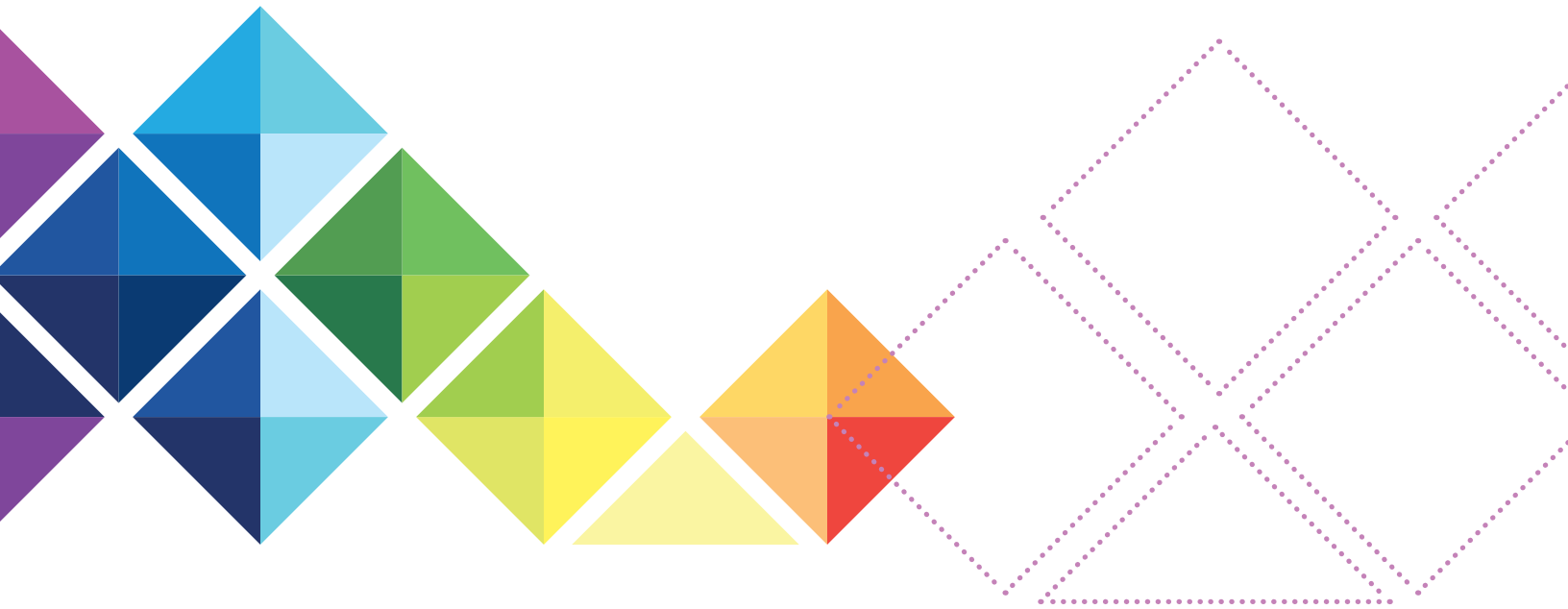
Please share with us any additional comments about how your teacher education program prepared you for the realities of the classroom.

If you are satisfied with your responses, please click the “Submit” button.

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