

# BC TEACHERS' COUNCIL

ANNUAL REPORT

MAY 2021  
APRIL 2022





December 16, 2022

The Honourable Rachna Singh  
Minister of Education and Child Care  
PO Box 9045, Stn Prov Govt  
Victoria, BC V8W 9E2

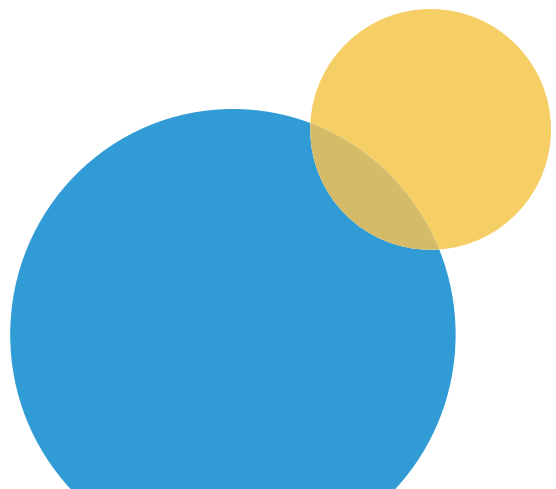
Dear Minister Singh:

It is my honour to present to you the 2021/22 Annual Report of the BC Teachers' Council (BCTC). This report documents the work done by the BCTC between May 1, 2021 and April 30, 2022 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





# CONTENTS

<b>MESSAGE FROM THE CHAIR</b>	<b>6</b>
<b>LEGISLATIVE FRAMEWORK</b>	<b>8</b>
Regulatory Structure in BC	8
Mandate	9
Regulatory Standards	10
Elections	11
Meeting Rules	11
<b>COMPOSITION</b>	<b>12</b>
Members	12
Biographical Statements	14
<b>COMMITTEES AND WORKING GROUPS</b>	<b>20</b>
Professional and Certification Standards Steering Committee (PCSSC)	20
Teacher Education Program Approval and Review Committee (TEPARC)	20
Teacher Education Program Approval Standards Committee (TEPASC)	21
New Teacher Survey Working Group (NTSWG)	21
Teacher Education Program Working Group (TEPWG)	21
<b>REVIEW OF THE REPORTING PERIOD</b>	<b>22</b>
2021/22 Work Plan: Progress Report	22
Teacher Education Programs Approval and Review	37
TEPAR Framework and Processes	37
Approved Teacher Education Programs	37
Approval of Program Proposals	38
Cyclical Reviews	40
Program Challenges during the Pandemic	42
<b>EXPENSES</b>	<b>43</b>
<b>RESOURCES</b>	<b>48</b>

## MESSAGE FROM THE CHAIR

I would like to start by thanking everyone in the BC K-12 education system for their amazing work and dedication with and for students, despite continuing to deal with difficult conditions. The British Columbia Teachers' Council (BCTC) had another successful, dynamic and busy year, which is the tenth year of operations. This annual report focuses on the work of the BCTC between May 2021 and April 2022 and the goals that we strive to accomplish.



In this reporting period, we continued to work with our partners to find ways to promote awareness of the Professional Standards for BC Educators and, in particular, Standard 9. An important highlight is the creation of a Professional Standard 9 Awareness Working Group which, led by the BCTC, was tasked to create and release a video about Standard 9 and develop additional resources for the K-12 education system. We are committed to continuing to learn about the past, understanding the truth, acknowledging the impacts of residential schools and working towards real reconciliation.

The BCTC completed the review of the modernized Teacher Education Program Approval Standards that were allowed by the Minister on March 29. The changes reflect the importance of preparing students and future teachers for the changing nature of our schools and society. In addition, the BCTC continues to review and revise the Certification Standards. We hope that these changes will create a fairer, less discriminatory application process that enables all qualified candidates to be certified to teach in a timely manner.

In the past year, the BCTC members participated in two successful structured dialogues and two comprehensive maintenance reviews of the teacher education programs. By delivering their courses virtually, the programs continued to navigate through challenging times related to the COVID-19 pandemic, inclement weather and flooding. The collaboration between the teacher education programs and the BCTC in addressing some of these challenges helped 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 spirit.

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 created and distributed a new survey to approximately 10,000 new teachers graduating within the past six years. The focus of this 2021/22 survey was on the experiences of educators as they transition from their teacher education program into the teaching profession in British Columbia. The survey closed in April. The results of the survey should be released in 2023.

As the BCTC, we were able to continue our own professional development in the areas of diversity, inclusion and reconciliation. We will also continue to focus on anti oppression, anti colonialism and anti racism in the next year.

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. The work was carried out in virtual and face-to-face settings. It 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 and thank the former Deputy Minister, Scott MacDonald, and former Assistant Deputy Minister, Keith Godin, for their support of the BCTC. I also want to welcome the new Deputy Minister of Education, Christina Zacharuk, as we look forward to working with her in the next year. Finally, I would like to acknowledge and thank the Minister of Education, Jennifer Whiteside, for the support she continues to give us in our important role.

There are some BCTC members that I would also like to mention. I want to thank outgoing BCTC members Jay Dixon (BCPVPA), Shannon Wagner (ABCDE) and Serena Chandi (Minister representative). I appreciate your hard work, commitment and service to all the teachers and educators across British Columbia and wish you well in your future endeavours. I would like to welcome newly elected BCTC members Lisa Kishkan and Shelley Balfour, as well as re-elected members Marjorie Dumont, Jatinder Bir and Alice Kedves. I also welcome newly appointed members Beverley Young (BCSSA), Michelle Bounty (BCPVPA), Danielle Neer (BCTF), Vandy Britton (ABCDE) and Sarvi Brent (Minister representative), as well as returning member Carolyn Broady (BCSTA).

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

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

Stay safe, have fun 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:

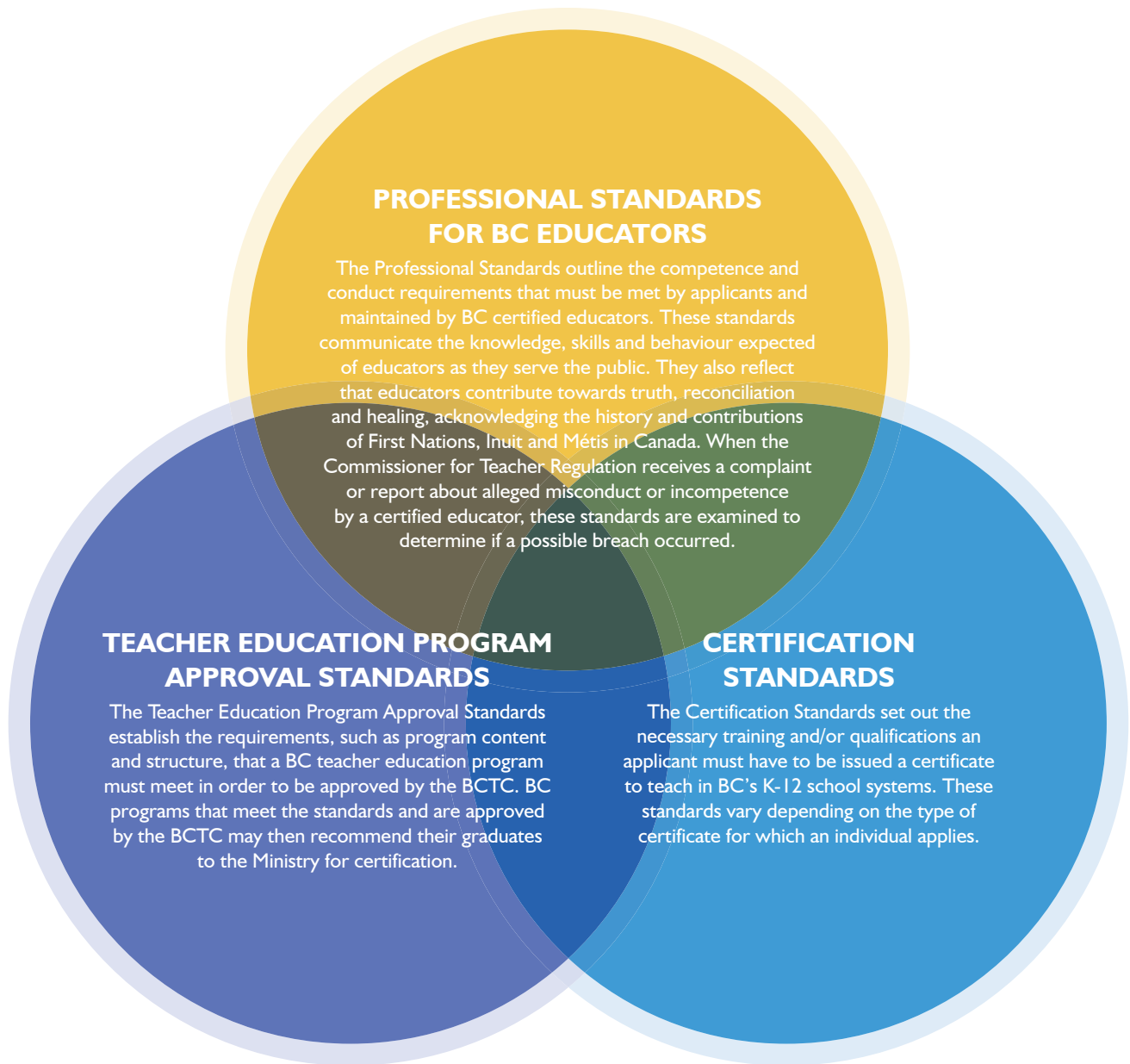
- establish teacher education program approval standards;
- determine if programs meet the teacher education program approval standards;
- cooperate with a faculty or school of teacher education in the design and evaluation of teacher education programs;
- establish the standards a person must meet to 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 at the Teacher Regulation Branch.

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:

- 5

**BC educators**  
*elected by BC certified educators*
- 3

**BC Teachers' Federation nominees**  
*appointed by the Minister*
- 7

**Education partner nominees**  
*appointed by the Minister*
- 1

**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, 2021	April 23, 2024
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
LaBounty, Michelle	BC Principals' and Vice-Principals' Association	April 23, 2021	April 23, 2024
Neer, Danielle	BC Teachers' Federation	April 23, 2021	April 23, 2024
Iker, Jim	BC Teachers' Federation	April 23, 2019	April 23, 2022
Young, Beverley	BC School Superintendents Association	April 23, 2021	April 23, 2024
Chandi, Serena Brent, Sarvi	Non-voting Ministry representative	April 24, 2021 February 4, 2022	At pleasure
Britton, Vandy	Association of BC Deans of Education	April 23, 2021	April 23, 2024



### Elected Members

Name	Zone	Effective	Expiry
Bir, Jatinder Kaur	Fraser Zone	March 2021	March 2024
Kishkan, Lisa	Northern Zone	March 2021	March 2024
Dumont, Marjorie	Vancouver Coastal Zone	March 2021	March 2024
Balfour, Shelley	Interior Zone	March 2021	March 2024
Kedves, Alice	Vancouver Island Zone	March 2021	March 2024

## 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

### SHELLEY BALFOUR

Shelley lives and works on the traditional and unceded homelands of the Ktunaxa and Kinbasket peoples in the Southeast Kootenay. She is currently on leave from her teaching position with School District No. 5 (Southeast Kootenay) to fulfill her role as local president of the Cranbrook District Teachers' Association – a position she has held for the past nine years. Before stepping into this role, Shelley was a student services teacher for over 24 years and was active in her union holding a variety of positions including staff rep, local vice-president, bargaining team member, president of the East Kootenay Teachers' Association, and Women in Negotiations team member. Outside of her teaching role, Shelley serves on the East Kootenay District Labour Council's executive and on the BCTF Teacher Magazine Advisory Board, and she facilitates Professional and Social Issues (PSI) workshops for the Federation. Since completing her Master's in Educational Leadership through the University of Victoria, Shelley has held an instructor position with the University of Victoria's East Kootenay Teacher Education Program (EKTEP) as well as supervising practicum. It brings her a sense of joy when teaching and supporting the upcoming educators.

### 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 the Education Partners Healthy Schools Committee and curriculum review, 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 the 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 the first South Asian 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).

#### **SARVI BRENT**

Sarvi is the acting executive director of the Teacher Regulation Branch at the Ministry of Education and has been a Ministry representative to the BCTC since February 2022. She holds a law degree from the University of British Columbia, and she has over 12 years of experience working as an adjudicator, factfinder, advisor and leader in administrative tribunals, regulation, and education law and policy. She has also

worked on operational and policy initiatives across the education sector and with partners and rightsholders.

#### **VANDY BRITTON**

Vandy is an associate professor and the department head in teacher education at the University of the Fraser Valley. Prior to moving to UFV, she worked in the Faculty of Education at SFU for eight years. Dr. Britton teaches across a wide variety of subjects and disciplines in the post-degree Bachelor of Education program at UFV (including diversity education, language arts education, arts-based education, Indigenous education, and reflective practice). She has extensive experience in K-12 schools in BC as a classroom teacher teaching high school English, dance, drama, and ESL. She also taught overseas in Japan for two years. Dr. Britton's scholarship and research interests include teacher education, arts-based inquiry, social justice/anti-racist education, culturally responsive pedagogy and teacher leadership.

#### **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, among other roles, 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.

## 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)

### SERENA CHANDI

Serena held the position of Ministry representative for the BCTC from April 2021 until January 2022 while serving as the executive director of the Teacher Certification Branch in the Ministry of Education. She has held numerous leadership positions within the Public Service, including the director of the Strategic Policy and Planning Unit in the Ministry of Advanced Education and Skills Training. Prior to joining the Public Service, she practiced immigration and refugee law. Serena holds a law degree from UBC and has served on the Board of the BC Human Rights Coalition and as in-house counsel for the West Coast Domestic Workers' Association. She has also done pro bono work for the UBC Law Student Legal Advice Program and the Salvation Army Legal Support Program. Serena is passionate about creating a focus on continuous improvement and ensuring quality teaching and leadership. In her spare time, she enjoys hiking, reading, and spending time with her husband and teenage daughter.

### JO CHRONA

Jo-Anne (Jo) 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 she 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 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 continuous improvement. Joe holds a Bachelor of Education from the University of Alberta and a Master's in Educational Administration from the University of Victoria.

#### **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 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 Master of Education at Queen's University.

#### **MARJORIE DUMONT**

Marjorie has taught in elementary, secondary and post-secondary institutions. She is currently teaching in the Vancouver School District as a Resource/ PE prep teacher. She taught 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 vice-president of the Provincial Specialist Association (PSA) Aboriginal Education Association. She developed and trained Professional and Social Issues workshops.

#### **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 sixth 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.

#### **LISA KISHKAN**

Lisa is a grade 2/3 teacher with the Quesnel School District. She has taught kindergarten through grade 9, and she spent many years teaching in special education. She has been a teacher leader and advocate for the profession for much of her career, serving first as professional development chair of her local for several years, before spending five years as local president. She was a member of the Provincial Working and Learning Conditions Committee and served on the Provincial Bargaining Team for the BCTF before returning to the classroom. Lisa continues to serve the profession through the mentorship of new teachers and the sponsorship of teacher candidate practicum students. Lisa holds a Bachelor of Arts and a Bachelor of education through the University of Victoria, and has done extensive additional coursework, including masters' courses through the University of Gonzaga, in special education, curriculum development, and leadership.

#### **MICHELLE LABOUNTY**

Michelle is an elementary principal in School District No. 45 (West Vancouver). She has been a kindergarten to grade 7 teacher and has taught all subjects within the curriculum including band, STEM, and musical theatre. Michelle's passion for capacity building in others has led her staff members to be teacher leaders and facilitators at professional development events and to successfully pursue positions in administration. Michelle holds a Diploma in Piano Performance from the Royal Conservatory of Music, a Bachelor of Science in Cell Biology and Genetics from the University of British Columbia, a Bachelor of Education in Specialization in Elementary French from the University of British Columbia, and a Master of Arts in Educational Leadership and Administration from San Diego State University. Michelle is currently challenging herself to grow as a scholar by pursuing knowledge as a doctoral candidate at the University of Kansas. As a full-time educator and a full-time student, she is balancing her professional and academic pursuits with life as a wife, daughter, and mother of two boys.

#### **DANIELLE NEER**

Since the early 2000s, Danielle has been an active volunteer and participant in many different community- and school-based initiatives. While attending university, she served as an elected member-at-large of the University of Victoria Students' Society and co-chaired two student associations, participated in graduate research on integrated child care and early education models, supported the development of a literacy program in schools, and was awarded UT/OISE's Institute for Child Study's (ICS) Leighton McCarthy Memorial Scholarship Award for scholastic excellence and contribution to the life of the Jackman Institute. Danielle recently served as a member of the Ministry of Education's Numeracy and Literacy Proficiency Project for grades K-5 and continues to support her colleagues around the province as the Learning Assistance Teachers' Association's (LATA) president. She knows

that collaborative opportunities benefit students and teachers living and working across the province and that these relationships support and enhance educational opportunities for all students of BC. Danielle has a Bachelor of Arts from the University of Victoria, a Master of Education from the University of Western Ontario, and a Master of Arts from the University of Toronto/Ontario Institute for Studies in Education. She currently lives and works in the Central Okanagan.

#### **BEVERLEY (BEV) YOUNG**

Bev is currently the superintendent of schools in School District No. 53 (Okanagan-Similkameen). Previously, in School District No. 54 (Bulkley Valley), Bev was superintendent, assistant superintendent, principal, vice-principal, curriculum helping teacher, and middle school teacher. Bev has been an educator for more than 30 years with a passion for public education, professional learning, and mentoring current and future leaders at all levels. Bev has been involved in several provincial committees and councils including the Rural Education Advisory Council and the Provincial Child Care Council.



## 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.



**7 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, Danielle Neer, Lisa Kishkan, Alice Kedves, and Vandy Britton served on the TEPARC.



**7 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: Joe Colistro, Shelley Balfour and Alice Kedves. Chair Jim Iker holds an ex-officio role with a right to vote.



**4 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 Shelley Balfour, 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

three external members with extensive experience in survey development, data collection, analysis, and interpretation. These members are Dr. Ralf St. Clair, dean of education at the University of Victoria (Uvic), Nicole Gardner/Emilie Sia, the director for Outreach, Analytics and Reporting in the Ministry Education and Child Care Analytics Office; and Dr. Edward Kroc, assistant professor with Curriculum and Pedagogy at the University of British Columbia (UBC).



**5 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 Vandy Britton.

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.



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

## REVIEW OF THE REPORTING PERIOD

In line with the BCTC meeting rules, an election was held at the beginning of the 2021/22 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 3–4 and 8–9, 2021
- October 6–8, 2021
- February 9–11, 2022

Except for the in-person meeting of October 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 two ad hoc meetings (in November 2021 and April 2022) to address issues requiring immediate attention. These issues included the review and approval of the proposed changes to the Certification Standards and the TEP Approval Standards.

During this reporting period, the BCTC continued its collaboration with the Minister of Education, the Honourable Jennifer Whiteside. The chair and vice-chair met with Minister Whiteside on November 12, 2021 and on January 13, 2022, and the BCTC welcomed Minister Whiteside virtually at its February meeting. Minister Whiteside provided an update on the Ministry mandate as well as upcoming projects happening within the Ministry. She also spoke on the Ministry’s work on reconciliation, anti-racism, diversity and inclusion in BC classrooms. The Minister and the BCTC then talked about teacher shortages, inclusive education, supporting BIPOC population in becoming educators, and supporting adult education.

The BCTC also continued to invite Howard Kushner, the Commissioner for Teacher Regulation, to each BCTC meeting to speak about the regulatory standards, the discipline process, trends in conduct cases, and the Commissioner’s annual report.

### 2021/22 WORK PLAN: PROGRESS REPORT

At its June 2021 meeting, the BCTC established a new workplan for 2021/22. Using its previous workplan, the BCTC amended Goals 1, 3, 4 and 5, continued Goal 2, and added Goal 6.

2021/22 Goals	Status
<b>GOAL 1:</b> To communicate, amplify and promote the Professional Standards with particular attention to Standard 9, reconciliation, and concerns of racism in society.	Ongoing
<b>GOAL 2:</b> To continue the review and revisions of the Certification Standards.	Ongoing
<b>GOAL 3:</b> To complete the review and revisions of the Teacher Education Program Approval Standards and start the implementation process.	Ongoing
<b>GOAL 4:</b> To launch the New Teacher Survey 2021 and complete analysis of the data collected.	Ongoing
<b>GOAL 5:</b> To continue exploring Blended Learning TEP options that will better support rural and remote communities and make BC teacher training programs more accessible.	Ongoing
<b>GOAL 6:</b> To actively engage in the following areas of professional learning so that BCTC members are better supported in understanding the role and mandate of the BCTC: <ul style="list-style-type: none"> <li>• the TRC Calls to Action and UNDRIP</li> <li>• anti-oppression, colonialism and anti-racism</li> </ul>	New

---

## **GOAL 1: To communicate, amplify and promote the Professional Standards with particular attention to Standard 9, reconciliation, and concerns of racism in society.**

---

### **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 previous two reporting periods, the BCTC communicated the Professional Standards to BC educators, school administrators, education partners and teacher education programs. The communications were done by email, through a news release, by posting the Standards online, and through workshops and presentations. Believing that it is a responsibility of the entire education system to work on continuous implementation and increasing awareness of the Professional Standards, the BCTC also promoted the Standards through a variety of other initiatives. These included collaborating with the Commissioner for Teacher Regulation and the Ministry of Education towards producing a video that celebrates Standard 9 and supports the process of reconciliation, encouraging school administrators to review the Standards during staff/faculty meetings, suggesting that schools place posters of the Standards in staff rooms and classrooms, and recommending that education partners include the Standards in regional/local association meetings and events. The BCTC also promoted a song about the Standards called "Teachers Care to Know" and created by Dr. John Churchley, a former educator from Thompson Rivers University and School District No. 73.

### **Implementation Strategies**

The BCTC wants to ensure that the implementation and promotion of the Professional Standards is ongoing. It plans to:

- continue to spread awareness of the Standards and specifically Standard 9 to all educators and education partners, which will include outreach opportunities and other promotional content; and
- request system-wide support from the education sector and the Ministry of Education.

### **Progress in this Reporting Period**

During the 2021/22 reporting period, the BCTC made progress in carrying out Goal 1:

- The BCTC chair attended consultation meetings organized by the Ministry and related to the production of the video highlighting Standard 9. In December 2021, the PCSSC viewed the first draft of the video. The Ministry then proposed that the BCTC lead a working group to make decisions about the release and implementation of the video and additional resources for the BC K-12 school system. The BCTC agreed to take a leadership role in this important project. The BCTC decided that the working group would include representatives from the BCTC, FNEESC, Métis Nation BC, the BCTF, FISABC and the Ministry of Education, with its first meeting to take place in May 2022 to frame the vision and the goals.

- The BCTC chair and vice-chair met with Minister Whiteside on November 12, 2021, to follow up on their March 2020 request for Ministry funding and resources for in-service for teachers to create greater awareness about the Professional Standards, and especially Standard 9.

### Next Steps

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

- The BCTC will send additional correspondence to employers, education partners and local teacher union presidents at the beginning of the new school year encouraging the ongoing promotion of the Professional Standards for BC Educators.
- It will participate in the new working group as it oversees the development, release and implementation of the video highlighting Standard 9 and of additional materials related to the Standards.
- It will collect resources and perspectives on diversity, equity, inclusion, anti-oppression, anti-racism, decolonization and social justice. The BCTC expects to start a new review of the Professional Standards for BC Educators through these lenses in 2023 after it concludes the review of the Certification Standards.





---

## **GOAL 2: To continue the review and revisions of the Certification Standards.**

---

### **Context and Background**

The PCSSC leads the review of the Certification Standards. The project started in the winter of 2019 when the bylaws and policies related to certification were restructured, and the content was realigned to make the standards more user friendly. In November 2019, the Minister approved the realigned Standards. The Certification Standards were then posted online and shared with education partners and TEPs.

The PCSSC then conducted a jurisdictional scan of teacher certification requirements across Canada and revised wording and composition in the Certification Standards. In February 2020, the BCTC prioritized the following five themes: familiarization, currency of teaching practice, language proficiency (English and French), professional preparation requirements, and academic coursework requirements.

After consulting the DOC, the BCTC decided that the initial themes for review would be familiarization and currency of teaching practice. Historically, the standards that contained these themes hindered the efficient processing of applications for teacher certification and increased Ministry staff workload. Because of the resulting delays, applicants complained and expressed concerns about equity and fairness.

During the 2020/21 reporting period, as part of Phase 1 of the Certification Standards review related to familiarization and currency of practice, the BCTC:

- reviewed and discussed sections related to familiarization, considered the jurisdictional scan and research data, and examined the impacts of keeping a familiarization component;
- collaborated with the ABCDE on developing a familiarization course that would provide an introduction to the BC K-12 school system; and
- reviewed sections related to currency of practice and approved in principle the elimination of the related sections from the Standards, acknowledging that individual educators are expected to remain up to date in their practice.

Subsequently, the BCTC began Phase 2 of the Certification Standards review pertaining to English and French language proficiency and started revising related sections in early 2021.

### **Implementation Strategies**

The BCTC will work toward Goal 2 through its plans to:

- conduct ongoing PCSSC meetings in collaboration with the DOC;
- review and approve a project work plan to map its progress through the end of the 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 in this Reporting Period

In this reporting period, the BCTC made progress in carrying out Goal 2.

### Phase 1 of the Certification Standards Review (Familiarization and Currency of Teaching Practice)

- Throughout 2021, the BCTC continued its collaboration with the ABCDE on developing familiarization-related coursework. The familiarization course, Introduction to the BC K-12 School System and Professional Standards for BC Educators, has been developed by the UBC Faculty of Education and will be offered in 2022.
- On November 17, 2021, the BCTC submitted the updated Certification Standards to the Minister for consideration. The revisions for the submission related to familiarization and currency of practice and some other minor changes to ensure alignment and wording consistency.
- On January 14, 2022, the BCTC received the Minister's response, which allowed for the elimination of currency of practice from the Standards and the minor changes. However, the Minister disallowed the sections specific to familiarization and encouraged the BCTC to obtain advice from the Ministry Governance and Legislation Unit on potential legislative implications of the proposed changes.
- The BCTC notified the Canadian Free Trade Agreement (CFTA) representatives from the Ministry of Municipal Affairs of the changes to the Certification Standards, with the expectation that the changes will be communicated across Canadian jurisdictions.

### Phase 2 of the Certification Standards Review (Familiarization and Language Proficiency)

- In the spring of 2021, based on research, an environmental scan and extensive consultations with the DOC, the BCTC determined that the current language proficiency standards prevented many internationally trained educators from certifying and working in BC. With the goal of making the standards fairer and more inclusive, the BCTC considered the first revisions of these standards at the June meeting.
- On September 21, 2021, the BCTC held a half-day workshop on the Certification Standards specific to language proficiency and completed its recommended revisions to these sections. This was followed by consultation with the CFTA representatives from the Ministry of Municipal Affairs on the proposed changes. The CFTA representatives were supportive of the BCTC direction and efforts to improve and modernize the Standards, and they confirmed that the proposed changes aligned with the CFTA.
- In October 2021, the BCTC approved in principle that the language proficiency sections of the draft revised Certification Standards would be sent to the BCTC external legal counsel for review.
- At the February 2022 meeting, following the Minister's disallowal of the familiarization sections of the Certification Standards, the BCTC decided to combine further familiarization changes with language proficiency changes for the Phase 2 submission of the revised Certification Standards.
- At an ad hoc meeting on April 6, the BCTC approved changes to familiarization and language proficiency and, on April 13, submitted the Phase 2 revisions to the Minister for consideration.

### Phase 3 of the Certification Standards Review (Professional Preparation Requirements)

- In the winter of 2021/22, the BCTC began its review of the Certification Standards specific to professional preparation.

### Next Steps

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

- communicating the Minister-approved Phase 2 changes to the K-12 education sector and posting the revised Certification Standards online,
- engaging in extensive dialogue to address key questions and considerations related to Phase 3 (Professional Preparation Requirements),
- submitting revised professional preparation sections to the Minister for consideration, and
- continuing to collaborate with the Ministry Governance and Legislation Unit to improve overall clarity and consistency throughout the Certification Standards.



---

## **GOAL 3: To complete the review and revisions of the TEP Approval Standards and start the implementation process.**

---

### **Context and Background**

The Teacher Education Program Approval Standards Committee (TEPASC) of the BCTC leads the review and revision of the Teacher Education Program Approval Standards. 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, the Commissioner for Teacher Regulation, the DOC, and representatives from the Ministry of Education and the Ministry of Advanced Education, Skills and Training. 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

During the spring and summer of 2020, the TEPASC started revising the TEP Approval Standards based on the consultation feedback received and information gathered from a scan of Canadian and other jurisdictions. The overall aim was to find the right balance between the teacher education program components (inputs) and the resulting evidence (outputs), increase clarity within the revised TEP Approval Standards and develop coherence between the TEP Approval Standards, the Professional Standards, and the Certification Standards.

Within some of the drafts, the wording in the standards and in their indicators was updated and modernized. As a result, in draft 5, the TEP Approval Standards were reorganized and renamed:

- 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

In October 2020, the BCTC requested that the TEPASC obtain more feedback from education partners 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 suggestion was that the BCTC identify required indicators that support each Standard to guide the TEPs towards a successful BCTC approval and review process.

Through the spring of 2021, the TEPASC continued to refine wording, and on March 4, the TEPASC held a three-hour workshop for the BCTC to review the draft TEP Approval Standards. After a thorough review, the BCTC approved the revised TEP Approval Standards in principle. It then asked its external legal counsel for a legal review, which resulted in a recommendation for minor revisions.

### **Implementation Strategies**

The BCTC plans to:

- hold ongoing Teacher Education Program Approval Standards Committee (TEPASC) meetings,
- draft, review and approve the new TEP Approval Standards,
- request a legal review of the draft standards, and
- submit the draft standards to the Minister for consideration.

### **Progress in this Reporting Period**

In this reporting period, the BCTC made progress towards Goal 3:

- On June 29, 2021, the BCTC submitted to the Minister the revised TEP Approval Standards, which were disallowed. While the minister appreciated most of the changes including the increased emphasis on Indigenous pedagogies and knowledge in teacher education programs, she expressed concerns related to the jurisdiction of the BCTC under the Teachers Act and related to Standard 4.5. This was the standard about summative practicum parameters that allowed the BCTC to make exceptions in unusual circumstances.
- On October 21, 2021, the BCTC submitted the revised TEP Approval Standards to the Minister. The revisions addressed the issues identified in the Minister's reasons for disallowing the initial submission. The Minister responded in December by allowing the majority of the revised TEP Approval Standards, including the preamble and glossary. The Minister, however, disallowed Standard 4.5. due to a jurisdictional concern over the summative practicum exemption clause.

- In collaboration with the Ministry Governance and Legislation Unit, the BCTC updated wording to address the Minister’s concerns with the previously disallowed Standard 4.5. On February 17, 2022, the BCTC submitted the revised TEP Approval Standards for consideration, and on March 29, 2022, the Minister allowed the revised TEP Approval Standards.
- At the ad hoc meeting on April 6, 2022, the BCTC approved the implementation plan for the revised TEP Approval Standards proposed by the TEPASC. While the revised TEP Approval Standards officially came in effect immediately upon the Minister’s approval, the BCTC decided that BC TEPs would have until September 1, 2023, to implement the changes in the Standards.
- On April 12, 2022, the revised TEP Approval Standards were posted online and shared with all BCTC members, the ABCDE, and all Ministry staff.

### **Next Steps**

With the TEP Approval Standards review and revision phase now complete, the BCTC will focus on implementation in the next reporting period. It plans to:

- organize outreach sessions with TEPs and education partners, with sessions led by the TEPASC members to occur before the next BCTC meeting in June;
- finalize graphic design elements in the TEP Approval Standards and post the completed version online; and
- collaborate with the ABCDE to examine the TEPAR Framework and work to establish a possible process for TEPs to seek practicum exemptions in unusual circumstances.

---

## **GOAL 4: To launch the New Teacher Survey 2021 and complete analysis of the data collected.**

---

### **Context and Background**

The New Teacher Survey 2021 is a follow-up project to a similar 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 one step further by focusing on how new teachers transitioning into the profession develop their professional teacher identity. The BCTC hopes that the survey results will lead to recommendations on how to better support these transitions for teacher candidates and educators. The survey targets 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 survey contains themes from the Professional Standards for BC Educators and, through this lens, looks at specific system-level factors contributing to teachers' emerging professional identities. To explore these factors, the survey covers four broad phases of the transition into teaching profession:

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

The BCTC hopes to obtain plenty of quantitative and qualitative data. The data will help the BCTC carry out its mandate and workplan, which includes further implementation and promotion of the Professional Standards for BC Educators.

During the 2020/21 reporting period, under the guidance of the BCTC, the NTSWG received input from several external partners with expertise in areas related to research, developing surveys, interpreting data, etc. It conducted research on teacher identities, reviewed the previous survey to determine which questions to retain, and consulted 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.

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 2021 meeting.

## Implementation Strategies

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

- conduct ongoing meetings;
- consult with external working group members from the Ministry and TEPs;
- review and revise the New Teacher Survey 2021 workplan and timeline;
- approve survey questions and develop the survey tool;
- complete the survey privacy impact assessment (PIA) within the Ministry;
- launch the survey, monitor response rates and send survey reminders to participants and education sector;
- close the survey and prepare a high-level overview of survey results; and
- bring all recommendations to the BCTC for consideration.

## Progress in this Reporting Period

In this reporting period, the BCTC has made the following progress in carrying out Goal 4:

- In June 2021, the BCTC approved in principle the draft survey questions. The survey questions were designed to identify factors perceived by respondents as contributing to their professional identity and provide insights into how these contributions can be made more effective.
- The draft survey questions include the following sub-sections within the survey:
  - Demographic Data
  - Your Goals of Teaching
  - Teacher Education Program Coursework
  - Teacher Education Program Field Experiences
  - First Year of Teaching
  - Supports for Professional Learning
  - Being an Educator in BC
  - Your Transition Experience
  - Consent for Follow Up
- Following the June meeting, Ministry staff completed a privacy impact assessment (PIA). The scope of the PIA was to assess the privacy implications of disclosing the collected information to the BCTC, disclosing the scrubbed information to the post-secondary institutions identified in the survey, and disclosing an aggregate report to education partners and the greater public.



- Over the summer, the NTSWG worked with the Ministry Governance and Analytics team and external survey contractor A. Willock Information Systems (AWIS) to develop the survey tool. The survey tool was approved by the BCTC in September.
- The survey was launched on October 6, 2021, with an invitation to participate being sent to approximately 9,800 eligible certificate holders.
- The survey response rate turned out to be slightly lower than expected despite multiple reminders to the field. The BCTC reached out to BC education partners requesting their support with spreading awareness of the survey among their members, employees and/or graduates. BCTC members also did a targeted push in their communities by distributing a notice to local certificate holders through their local unions or association networks.
- The survey closed on April 8, 2022. There was a total of 1,311 responses, resulting in a response rate of approximately 13 percent.

### **Next Steps**

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

- at the June 2022 meeting, review the initial overview of survey data to be prepared and shared by Dr. St. Clair, which will include a preliminary analysis regarding survey response rate, demographics, career satisfaction and employment status;
- at the fall 2022 meeting, review the survey findings, resulting from an extensive quantitative and qualitative data analysis by Dr. St. Clair; and
- release the survey results publicly in early 2023.



---

## **GOAL 5: To continue exploring Blended Learning TEP options that will better support rural and remote communities and make BC teacher training programs more accessible.**

---

### **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 2019/20 reporting period, the TEPARC started its review and discussion of the evaluation of TEPs 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 first proposal for a blended rural and remote professional certification program from UBC. At the June 2020 meeting, the BCTC approved the UBC proposal. The BCTC hoped this approved change would positively impact the critical shortage of teachers particularly in rural, remote and Indigenous communities.

In May 2020, the BCTC, UBC and UVic held a virtual blended learning workshop. 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.

### **Implementation Strategies**

To implement this goal, the TEPARC plans to:

- continue 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 in this Reporting Period**

In this reporting period, the BCTC made the following progress towards carrying out Goal 5:

- In June 2021, UBC requested approval of additional minor changes to its blended Rural and Remote Professional Certification Program, including the increase in online coursework from 33 to 40 percent. These changes were brought forward to improve the course delivery during the COVID-19 pandemic and as a

measure of support to districts in rural and remote communities that are challenged by issues of recruitment and retention. The BCTC approved the proposed changes at its June meeting.

- At its February 2022 meeting, the BCTC approved the continuation of Vancouver Island University's online component (totaling four courses or 12 credits of study) of the final semester of its Bachelor of Education Post-Baccalaureate Program after it proved to be highly effective during COVID-19 campus closures. The BCTC supported the continuation as the shift provides greater equity of access for students that are not from the Nanaimo area.
- In March 2022, UBC requested a meeting with the TEPARC. The purpose was to discuss the possibility of running the Indigenous Teacher Education Program (NITEP) Bella Coola cohort in a blended format starting in September 2022. UBC explained that having some courses in blended format would help students and instructors living outside of the community, whose travel may be impeded by inclement weather, to keep up with their studies. Additionally, UBC proposed that NITEP students could stay within their communities and not travel to Vancouver to complete their final fifth year. The TEPARC supported this community-based approach to teacher education and requested an ad hoc meeting of the BCTC to consider the matter. The BCTC intends to meet in May to review the proposal.

### 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.



---

**GOAL 6: To actively engage in the following areas of professional learning so that BCTC members are better supported in understanding the role and mandate of the BCTC:**

- the TRC Calls to Action and UNDRIP
  - anti-oppression, colonialism and anti-racism.
- 

### **Context and Background**

In line with the provincial K-12 Anti-Racism in Education Action Plan, the BCTC recognized the need to apply an anti-racism lens to all three sets of their standards.

In February 2021, the BCTC passed a motion to request the Ministry for funding so that BCTC members could engage in collective professional learning on the topics of anti-racism, diversity, equity and inclusion through a half-day training session. The goal of the training would be to build capacity for BCTC members on these important topics as they continue their review of the Certification Standards and the Teacher Education Program Approval Standards. Additionally, through this training, the BCTC would define a strategy for communicating with the education community about the Professional Standards for BC Educators specifically related to the issues of equity and racism.

### **Implementation Strategies**

To implement this goal, the BCTC plans to:

- engage in collective professional learning on the topics of anti-racism, diversity, equity and inclusion by committing 3 hours of training during one of their regularly planned multi-day meetings.

### **Progress to Date**

The BCTC has made the following progress towards carrying out Goal 6:

- In October 2021, BCTC members engaged in a half-day professional learning session on truth, reconciliation and healing with Denise Augustine, Aboriginal education field liaison, and Joe Heslip, Indigenous education secondee and field Liaison, from the Ministry. This session aimed to support the members to gain a better understanding of these important areas and how they relate to the BCTC mandate.

### **Next Steps**

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

- continuing to engage in half-day professional learning sessions for all BCTC members. The next session will focus on anti-oppression, colonialism, and anti-racism in the context of the BC K-12 education system.

## TEACHER EDUCATION PROGRAMS APPROVAL AND REVIEW

### TEPAR Framework and Processes

The 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 TEPs 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 June 2021, the Teacher Education Program Approval and Review Implementation Guide and the BC Teachers' Council Program Assessment Team (PAT) Orientation Guide were posted 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

There are nine approved TEPs 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 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)	2021
Trinity Western University	2002	Internal Change (2019)	2019
University of Northern British Columbia	2002	Internal Change (2022)	2022
University of British Columbia (Okanagan)	2002	Major Change (2019)	2020
University of British Columbia (Vancouver)	1956	Minor Change (2022)	2019
University of the Fraser Valley	2002	Internal Change (2022)	2019
University of Victoria	1963	Internal Change (2022)	2018
Vancouver Island University	1997	Minor Change (2021)	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 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 2021/22. 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 five changes that did not require BCTC approval were received from the following institutions:

- University of the Fraser Valley
  - Optional addition of a special topics course to the French Immersion Programming
  - Relocation of the TEP to the Mission campus in September 2023
  - Minor revisions to course titles and learning outcome descriptions
- University of Victoria
  - Implementation of PAT Maintenance Review recommendations
- University of Northern British Columbia
  - Proposal for a new model of practice supervision

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 Victoria	B.Ed. Indigenous Language Revitalization Program (BEDILR)	April 9, 2021	N/A	Approved June 4, 2021
University of British Columbia	Rural and Remote Professional Certification TEP	April 9, 2021	April 9, 2021	Approved June 4, 2021
Vancouver Island University	Post-Baccalaureate Program	November 24, 2021	N/A	Approved February 9, 2022
University of British Columbia	Blended Professional Certification Program NITEP Bella Coola	March 21, 2022	March 21, 2022	TBD at May 2022 ad hoc 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 began in the fall of 2020

Note 2: The BCTC 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 missed the BCTC visit in 2021 and begins a six-year cycle in 2022

Note 5: The UNBC Structured Dialogue was postponed until the spring of 2022

### Structured Dialogues

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 a slightly improved pandemic situation, the Structured Dialogues in this reporting period were completed in person. Structured Dialogues took place at the following institutions:



Institution	Date of Dialogue	Report Presented to BCTC	Program Faculty/Staff Present for Report to BCTC
Thompson Rivers University	October 27, 2021	February 11, 2022	Mahtab Nazemi (assistant professor, B.Ed. program coordinator – elementary) and Robert Wielgoz (associate teaching professor, B.Ed. program coordinator BETT, STEM)
University of Northern BC	April 26, 2022	Expected date June 3, 2022	TBA

### Maintenance Reviews

The first Maintenance Review of the reporting period took place virtually with Vancouver Island University from May 18 through 21, 2021. The Program Assessment Team (PAT) was chaired by Jim Iker (BCTC) and included Jo-Anne Chrona (BCTC), Dr. Ted Howe (Thompson Rivers University), and Dana Plett (School District No. 84 – Vancouver Island West). The final PAT Report, including its approval recommendation to the BCTC, was presented at the BCTC’s October 2021 meeting.

The second Maintenance Review followed in November 2021 at Trinity Western University. The PAT was chaired by Alice Kedves (BCTC) and included Joseph Colistro (BCTC), John Yamamoto (UBC-Vancouver), and Tammie Chernoff (School District No. 33 in Chilliwack). The final PAT report and a program approval recommendation was presented to the BCTC at its February 2022 meeting.

In line with Process D of the TEPAR Framework, the BCTC determined that the TEPs at VIU and TWU continue to meet the TEP Approval Standards.

Institution	Date of Review	PAT Report Presented to BCTC	Program Faculty/Staff Present for Report to BCTC
Vancouver Island University	May 18-21, 2021	October 8, 2021	Dr. David Paterson (dean), Dr. Rachel Moll (associate dean), Dr. Allyson Fleming (chair of undergraduate programs), and Dr. Marian Riedel (chair of graduate programs)
Trinity Western University	November 17-18, 2021	February 11, 2022	Dr. Allyson Jule (dean), Cynthia McCarthy (secondary stream, professional year coordinator), and Jackie Buitelaar (elementary stream, professional year program coordinator)

The next Maintenance Review is planned at the University of the Fraser Valley from May 4 through 5, 2022. The PAT will be chaired by Danielle Neer and will include Shelley Balfour (BCTC), Allyson Fleming (Vancouver Island University), and Lori Nelson (School District No. 73 – Kamloops/Thompson). Planning has also begun for the review at the University of British Columbia, scheduled to take place from November 15 through 17, 2022.

## PROGRAM CHALLENGES DURING THE PANDEMIC

Like the previous reporting period, this reporting period had challenges related to the COVID-19 pandemic. These challenges included TEPs moving to online instruction, issues with field experience supervision, lack of practicum placements, and COVID-related racism. However, this period also allowed for the BCTC to have collaborative discussions with the ABCDE and BC TEPS, mostly through the Teacher Education Program Working Group (TEPWG). The working group was tasked with reviewing the status of BC practicums and providing solutions to the changing ways that schools and universities were able to give instruction.

Although TEPs were optimistic at the start of the 2021/22 academic year as they planned to return most classes to campus, the fall of 2021 brought new challenges, including inclement weather and flooding, in addition to ongoing pandemic-related issues. Many TEPs reported an increase in student requests for online instruction and concerns over student and teacher safety.

In its letter of December 22, 2021, the ABCDE told the BCTC about ongoing challenges that TEPs had been experiencing but stated that all programs were committed to offering teacher education without interruption and on time, as well as to meeting the Certification Standards and the Professional Standards. The ABCDE requested continued support from the BCTC in allowing programs the flexibility to adjust by offering a combination of face-to-face, online and remote teaching experiences. The BCTC granted the request.

The ABCDE also raised concern about possible functional closures of schools resulting from staffing shortages due to illness and how the closures may affect teacher candidates during their practicum. In January 2022, the ABCDE and BCTC issued a joint statement to all school districts and education partners reminding them of an expectation that teacher candidates should not be used as TTOC's or substitute teachers in a potential context of teacher shortages.

Regardless of the pandemic easing in the spring of 2022, the BCTC and ABCDE continued to meet regularly to exchange updates. Additionally, on April 27 and April 28, 2022, several BCTC members participated in the ABCDE/Teacher Education Program Roundtable hosted by UNBC in Prince George.

## EXPENSES

Member Expenses: May 1, 2021 – April 30, 2022				
BCTC Member	Expenses (Accommodation, parking, travel, meals, etc.)	Meeting Fee	Teacher Release Costs	Total
Balfour, Shelley	781.34	375.00	4,300.00	5,456.34
Berting, Terence	98.70	2,375.00	-	2,473.70
Bir, Jatinder	229.77	375.00	4,521.48	5,126.25
Britton, Vandy	144.00	-	-	144.00
Broady, Carolyn	42.90	2,125.00	-	2,167.90
Chrona, Jo-Anne	1,013.99	1,750.00	-	2,763.99
Colistro, Joseph	806.32	2,625.00	-	3,431.32
Cooke, Matthew	-	625.00	-	625.00
Demers, Adrienne	-	250.00	5,462.13	5,712.13
Dumont, Marjorie	39.27	250.00	4,536.40	4,825.67
Fraser, Janine	-	125.00	1,041.85	1,166.85
Hall, John	-	375.00	720.28	1,095.28
Iker, Jim	2,687.71	2,975.00	9,341.37	15,004.08
Kedves, Alice	1,021.85	375.00	3,360.67	4,757.52
Kishkan, Lisa	1,665.81	250.00	8,155.54	10,071.35
LaBounty, Michelle	608.88	375.00	-	983.88
Neer, Danielle	1,227.54	500.00	4,252.50	5,980.04
Young, Beverley	1,461.88	-	-	1,461.88
<b>Total</b>	<b>11,829.96</b>	<b>15,725.00</b>	<b>45,692.22</b>	<b>73,247.18</b>

Other Expenses				
	June 2021	October 2021	February 2022	Total
Catering	-	3,833.55	-	3,833.55
iPhone/iPad Data Charges - Iker, Jim	-	-	-	1,142.23
BCTC Annual Report Design/Layout	-	-	-	1,540.00
<b>Total</b>	-	3,833.55	-	6,515.78

Total Expenses of BCTC: May 1, 2021 – April 30, 2022					
Expenses	Meeting Fees	Release Costs	Catering	Other	Total
11,829.96	15,725.00	45,692.22	3,833.55	2,682.23	79,762.96

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, 2021 - April 30, 2022				
BCTC Member	Expenses	Meeting Fee	Release Costs	Total
Bir, Jatinder	-	-	1,665.10	1,665.10
Broady, Carolyn	-	750.00	-	750.00
Demers, Adrienne	-	250.00	1,332.41	1,582.41
Dumont, Marjorie	-	-	1,874.75	1,874.75
Iker, Jim	-	-	3,273.96	3,273.96
<b>Total</b>	-	1,000.00	8,146.22	9,146.22

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

Member Expenses: May 1, 2021 – April 30, 2022				
BCTC Member	Expenses	Meeting Fee	Release Costs	Total
Fraser, Janine	-	-	282.98	282.98
Hall, John	-	125.00	-	125.00
Iker, Jim	-	-	2,578.59	2,578.59
Kedves, Alice	-	-	1,637.61	1,637.61
Kishkan, Lisa	-	125.00	1,541.26	1,666.26
Neer, Danielle	-	125.00	1,012.50	1,137.50
<b>Total</b>	<b>-</b>	<b>375.00</b>	<b>7,052.94</b>	<b>7,427.94</b>

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

Member Expenses: May 1, 2021 – April 30, 2022				
BCTC Member	Expenses	Meeting Fee	Release Costs	Total
Balfour, Shelley	-	-	645.00	645.00
Colistro, Joseph	-	250.00	-	250.00
Iker, Jim	-	175.00	1,411.27	1,586.27
Kedves, Alice	-	125.00	627.42	752.42
<b>Total</b>	<b>-</b>	<b>550.00</b>	<b>2,683.69</b>	<b>3,233.69</b>

### Teacher Education Program Working Group (TEPWG)

Member Expenses: May 1, 2021 – April 30, 2022				
BCTC Member	Expenses	Meeting Fee	Release Costs	Total
Bir, Jatinder	-	250.00	-	250.00
Iker, Jim	-	-	1,225.00	1,225.00
<b>Total</b>	<b>-</b>	<b>250.00</b>	<b>1,225.00</b>	<b>1,475.00</b>

### New Teacher Survey Working Group (NTSWG)

Member Expenses: May 1, 2021 – April 30, 2022				
BCTC Member	Expenses	Meeting Fee	Release Costs	Total
Balfour, Shelley	-	375.00	-	375.00
Bir, Jatinder	-	250.00	473.73	723.73
Chrona, Jo-Anne	-	375.00	-	375.00
Iker, Jim	-	350.00	931.08	1,281.08
<b>Total</b>	<b>-</b>	<b>975.00</b>	<b>1,404.81</b>	<b>2,754.81</b>

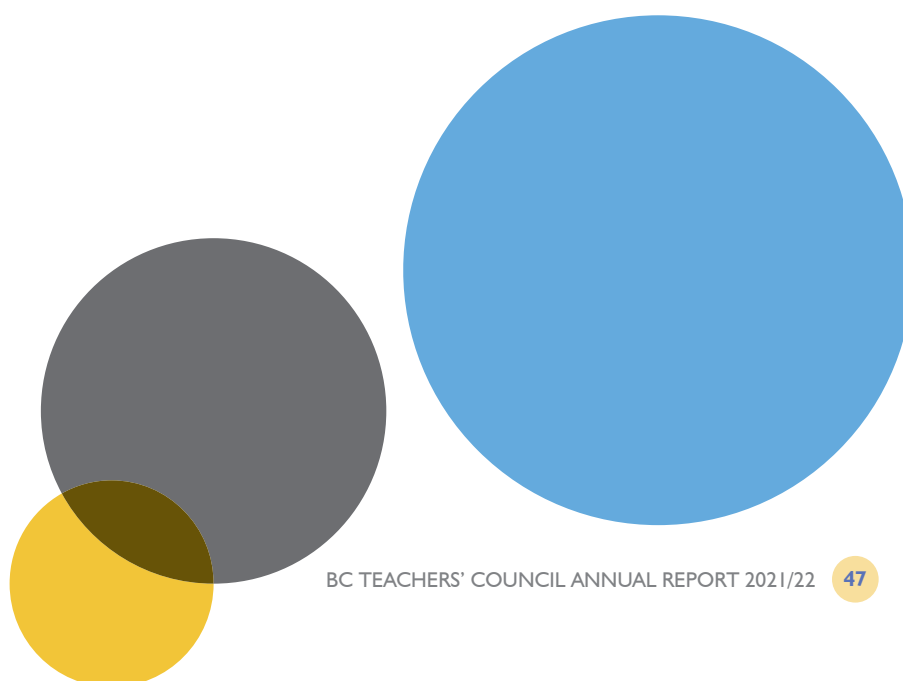
### Structured Dialogues – BCTC Representatives

Member Expenses: May 1, 2021 – April 30, 2022				
BCTC Member	Expenses	Meeting Fee	Release Costs	Total
Balfour, Shelley	1,308.10	125.00	860.00	2,293.10
Kishkan, Lisa	532.96	125.00	633.04	1,291.00
Neer, Danielle	201.45	125.00	405.00	731.45
<b>Total</b>	<b>2,042.51</b>	<b>375.00</b>	<b>1,898.04</b>	<b>4,315.55</b>

## Maintenance Reviews (including Program Assessment Teams)

Member Expenses: May 1, 2021 – April 30, 2022				
BCTC Member	Expenses	Meeting Fee	Release Costs	Total
Balfour, Shelley	-	-	645.00	645.00
Chrona, Jo-Anne	-	1,000.00	-	1,000.00
Colistro, Joseph	707.10	1,000.00	-	1,707.10
Iker, Jim	-	-	3,716.00	3,716.00
Kedves, Alice	440.70	525.00	2,004.31	2,970.01
Neer, Danielle	-	-	607.50	607.50
<b>Total</b>	<b>1,147.80</b>	<b>2,525.00</b>	<b>6,972.81</b>	<b>10,645.61</b>

Other Maintenance Review Expenses: May 1, 2021 – April 30, 2022		
Item	Cost	Total
Courier	108.36	108.36
<b>Total</b>	<b>108.36</b>	<b>108.36</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 PDF)

<https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/standards-for-educators/standards-case-studies#standards>

Certification Standards (July 2022 PDF)

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

Teacher Education Program Approval Standards (March 2022 PDF)

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

Teacher Education Program Approval and Review Framework (May 2019 PDF)

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

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

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

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

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

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>



