

BC TEACHERS' COUNCIL

ANNUAL REPORT

MAY 2022 -
APRIL 2023





November 28, 2023

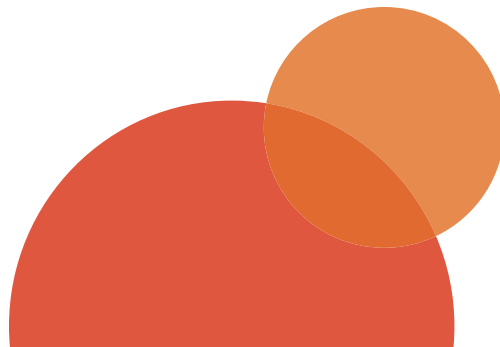
The Honourable Rachna Singh
Minister of Education and Child Care
PO Box 9045, Stn Prov Govt
Victoria, BC V8W 9E2

Dear Minister Singh:

It is my honour to present to you the 2022-2023 Annual Report of the BC Teachers' Council (BCTC). This report documents the work done by the BCTC between May 1, 2022 and April 30, 2023 related to its mandate and work plan. The report has been prepared and submitted in accordance with section 16 of the *Teachers Act*.

Sincerely,

Jatinder Bir
Chair

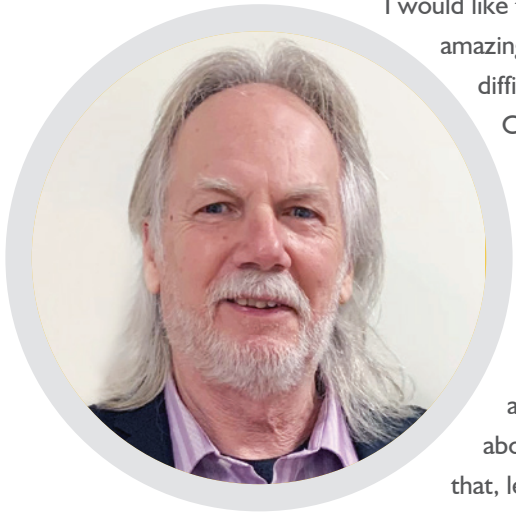




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MESSAGE FROM THE CHAIR



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 and the teacher shortage. The British Columbia Teachers' Council (BCTC) had another successful, dynamic and busy year, which is the eleventh year of operations. This annual report focuses on the work of the BCTC between May 2022 and April 2023 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 video about Standard 9 by the Professional Standard 9 Awareness Working Group that, led by the BCTC, was tasked to create videos about Standard 9 and to develop additional resources for the K-12 education system. We are currently working on another video. 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 put in place the revised Teacher Education Programs Approval Standards and asked the programs about the progress in implementing the changes. The changes reflect the importance of preparing students and future teachers for the changing nature of our schools and society. In addition, the BCTC continued to review and revise the Certification Standards. The changes to date have created a fairer and more equitable application process that has enabled many internationally trained candidates to receive a Conditional Certificate or Certificate of Qualifications in a timelier manner. We have seen the positive impact of these changes already.

In the past year, the BCTC members participated in two successful structured dialogues at UBCO and UVic and two comprehensive maintenance reviews of the teacher education programs at UFV and UBC. The BCTC is thankful to the teacher education programs as well as 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. Using the results, we produced three reports with recommendations to the government, teacher education programs, and partners and rightsholders.

In addition, as the BCTC, we were able to continue our own professional development in the areas of diversity, inclusion, reconciliation, anti oppression, anti colonialism and anti-racism.

This important work of the BCTC wouldn't be accomplished without the support of others. 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. I also want to recognize and thank Howard Kushner, the outgoing Commissioner for Teacher Regulation, for his work and the open dialogue we had with him.

We also welcomed the new Commissioner for Teacher Regulation, Ana Mohammed. We look forward to her reports and dialogue at BCTC meetings and working collaboratively with us.

There are some BCTC members who have completed their time on BCTC. I would like to acknowledge Joe Colistro (FISA), Jo Chrona (FNESC) and Carolyn Broady (BCSTA). 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/appointed BCTC members Anne Tenning (FNESC), Terry Berting (BCCPAC) and Adrienne Demers (BCTF). I thank you for your continued service.

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. We hope to see more trained educators in the system next reporting period.

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 and Child Care 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:

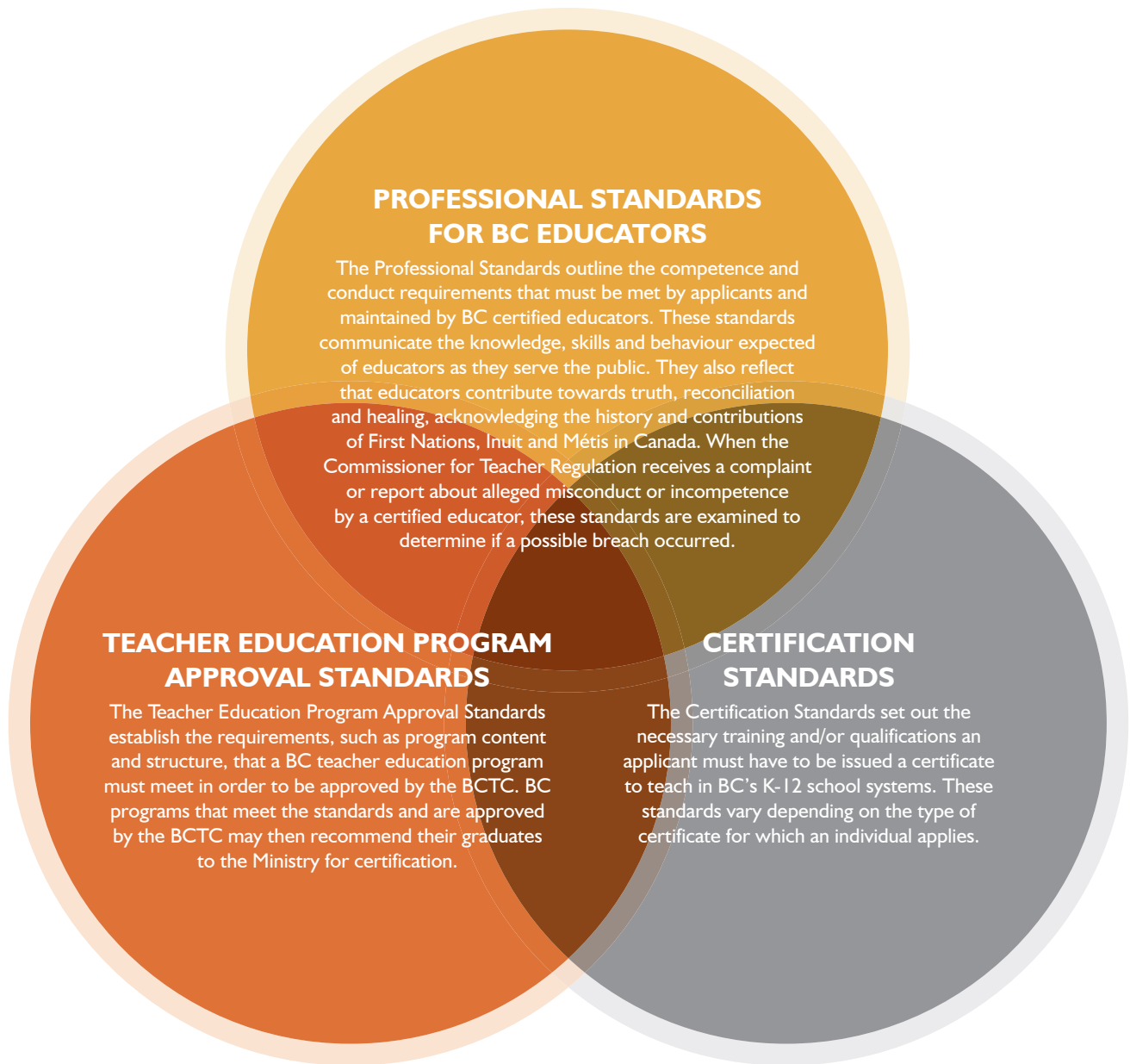
- establish teacher education program approval standards;
- determine if programs meet the teacher education program approval standards;
- cooperate with a faculty or school of teacher education in the design and evaluation of teacher education programs;
- establish the standards a person must meet to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

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 and Child Care (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. The next BCTC Elections will occur in March 2024.

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
Britton, Vandy	Association of BC Deans of Education	April 23, 2021	April 23, 2024
Berting, Terence	BC Confederation of Parent Advisory Councils	April 23, 2022	April 23, 2025
LaBounty, Michelle	BC Principals' and Vice-Principals' Association	April 23, 2021	April 23, 2024
Young, Beverley	BC School Superintendents Association	April 23, 2021	April 23, 2024
Broady, Carolyn	BC School Trustees Association	April 23, 2021	April 23, 2024
Demers, Adrienne	BC Teachers' Federation	April 23, 2020	April 23, 2023
Iker, Jim	BC Teachers' Federation	April 23, 2022	April 23, 2025
Neer, Danielle	BC Teachers' Federation	April 23, 2021	April 23, 2024
Colistro, Joseph	Federation of Independent School Associations	April 23, 2020	April 23, 2023
Tenning, Anne	First Nations Education Steering Committee	April 23, 2022	April 23, 2025
Brent, Sarvi	Non-voting Ministry representative	February 4, 2022	At pleasure

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 eleven years. 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 Masters 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 almost 20 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 in Canadian Studies from Simon Fraser University and a Diploma in Surveying from BCIT. He works in the land surveying industry. Terry is honoured to be appointed to a second term on both the BC Teachers' Council and the Professional Conduct and Disciplinary Board, and he is looking forward to continuing this important work.

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 executive director of the Teacher Regulation Branch at the Ministry of Education and Child Care 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 13 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 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 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.

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 of continuous improvement. Joe holds a Bachelor of Education from the University of Alberta and a Masters in Educational Administration from the University of Victoria.

ADRIENNE DEMERS

Adrienne is currently on leave from her work as a blended learning teacher at Kootenay Discovery 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 is currently the local president. She brings her experience from sitting on 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 was an active member of the Ministry of Education Curriculum, Assessment, and Reporting Committee and sat on the Canadian Teachers' Federation Professional Issues 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.

MARJORIE DUMONT

Marjorie has taught in elementary, secondary and post-secondary institutions. She is currently vice-president of the Vancouver Elementary and Adult Educators Society (VEAES). She taught in the Vancouver School District as a Resource/PE prep teacher. She also 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 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 seventh year on the BCTC and has been serving as chair in this reporting period.

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 son and daughter at the University of Victoria. 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 primary 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 was chair of the BCTF Provincial Bargaining Team 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 the District Principal of Teaching and Learning in School District No. 45 (West Vancouver). She has extensive experience as an educator in BC both as a school-based administrator and as a classroom teacher teaching all subject areas including STEAM, Core French, French Immersion, and the Performing Arts. Michelle is passionate about capacity building in others, leadership building, and mentorship. 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 with a Specialization in Elementary French from the University of British Columbia, a Master of Arts in Educational Leadership and Administration from San Diego State University, and a Doctorate from the University of Kansas in Educational Leadership and Policy. She is balancing her professional and academic pursuits with life as a wife, daughter, and mother.

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

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)

Assistance Teachers' Association's (LATA) vice-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.

ANNE TENNING

Anne is a member of the Stz'uminus First Nation on Vancouver Island. Anne has been an educator in the K-12 public education system for over 20 years. In this time, she has worked as a secondary teacher and district leader of Indigenous Education in various parts of BC. Anne has also worked for the First Nations Education Steering Committee (FNESC) as the Senior Manager of Curriculum. Anne's late mother, Elizabeth Tenning, attended Kuper Island Residential School and Anne considers her mother to be her greatest influence and role model. In 2008, Anne received the Governor General's Award for Excellence in Teaching Canadian History. She currently lives with her husband on the beautiful, ancestral and unceded territories of the Secwepemc people in Salmon Arm, BC.

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 six 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.



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.



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



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, Michelle LaBounty, 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), Mahi Boozarjomehri, Director of 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).



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. The purpose of the TEPWG is to provide a forum for managing joint processes and sharing ideas relevant to the ABCDE and the BCTC, such as monitoring and supporting the implementation of the TEP Approval and Review Framework. 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.

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 current focus of the TEPWG is supporting teacher recruitment and retention, especially in the north, and revising the TEPAR Framework.



Meetings held during this reporting period.

Professional Standard 9 Awareness Working Group (PS9AWG)

The Professional Standard 9 Awareness Working Group (PS9AWG) was established by the BCTC and the Ministry of Education and Child Care. In the spring of 2022, the BCTC invited representatives from FNEESC, Métis Nation BC (MNBC), BCTF, FISABC and the Ministry to join the new working group. The First Nations Education Authority (FNEA) joined the PS9AWG later in the summer.

In this reporting period, the group included Jim Iker, BCTC Chair; Marjorie Dumont, BCTC member; Lauren Petersen, Manager, K-12 Education (MNBC); Mary Mollineaux, Executive Director (FNEA); Denise Augustine, Superintendent of Indigenous Education (Ministry); Brad Baker, Associate Superintendent of Indigenous Education (Ministry); Gail Stromquist, Assistant Director of Aboriginal Education (BCTF); Anne Tenning, Appointed BCTC member

and FNEESC Consultant (FNEESC); and Rachele Warman, Principal, St. John Paul II Catholic School (FISABC)/Darren Spyksma, Indigenous Education Liaison (FISABC).

The purpose of PS9AWG was to promote and amplify the importance of Professional Standard 9 and build capacity within the BC K-12 education sector. Specifically, the working group intended to oversee the creation and implementation of an initial awareness video specific to Professional Standard 9, and to develop related additional videos/resources and links to other initiatives and content specific to Professional Standard 9.



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 2022/23 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 1–3, 2022
- October 5–7, 2022
- February 15–17, 2023

All the public meetings of the BCTC were held in person while BCTC committees mostly continued to meet via video conference. In addition to the three regularly scheduled multi-day meetings, the BCTC held an ad hoc meeting in May to address a TEP proposal for change to an existing program requiring immediate attention. In January, the BCTC held two in-person workshops. The purpose of a half-day workshop on January 16 was to discuss and determine specific implementation strategies related to the BCTC Workplan 2022/23 by outlining steps and actions that BCTC needed to take to achieve their objectives. The full-day workshop on January 17 was organized by the PCSSC to involve the BCTC in an in-depth discussion on the phase 3 of the review of the Certification Standards pertaining to the professional preparation requirements.

During this reporting period, the BCTC continued its collaboration with the Ministry of Education and Child Care. In October, Christina Zacharuk, Deputy Minister, joined the BCTC meeting virtually to provide an update on Ministry initiatives. The Deputy Minister also spoke about practicum placement challenges and the demand for teachers in the north and across BC, the teacher shortage and the need to increase the number of certified teachers, and possible supports for rural

and remote TEP cohorts. In February, the BCTC met with Cloe Nicholls, Assistant Deputy Minister of the Governance and Analytics division, who spoke about Indigenous educators in the workforce, uncertified teachers and letters of permission, and the high barriers to enter into the teaching profession.

The BCTC 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. In February, the BCTC congratulated the Commissioner on completing his five-year term and thanked him for the years of collaboration and dialogue. BCTC Chair Jim Iker was subsequently involved in the appointment process for the new Commissioner for Teacher Regulation.

Two virtual presentations took place at the June BCTC meeting. Representatives of Métis Nation BC presented about the history of Métis chartered communities in BC, as well as the Early Years and Middle Years programming available to Métis families. Additionally, members of Climate Education Reform BC, a student-led grassroots organization, engaged BCTC members in a dialogue about climate justice in schools and promoted climate action education.

Finally, during this reporting period, BCTC members had an opportunity to participate in several external education events and activities, such as the Premier's Awards for Excellence in Education, International Symposium at UBC on Indigenous-Led Teacher Education in Local and Global Contexts, as well as the Teacher Education Program Roundtable 2023, hosted by Thompson Rivers University in Kamloops on April 27-28, 2023.

2022/23 WORK PLAN: PROGRESS REPORT

At its June 2022 meeting, the BCTC established a new workplan for 2022/23. Using its previous workplan, the BCTC amended its goals and created a new one about Professional Standard 9.

2022/23 Goals	Status
GOAL 1: To communicate and promote the Professional Standards for BC Educators.	Amended Ongoing
GOAL 2: To communicate and amplify Standard 9 and all it encompasses, including: decolonization, reconciliation, anti-oppression and anti-racism education.	New Ongoing
GOAL 3: To continue the review and revisions of the Certification Standards.	Ongoing
GOAL 4: To continue the implementation process of the TEP Approval Standards.	Amended Ongoing
GOAL 5: To complete the analysis of the data and communicate the results from the 2021/22 New Teacher Survey.	Amended Ongoing
GOAL 6: To continue learning about Blended and/or Online Learning TEP options to make BC teacher education programs more accessible.	Amended Ongoing
GOAL 7: To actively engage in professional learning so that Council members are better supported in understanding the role and mandate of BCTC, including but not limited to: <ul style="list-style-type: none"> • the TRC Calls to Action and DRIPA, • anti-oppression, colonialism and anti-racism, • inclusion. 	Amended Ongoing

Goal 1: To communicate and promote the Professional Standards for BC Educators.

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.

Believing that it is a responsibility of the entire education system to work on continuously implementing and increasing awareness of the Professional Standards, during the previous three reporting periods, the BCTC communicated the Professional Standards to all 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. The BCTC also promoted the Standards through a variety of other initiatives. These included collaborating with the Commissioner for Teacher Regulation and the Ministry 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.

Additionally, the BCTC chair and vice-chair met with Minister Whiteside in November 2021 to discuss the BCTC's request for Ministry funding and resources for in-service for teachers to create greater awareness about the Professional Standards, and especially Standard 9.

Implementation Strategies

- Continue to spread awareness of the Standards to all educators and education partners, which will include outreach opportunities and other promotional content.
- Send additional correspondence to employers, education partners and local teacher union presidents at the beginning of the new school year to encourage the ongoing promotion of the Professional Standards for BC Educators.
- Collect resources and perspectives on diversity, equity, inclusion, anti-oppression, anti-racism, decolonization and social justice.
- Improve communication with certificate holders regarding professional regulation by requesting their input through focus groups.
- Consider creating a new certificate maintenance/affirmation requirement using a proposed module for an "Annual Review of Professional Standards for BC Certificate Holders" that every certificate holder would have to complete annually.

Progress in this Reporting Period

- Through additional correspondence sent to employers, education partners and local teacher union presidents at the beginning of the 2022/23 school year, the BCTC encouraged the ongoing promotion of the Professional Standards for BC Educators.
- The BCTC also initiated a new working group called the Professional Standard 9 Awareness Working Group. The role of the working group was to oversee the development, release and implementation of a video highlighting Professional Standard 9 and additional materials related to the Professional Standards.

Next Steps

- The BCTC 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 after it concludes the review of the Certification Standards in 2024.

Goal 2: To communicate and amplify Standard 9 and all it encompasses, including: decolonization, reconciliation, anti-oppression and anti-racism education.

Context and Background

In the fall of 2021, the Ministry of Education and Child Care, the Commissioner for Teacher Regulation and the BCTC collaborated to develop a resource related to Standard 9 in the form of a short video. The intent of the resource was to encourage and empower K-12 educators to embrace their professional responsibility under Standard 9 and celebrate its importance.

In February 2022, the Ministry proposed that the BCTC lead a working group of rightsholders and education partners that would finalize the Standard 9 video and introduce the resource into the BC K-12 school system. The BCTC agreed to take a leadership role in this important project and invited representatives from the FNESC, Métis Nation BC, the BCTF, FISABC and the Ministry to join the new Professional Standard 9 Awareness Working Group (PS9AWG). The group was later joined by the newly established FNEA. In April, the Ministry secured funding to hire a video production company (Gloo Studios) to work with the PS9AWG. The goal was to determine the best narrative and finalize the video so that it could be available in time for the National Day for Truth and Reconciliation on September 30, 2022.

Implementation Strategies

- Participate in the work of the Professional Standard 9 Awareness Working Group, as it oversees the development, release and implementation of the video highlighting Standard 9 and of additional materials related to Standard 9, truth and reconciliation.
- Request feedback from TEPs, certificate holders, employers, rightsholders, partners, parents and/or students on their progress with achieving this goal.
- Create follow-up vignettes showing success stories from the school system that focus on important factors like colonial mindset, connectedness and relationship to community, and curriculum and pedagogy/resources.
- Create an online interactive web portal where BC certificate holders can visit and learn how to access appropriate and authentic resources related to Standard 9, truth and reconciliation, decolonization, and inclusion of Indigenous perspectives within the K-12 education system.

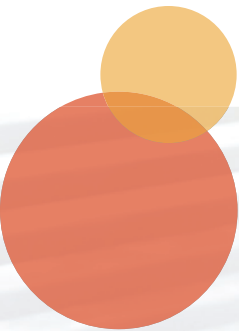
Progress in this Reporting Period

- The first meeting of PS9AWG took place on May 18, 2022, with representatives from each invited organization in attendance. With open and collaborative dialogue, the PS9AWG framed various important aspects of the video project, including its vision, key messaging, length, content, communications and engagement. The collaboration continued during the summer months. On September 26, a seven-minute video called “Professional Standard 9 – Truth and Reconciliation, Moving Forward Together” was released.

- The video launch was communicated to certificate holders, education partners, teacher education programs, employers, BC government and various national organizations in the field of education. Recipients were encouraged to use the video to examine their own biases, integrate Indigenous perspectives into the curriculum and build respectful relationships with First Nations, Inuit and Métis communities.
- In the fall of 2022, PS9AWG moved onto the next phase of the implementation, which included two streams:
 - **Stream 1:** Visioning and Mapping of Short Vignettes – The PS9AWG’s focus was on colonial mindset, connectedness and relationship to community, and curriculum and pedagogy/resources. Several personal stories of BC educators who are doing great work in these areas have been collected.
 - **Stream 2:** Developing a Standard 9 Resource – The PS9AWG partnered with the BC School Superintendents Association to create an online training module with reflective work and links to other training, resources and media. The module will help educators understand Indigenous ways of knowing and being with a focus on healing, breaking down biases, truth, history and hope.
- In the spring of 2023, the PS9AWG partnered with an Indigenous educator and project consultant, Meredith Rusk, who will work alongside the project videographer to ensure an Indigenous lens and perspective is applied to both streams.

Next Steps

- The PS9AWG will continue to look for ways to promote the Standard 9 video. This will include requests that employers and education partners share the video with their employees and members and utilize the video at district/school meetings, annual general meetings and provincial conferences.
- For Stream 1, the project videographer will reach out to selected educators to explore their stories and start filming.
- For Stream 2, the project videographer will start working on the creation of an online learning platform. PS9AWG will also start curating appropriate Indigenous resources related to each section/theme of the learning tool.



Goal 3: 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. Subsequently, the PCSSC conducted a jurisdictional scan of teacher certification requirements across Canada and revised wording and composition in the Certification Standards.

To make the review process of the Standards more efficient, the BCTC undertook a phased approach and prioritized the following themes: familiarization, currency of teaching practice, language proficiency (English and French), professional preparation requirements and academic coursework requirements. Historically, some of 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.

In November 2021, the BCTC submitted the **Phase 1** package of revisions for the Minister's approval. The Phase 1 submission included the themes of familiarization and currency of teaching practice. In January 2022, based on legal advice that identified specific concerns, the Minister allowed the proposed changes related to currency of practice, which resulted in the removal of these sections from the Standards. The Minister, however, disallowed the proposed changes 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 feedback from the Minister and Governance and Legislation Unit informed the BCTC approach with preparing the **Phase 2** package of revisions. During the spring of 2022, the BCTC incorporated additional amendments to the familiarization sections and finalized proposed changes to English and French language proficiency.

In late 2021 and early 2022, the BCTC began **Phase 3** of the Certification Standards review for the theme of professional preparation.

Implementation Strategies

- Conduct ongoing meetings of the Professional and Certification Standards Steering Committee (PCSSC) in collaboration with the Director of Certification (DOC).
- Regularly update and approve the project workplan to track the progress.
- Conduct research/jurisdictional scans and consult with the DOC, education partners and/or BCTC external legal counsel to increase understanding of the sections being reviewed.
- Determine and approve revised requirements for the reviewed sections.
- Send the revised requirements to the Ministry Governance and Legislation Unit to draft proposed revisions to the standards.

- Approve draft revisions and submit the revised Certification Standards to the Minister of Education and Child Care for topic-by-topic consideration.
- Publish revised Certification Standards online and notify education partners.

Progress in this Reporting Period

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

- On June 10, 2022, the BCTC submitted the final revisions to the certification requirements included in Phase 2 to the Minister for consideration. The Minister allowed the revisions on July 25, 2022.
- Sections pertaining to English and French language proficiency now include new options for applicants to demonstrate language proficiency based on their experience or education. Changes to familiarization include a new course that will be offered by BC TEPs to introduce applicants who completed their teacher education program outside of Canada to the BC K-12 school system.
- The revised Certification Standards were posted online and communicated to the field. The BCTC also notified the Canadian Free Trade Agreement (CFTA) representatives from the Ministry of Municipal Affairs about the revisions, with the expectation that the changes will be communicated across Canadian jurisdictions.

Phase 3 of the Certification Standards Review (Professional Preparation)

- The PCSSC has begun the review of the professional preparation requirements. In consultation with the DOC, the PCSSC wants to address key questions and considerations on the criteria and requirements related to professional preparation.
- Based on the Minister's feedback from Phase 2, the PCSSC has decided to include the validity of Certificates of Qualification within Phase 3.
- On January 17, 2023, the PCSSC facilitated a full-day workshop for the BCTC. BCTC members examined case studies and experienced the practical application of the Certification Standards. The DOC presented an overview of the current professional preparation requirements and answered questions from BCTC members.
- During its February meeting, the BCTC approved in-principle the revised requirements for professional preparation, as well as some additional amendments to the sections specific to familiarization because of the revised requirements for professional preparation.
- The BCTC also decided to seek legal advice from the BCTC external legal counsel regarding the validity of certificates sections that are currently problematic from a human rights perspective.

Next Steps

- The BCTC chair will meet with BCTC external legal in early May 2023.
- The PCSSC hopes to bring the proposed revisions to professional preparation, familiarization sections and validity of certificates to the fall 2023 BCTC meeting for review and approval.
- The BCTC will submit the revised sections about professional preparation to the Minister for consideration.
- The BCTC will begin Phase 4 of the Certification Standards review that includes the theme of academic coursework.

Goal 4: To continue the implementation process of the TEP Approval Standards.

Context and Background

The Teacher Education Program Approval Standards Committee (TEPASC) 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. Starting in the fall of 2019, the TEPASC then completed four phases of consultations on the realigned TEP Approval Standards. The extensive consultation process brought together representatives from BC TEPs, education partner groups, the Commissioner for Teacher Regulation, the DOC, the Ministry of Education and Child Care, and the Ministry of Advanced Education, Skills and Training.

Throughout 2020 and 2021, the BCTC worked on revising the TEP Approval Standards based on the consultation feedback received, information gathered from a scan of Canadian and other jurisdictions, and a BCTC external legal counsel. 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.

Throughout this reporting period, the BCTC submitted the revised TEP Approval Standards to the Minister for approval on several occasions. While the Minister appreciated most of the changes, such as 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. In collaboration with the Ministry Governance and Legislation Unit, the BCTC updated wording to address the Minister's concerns.

On March 29, 2022, the Minister allowed the revised TEP Approval Standards. The revised standards were reorganized in the following way:

	TEP Approval Standards 2019	TEP Approval Standards 2022
Standard 1	Quality Assurance and Institutional Commitment	Design, Development and Delivery
Standard 2	Required Content	Selection, Retention and Completion
Standard 3	Practicum/Field Experience	Content Knowledge, Pedagogy and Professional Dispositions
Standard 4	Selection & Admission & Withdrawal & Re-entry	Practicum
Standard 5	Resources and Personnel	Quality Assurance

Implementation Strategies

- Conduct ongoing meetings of the Teacher Education Program Approval Standards Committee (TEPASC).
- Organize outreach sessions with TEPs and education partners, with sessions led by the TEPASC members to occur before the BCTC meeting in June 2022.
- Finalize graphic design elements in the TEP Approval Standards and post the completed version online.
- Reach out to TEPs/education partners and offer additional outreach sessions of the revised TEP Approval Standards.
- Collaborate with the ABCDE to examine the TEPAR Framework and work to establish and communicate a potential process for TEPs to seek accommodations/exceptions for the summative practicum component of rural and remote education cohorts.

Progress in this Reporting Period

- With the TEP Approval Standards review and revision phase now complete, the BCTC focused on outreach and implementation of the standards in this reporting period. The TEPASC held four outreach sessions in May 2022 to discuss the revised TEP Approval Standards with BC TEP faculty members and education partner groups. TEPs were asked to submit before September 1, 2023, information that showed how they would implement the changes so that their programs would continue to meet the Standards. By the end of this reporting period, all BC TEPs had submitted implementation tables that identified the steps they intended to take to meet the revised Standards.

- On June 10, 2022, the graphically designed TEP Approval Standards were posted online.
- On May 25, 2022, the BCTC received correspondence from the Yukon Department of Education expressing concern that the revised TEP Approval Standards did not include the ability for BC teacher candidates to complete their summative practicum placements in the Yukon. They felt that this would greatly impact their ability to attract, recruit, and retain teachers in the region. In their October meeting, the BCTC agreed to amend the Standards to include Yukon schools as an acceptable location to complete a summative placement, as the Yukon utilizes the BC K-12 curriculum and employs many BC K-12 certified teachers and administrators.
- In late 2022 and early 2023, the BCTC worked collaboratively with the Yukon Department of Education and the BC Ministry of Education and Child Care Governance and Legislation staff to revise the language in Standard 4.5 to include practicum placements in the Yukon. At the meeting on February 17, 2023, the BCTC approved the revised language. The revisions were then sent to the Minister for consideration. The Minister's response and decision are expected by May 2, 2023.

Next Steps

- Once the Minister approves the revisions to the language in Standard 4.5, the BCTC will publish the revised TEP Approval Standards and notify all BC TEPs and the Yukon Department of Education of the approved changes.
- The TEPASC will review the implementation tables received from BC TEPs and will seek additional information from some of the programs.
- The TEPASC will forward the implementation tables to TEPARC so that they may be used with the programs during TEPAR Framework processes, such as Structured Dialogues and Maintenance Reviews.

Goal 5: To complete the analysis of the data and communicate the results from the 2021/22 New Teacher Survey.

Context and Background

The three-year New Teacher Survey (NTS) 2021/22 project was overseen and coordinated by the New Teacher Survey Working Group (NTSWG) with support from the Association of British Columbia Deans of Education and several branches of the BC Ministry of Education and Child Care. NTS 2021/22 is a follow-up project to a similar BCTC initiative from 2015.

The 2021/22 survey looked into four broad phases of the transition of new teachers from their teacher education program into the teaching profession. The phases included teacher education program coursework, teacher education program field experiences, the first year of teaching, and supports for professional learning. The purpose of the survey was to better understand how prepared new teachers are for the realities of entering the British Columbia kindergarten to grade 12 school system. The BCTC hopes the survey will lead to an increased understanding of the experience of new teachers during the transition through teacher education programs and into the early years of work as a professional educator.

Over the summer of 2021, Ministry staff completed a privacy impact assessment to assess the privacy implications of disclosing the collected information to the BCTC, the post-secondary institutions identified in the survey, the

education partners and the public. The NTSWG also 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.

In October 2021, the BCTC launched the survey to more than 9,800 new teachers who completed a teacher education program in British Columbia between 2015 and 2020 and were holding a British Columbia teaching certificate. The survey closed in April 2022 with over 1,300 responses received resulting in a response rate of approximately 13 percent.

Implementation Strategies

- Conduct ongoing meetings of the New Teacher Survey Working Group (NTSWG).
- At the June 2022 meeting, review the initial overview of survey data, including a preliminary analysis of the 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.
- Produce the NTS Full Report, Executive Summary, and several sub-reports pertaining to different stakeholders.
- Release the survey results in early 2023.
- Develop a communication plan for the release of the survey data results.
- Collaborate with the ABCDE to examine the findings.
- Integrate findings from the NTS into future Structured Dialogues and Maintenance Reviews.

Progress in this Reporting Period

- The survey data analysis and report development were led by Dr. Ralf St. Clair, University of Victoria professor and a former member of the BCTC. At the June 2022 meeting, Dr. St. Clair provided the initial overview of survey data sets, which included a preliminary analysis regarding survey response rate, demographics, career satisfaction and employment status.
- A draft of the NTS 2021/22 Full Report was presented to the BCTC in November. The report was structured around research questions and included a number of overall findings (13) and specific recommendations (28). The findings and recommendations are relevant to various stakeholders across the BC K-12 education sector, including but not limited to BC teacher education programs, the Ministry of Education and Child Care, school districts and school administrators.
- At its February 2023 meeting, the BCTC agreed to produce four NTS 2021/22 data reports:
 - Full Report, including all results and recommendations
 - Executive Summary
 - Sub-report: Recommendations for BC Teacher Education Programs
 - Sub-report: Recommendations for BC Government and Education Partners

- During the spring of 2023, the BCTC conducted several outreach sessions with education partner groups to overview the survey process, results and recommendations. The sessions included the ABCDE, the Ministry executive and BC teacher education programs. The session with BC K-12 education partners is scheduled for May 8. There has been great interest in the NTS 2021/22 results with strong attendance at each of these sessions.

Next Steps

- With support from the Ministry Communications Team, the BCTC will develop a Communications Plan to outline the strategy for communicating to the education community the results of the NTS 2021/22 and the subsequent recommendations.
- The BCTC will release graphically designed survey results on the Ministry website/BCTC webpage by the end of July. Following the release, the BCTC will send correspondence about the results and recommendations to certificate holders, teacher education programs, school employers, and other education partners.
- Over the long term, with the results of the New Teacher Survey 2021/22, the BCTC seeks to inform future changes to the regulatory standards for the teaching profession, as well as to provide recommendations for improvements to the education community, including to the teacher education programs, public school districts, government, and other education partners.
- The BCTC hopes to pursue a similar follow-up survey in 5 years, which would ensure a continuity of research, findings and outcomes in this field.

Goal 6: To continue learning about Blended and/or Online Learning TEP options to make BC teacher education 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.

The review and discussion of the evaluation of TEPs with significant online/distributed learning content (i.e., blended TEPs) started in early 2020. The TEPARC discussed the 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 May of that year, the BCTC, UBC and UVic held a virtual blended learning workshop where 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. In its June meeting, the BCTC approved a first proposal for a blended rural and remote professional certification program from UBC.

In the 2021/22 reporting period, the BCTC continued reviewing and approving program changes that aimed at improving programs' delivery during the COVID-19 pandemic and supporting districts in rural and remote communities that

are challenged by issues of recruitment and retention. These changes pertained to UBC's blended Rural and Remote Professional Certification Program and the online component of VIU's B.Ed. Post-Baccalaureate Program.

In March 2022, the UBC Associate Dean, Teacher Education requested to meet with the TEPARC to discuss a potential program change. Following the discussion, the program submitted a notice of intent outlining plans to offer its approved NITEP teacher preparation program in Bella Coola starting in September 2022. TEPARC reviewed and discussed the proposal and decided to request an ad-hoc meeting of BCTC to consider the matter.

Implementation Strategies

- Continue to increase the BCTC's knowledge and understanding of contemporary online and blended educational delivery. Consider organizing another workshop on Blended Learning (like the one done in May 2020). Create a vision and direction for this goal.
- Discuss the representation of online and blended learning in the TEP Approval Standards and the Certification Standards.
- Continue reviewing proposals for blended TEPs and providing recommendations to the BCTC at TEPARC meetings.
- Continue discussing blended and online teacher education, its benefits to rural and remote communities, and the overall accessibility to teacher education.
- Inquire about percentages of F2F/online content within TEP programs and courses during Structured Dialogues and Maintenance Reviews.
- Invite a representative from the Ministry of Post-Secondary Education and Future Skills to discuss TEP seats and funding models.

Progress to Date

- On May 2, 2022, the BCTC met with UBC representatives to review and discuss UBC's proposal for Blended Professional Certification Program NITEP Bella Coola. UBC explained that having some courses in a blended format would help students and instructors to keep up with their studies, especially if they live outside of the community and their travel may be impeded by inclement weather. Additionally, UBC proposed that NITEP students could stay within their communities and not travel to Vancouver to complete their final fifth year. The BCTC approved the proposal as well as the development of a memorandum of understanding with UBC to increase flexibility in practicum placements for teacher candidates in this NITEP.
- In October 2022, SFU submitted a notice of intent for AHCOTE PLP Pilot with Blended EDUC 402W Semester. It requested approval for a blended synchronous delivery model for EDUC 402W semester as part of the AHCOTE PLP pilot that will run alongside the current AHCOTE PDP beginning in September 2023. The BCTC approved this as a Minor Program Change.

Next Steps

- The BCTC will continue to discuss blended and online teacher education, its benefits to rural and remote communities, and the overall accessibility to teacher education.

Goal 7: To actively engage in professional learning so that Council members are better supported in understanding the role and mandate of BCTC, including but not limited to:

- **the TRC Calls to Action and DRIPA,**
 - **anti-oppression, decolonization and anti-racism,**
 - **inclusion.**
-

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.

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.

Implementation Strategies

- Continue to engage in half-day professional learning sessions for all BCTC members 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.
- Ensure the next three sessions (Fall 2022 and Winter/Spring 2023) focus on anti-oppression, colonialism, and anti-racism in the context of the BC K-12 education system.
- Expand the BCTC Orientation for new members to better support members' understanding of the role and mandate of the BCTC, with particular focus on the committee work.
- Bring an Indigenous lens/perspective and an anti-racism/anti-oppression lens/perspective to all BCTC work goals and committee work.

Progress to Date

- At its June 2022 meeting, the BCTC engaged in a professional learning session on First Nations Jurisdiction and FNEA led by Mary Mollineaux, FNEA, and Sarvi Brent, Ministry of Education and Child Care. Through this presentation and dialogue, the BCTC members learned about jurisdiction and the FNEA, Participating First Nations and teacher certification, and provincial legislative amendments to support FNEA teacher certification and regulation.

- In October 2022 and February 2023, the BCTC members attended professional learning sessions with Angela Ma Brown, a subject-matter expert and experienced facilitator in the field of anti-racism and anti-oppression education.
 - The October session, Anti-racism Education, included the following components:
 - Four agreements of courageous conversations
 - Terms, vocabulary and theory: Staircase of oppression
 - Intersectionality, positionality, identity
 - Race as a social construct
 - How children learn race and racism
 - Forms of racism/Brief history of systemic racism in Canada.
 - The February session, Whiteness and White Supremacy Culture, covered the following themes:
 - Power and privilege
 - White privilege, white guilt, white body supremacy
 - Whiteness as a social construct
 - White supremacy culture characteristics.
 - Both sessions engaged participants in courageous conversations, experiential learning, and empathy building activities to unpack and respond to the harmful impacts of prejudice, discrimination, racism and oppression.

Next Steps

- BCTC will continue to engage in half-day professional learning sessions for all members. The third and final session with Angela Ma Brown, planned for the spring BCTC meeting, 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 understand and demonstrate the Professional Standards and meet the Certification Standards. 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.

For more information on the TEPAR Framework and accompanying documents, 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 along with their most recent review processes:

Name of Institution	TEP Established	Most Recent Program Change	Most Recent Structured Dialogue	Most Recent Maintenance Review
Simon Fraser University (SFU)	1965	Minor Change (2023)	2021	n/a
Thompson Rivers University (TRU)	2003	Minor Change (2020)	2021	n/a
Trinity Western University (TWU)	2002	Internal Change (2023)	2019	2021
University of Northern British Columbia (UNBC)	2002	Internal Change (2022)	2022	n/a
University of British Columbia Okanagan (UBCO)	2002	Major Change (2019)	2022	n/a
University of British Columbia Vancouver (UBC)	1956	Minor Change (2023)	2019	2022
University of the Fraser Valley (UFV)	2002	Minor Change (2022)	2019	2022
University of Victoria (UVIC)	1963	Internal Change (2022)	2022	2020
Vancouver Island University (VIU)	1997	Minor Change (2023)	2019	2021

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 understand and demonstrate the Professional Standards and meet 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 several proposals submitted by BC TEPs. In all cases, university representatives attended the BCTC meetings to answer questions.

The BCTC received nine proposals for change from approved BC TEPs during the reporting period of 2022/23. 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 two changes that did not require BCTC approval were received from the following institutions:

- Trinity Western University
 - Course titles, course description, and change of title for their minor.
- University of Victoria
 - French PDPP Elementary B.Ed. Pilot

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

Institution	Program Change	Notice of Intent Received	BCTC Decision
UBC	Indigenous Teacher Education Program (NITEP) Field Centre Bella Coola	March 21, 2022	Approved May 2, 2022
UVIC	Additional Course Option for Secondary PDP	June 16, 2022	Approved October 6, 2022
UFV	B.Ed. Courses, Course Credits and Program Structure Changes	August 8, 2022	Approved October 6, 2022
VIU	Rural and Remote Cohort in Gold River and Zeballos	November 28, 2022	Approved with conditions February 17, 2023
UBC	Rural and Remote Education (RRED) Practicum Placements	January 18, 2023	Approved February 17, 2023
SFU	PLP Practicum and Prior Learning Assessment Recognition (PLAR)	September 28, 2022	Approved with conditions February 17, 2023
SFU	AHCOTE PLP Pilot with Blended EDUC 402W Semester	October 28, 2022	Approved February 17, 2023

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
SFU												
	Maintenance Review				•						•	
	Structured Dialogue		•				•		•			
TRU												
	Maintenance Review					•					•	
	Structured Dialogue		•					•		•		
TWU												
	Maintenance Review		•						•			
	Structured Dialogue				•		•				•	
UBC												
	Maintenance Review			•						•		
	Structured Dialogue					•		•				•
UBCO												
	Maintenance Review						•					•
	Structured Dialogue	•		•					•		•	
UFV												
	Maintenance Review			•						•		
	Structured Dialogue					•		•				•
UNBC												
	Maintenance Review						•					
	Structured Dialogue			•		•			•		•	
UVIC												
	Maintenance Review	•						•				
	Structured Dialogue			•			•			•		•
VIU												
	Maintenance Review		•						•			
	Structured Dialogue				•			•			•	

Note 1: Maintenance Reviews began in the fall of 2020

Note 2: All BCTC visits have been scheduled on a six-year cycle

Note 3: UFV had a Structured Dialogue in 2019; UFV missed the BCTC visit in 2021 and begins a six-year cycle in 2022

Note 4: The UNBC Structured Dialogue was postponed until the spring of 2022

Note 5: TRU has deferred its 2023 Maintenance Review to 2024

Note 6: UBCO has requested that its 2024 Maintenance Review be deferred to 2025

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.

Structured Dialogues in this reporting period took place at the following institutions:

Institution	Date of Dialogue	Report Presented to BCTC	BCTC Participants
UBCO	November 25, 2022	February 15, 2023	Michelle LaBounty and Beverly Young
UVIC	December 6, 2022	February 16, 2023	Jatinder Bir and Terence Berting

Maintenance Reviews

The BCTC normally completes two Maintenance Reviews per year. In this reporting period, Maintenance Reviews were completed at the University of the Fraser Valley and at the University of British Columbia. In line with Process D of the TEPAR Framework, the BCTC determined that the TEPs at both institutions continue to meet the TEP Approval Standards.

Institution	Date of Review	PAT Report Presented to BCTC	Program Assessment Team (PAT)
UFV	May 4-5, 2022	October 7, 2022	<ul style="list-style-type: none"> • Danielle Neer, BCTC • Shelley Balfour, BCTC • Allyson Fleming, teacher educator, VIU • Lorena Nelson, K-12 educator, School District No. 73
UBC	November 15-17, 2022	February 16, 2023	<ul style="list-style-type: none"> • Marjorie Dumont, BCTC • Adrienne Demers, BCTC • Kathy Sanford, teacher educator, UVIC • Jeffrey Aw-Yong, K-12 educator, School District No. 44

In this reporting period, Ministry staff worked with the BCTC and TEPs to prepare outcome summaries related to all TEPAR Framework processes. It is anticipated that the summaries will be posted online in the summer of 2023.

EXPENSES

Member Expenses: May 1, 2022 - April 30, 2023				
BCTC Member	Expenses (Accommodation, parking, travel, meals, etc.)	Meeting Fees	Teacher Release Costs	Total by Member
Balfour, Shelley	1,786.69	375.00	3,820.00	5,981.69
Berting, Terence	36.96	3,000.00	-	3,036.96
Bir, Jatinder	2,084.17	250.00	6,148.28	8,482.45
Britton, Vandy	395.09	-	-	395.09
Broady, Carolyn	222.36	2,250.00	-	2,472.36
Colistro, Joseph	4,057.15	3,125.00	-	7,182.15
Demers, Adrienne	4,033.95	375.00	2,088.57	6,497.52
Dumont, Marjorie	152.51	250.00	6,620.91	7,023.42
Iker, Jim	10,079.18	2,625.00	11,097.72	23,801.90
Kedves, Alice	2,632.47	125.00	4,655.16	7,412.63
Kishkan, Lisa	4,820.28	125.00	6,666.30	11,611.58
LaBounty, Michelle	452.91	125.00	-	577.91
Neer, Danielle	4,432.68	250.00	4,860.00	9,542.68
Tenning, Anne	6,182.69	-	-	6,182.69
Young, Beverly	3,086.70	-	-	3,086.70
Total	44,455.79	12,875.00	45,956.94	103,287.73

Other Expenses						
Expense	One-time	June 2022	October 2022	January 2023	February 2023	Total by Expense
Catering	-	3,554.99	3,953.52	1,270.94	3,102.57	11,882.02
Name plates	94.39	-	-	-	-	94.39
iPhone/iPad Data Charges – Iker, Jim	1,067.84	-	-	-	-	1,067.84
Courier charges	61.42	-	-	-	-	61.42
Professional Learning Contract	4,200.00	-	-	-	-	4,200.00
Other Expenses Total	5,423.65	3,554.99	3,953.52	1,270.94	3,102.57	17,305.67

Total Expenses of BCTC: May 1, 2022 – April 30, 2023				
Expenses	Meeting Fees	Release Costs	Other Expenses	Total
44,455.79	12,875.00	45,956.94	17,305.67	120,593.40

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, 2022 - April 30, 2023				
BCTC Member	Expenses	Meeting Fees	Release Costs	Total by Member
Bir, Jatinder	102.27	125.00	1,718.70	1,945.97
Broady, Carolyn	24.06	1,000.00	-	1,024.06
Demers, Adrienne	2,330.60	375.00	1,087.41	3,793.01
Dumont, Marjorie	29.91	250.00	2,106.65	2,386.56
Iker, Jim	1,607.56	175.00	4,048.51	5,831.07
Total	4,094.40	1,925.00	8,961.27	14,980.67

Other Expenses			
Expenses	June 27, 2022	September 27, 2022	Total by Expense
Catering	283.67	299.50	583.17

Total Expenses				
Expenses	Meeting Fees	Release Costs	Other Expenses	Total
4,094.40	1,925.00	8,961.27	583.17	15,563.84

Teacher Education Program Approval and Review Committee (TEPARC)

Member Expenses: May 1, 2022 - April 30, 2023				
BCTC Member	Expenses	Meeting Fees	Release Costs	Total by Member
Iker, Jim	-	-	2,877.06	2,877.06
Kedves, Alice	-	125.00	1,166.99	1,291.99
Kishkan, Lisa	-	375.00	935.81	1,310.81
Neer, Danielle	-	250.00	1,012.50	1,262.50
TEPARC Total	-	750.00	5,992.36	6,742.36

Teacher Education Program Approval Standards Committee (TEPASC)

Member Expenses: May 1, 2022 – April 30, 2023				
BCTC Member	Expenses	Meeting Fees	Release Costs	Total by Member
Balfour, Shelley	-	375.00	445.00	820.00
Bir, Jatinder	-	-	248.06	248.06
Colistro, Joseph	-	500.00	-	500.00
Iker, Jim	-	175.00	2,352.79	2,527.79
Kedves, Alice	-	250.00	987.42	1,237.42
TEPASC Total	-	1,300.00	4,033.27	5,333.27

Teacher Education Program Working Group (TEPWG)

Member Expenses: May 1, 2022 – April 30, 2023				
BCTC Member	Expenses	Meeting Fees	Release Costs	Total by Member
Bir, Jatinder	-	125.00	744.17	869.17
Iker, Jim	1,372.43	175.00	3,858.80	5,406.23
Total	1,372.43	300.00	4,602.97	6,275.40

Other Expenses				
Expense	June 29, 2022	December 2, 2022	February 23, 2023	Total by Expense
Catering	236.24	255.94	241.30	733.48

Total Expenses				
Expenses	Meeting Fees	Release Costs	Other Expenses	Total
1,372.43	300.00	4,602.97	733.48	7,008.88

New Teacher Survey Working Group (NTSWG)

Member Expenses: May 1, 2022 - April 30, 2023				
BCTC Member	Expenses	Meeting Fees	Release Costs	Total by Member
Balfour, Shelley	-	125.00	660.00	785.00
Bir, Jatinder	-	125.00	983.39	1,108.39
LaBounty, Michelle	-	125.00	-	125.00
Iker, Jim	75.10	175.00	3,379.10	3,629.20
NTSWG Total	75.10	550.00	5,022.49	5,647.59

Professional Standard 9 Awareness Working Group (PS9AWG)

Member Expenses: May 1, 2022 - April 30, 2023				
BCTC Member	Expenses	Meeting Fees	Release Costs	Total by Member
Iker, Jim	2,592.23	350.00	4,796.32	7,738.55
Dumont, Marjorie	41.49	125.00	3,310.45	3,476.94
Total	2,633.72	475.00	8,106.77	11,215.49

Other Expenses					
Expenses		May 18, 2022	August 2, 2022	November 1, 2022	Total
Catering	-	331.10	333.83	347.61	1,012.54
Video Contract	43,450.00	-	-	-	43,450.00
Total	43,450.00	45,030.10	45,108.83	45,213.61	44,462.54

Total Expenses				
Expenses	Meeting Fees	Release Costs	Other Expenses	Total by Expense
2,633.72	475.00	8,106.77	44,462.54	55,678.03

Structured Dialogues (SDLG) – BCTC Representatives

Member Expenses: May 1, 2022 - April 30, 2023				
BCTC Member	Expenses	Meeting Fees	Release Costs	Total by Member
Berting, Terence	147.91	375.00	-	522.91
Bir, Jatinder	820.71	-	496.11	1,316.82
Kishkan, Lisa	5.20	-	-	5.20
LaBounty, Michelle	698.84	-	-	698.84
Young, Beverly	85.80	-	-	85.80
Total SDLG Expenses	1,758.46	375.00	496.11	2,629.57

Other Expenses	
Courier charges	110.80

Total Expenses				
Expenses	Meeting Fees	Release Costs	Other Expenses	Total
1,758.46	375.00	496.11	110.80	2,740.37

Maintenance Reviews (MR) (including Program Assessment Teams)

Member Expenses: May 1, 2022 - April 30, 2023				
BCTC Member	Expenses	Meeting Fees	Release Costs	Total by Member
Balfour, Shelley	863.98	250.00	1,520.00	2,633.98
Demers, Adrienne	1,757.89	625.00	2,471.86	4,854.75
Dumont, Marjorie	932.49	525.00	3,310.45	4,767.94
Kishkan, Lisa	-	375.00	-	375.00
Neer, Danielle	911.84	1,050.00	810.00	2,771.84
Total MR Expenses	4,466.20	2,825.00	8,112.31	15,403.51

Other Expenses	
External contractors' reviews	9,497.89

Total Expenses				
Expenses	Meeting Fees	Release Costs	Other Expenses	Total
4,466.20	2,825.00	8,112.31	9,497.89	24,901.40

RESOURCES

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

Contact the BC Teachers' Council

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/assets/gov/education/administration/legislation-policy/legislation/schoollaw/teachers_act_contents.pdf

Professional Standards for BC Educators (June 2019 PDF)

https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teacher-regulation/standards-for-educators/edu_standards.pdf

Certification Standards (July 2022 PDF)

https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/organizational-structure/boards-commissions-tribunals/bc-teachers-council/cert_standards_jul2022.pdf

Teacher Education Program Approval Standards (March 2023 PDF)

https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teacher-regulation/teacher-education-programs/tep_standards.pdf

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

https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teacher-regulation/teacher-education-programs/tepar_framework.pdf

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

https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teacher-regulation/teacher-education-programs/tepar_implementation_guide.pdf

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

https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teacher-regulation/teacher-education-programs/pat_orientation_guide.pdf

Approved 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>

Outcomes of Teacher Education Programs' Review Processes

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

