

BC TEACHERS' COUNCIL

ANNUAL REPORT

MAY 2023 -
APRIL 2024





November 26, 2024

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

Dear Minister Beare:

It is my honour to present to you the 2023/24 Annual Report of the BC Teachers' Council (BCTC). This report documents the work done by the BCTC between May 1, 2023 and April 30, 2024 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



As we reflect on another reporting period, I want to take a moment to express my heartfelt gratitude to all educators and education partners in the BC K-12 education system. Amidst the ongoing challenges of teacher shortages and recruitment, their unwavering dedication and commitment are a testament to their passion for education, and together we are creating a brighter future for all learners.

Over the past year, the BC Teachers' Council held more than 30 in-person meetings of committees and working groups, demonstrating our commitment to collaboration and shared purpose.

Our partnership with the Ministry of Education and Child Care continues to flourish. In June 2023, the BCTC welcomed Cloe Nicholls, Assistant Deputy Minister of the Governance and Analytics Division, who joined the BCTC meeting in person to provide an update on Ministry initiatives regarding workforce, anti-racism, reconciliation and child care. Additionally, we had the privilege of meeting with the Honourable Rachna Singh, Minister of Education and Child Care, who recognized our efforts in revising the Certification Standards and raising awareness about Professional Standard 9.

We also published the reports and results from the New Teacher Survey 2021/22, which shed light on several critical issues faced by newly certified educators in our province. These findings underscore the urgent need for systemic changes in support and resources to better equip our new teachers. This collective effort reflects our commitment to enhancing the educational experience for all new educators and ensuring they have the tools they need to thrive.

This year, the Council engaged in transformative professional learning sessions with Angela Ma Brown, an expert in anti-racism education. These sessions sparked vital conversations about inclusivity and equity in our schools, reminding us of the power we hold to effect meaningful change. We also invited the Commissioner for Teacher Regulation, Ana Mohammed, to discuss regulatory standards and trends in conduct cases, ensuring we remain informed and aligned with best practices. Furthermore, we welcomed Joe Heslip, Indigenous Education Seconded from the Ministry, who shared powerful insights on Equity in Action in public and independent schools. We also had the opportunity to hear from Cathy McMillan, founder of Dyslexia BC, who passionately advocates for students with dyslexia.

Our participation in external events, such as the Premier's Awards for Excellence in Education and the 2024 Teacher Education Roundtable, has enriched our understanding and strengthened our connections across the educational landscape. These engagements serve as reminders that we are part of something much larger — a community dedicated to the growth and well-being of our students.

As we conclude this reporting period, I am proud to acknowledge the growth of our Council, which now includes 18 members. We welcomed Jo Cornthwaite (BCTF), Bob Holmes (BCSTA), Lesya Balsevich (FISA), and Mary Mollineaux (FNEA), and I extend my congratulations to Adrienne Demers on her re-appointment. I also want to express our gratitude to former members Joe Colistro and Carolyn Broady for their outstanding contributions to the Council over the years.

Finally, thank you once again to British Columbia educators for their determination and dedication and for being the heart and soul of our education system. It was an honour to serve as the Chair of the BC Teachers' Council during this reporting period. Together, we will continue to navigate the challenges ahead, supporting students and each other with compassion, courage and a shared vision for a more inclusive future.

With sincere gratitude,

Jatinder Kaur Bir
Chair, BC Teachers' Council



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

MANDATE

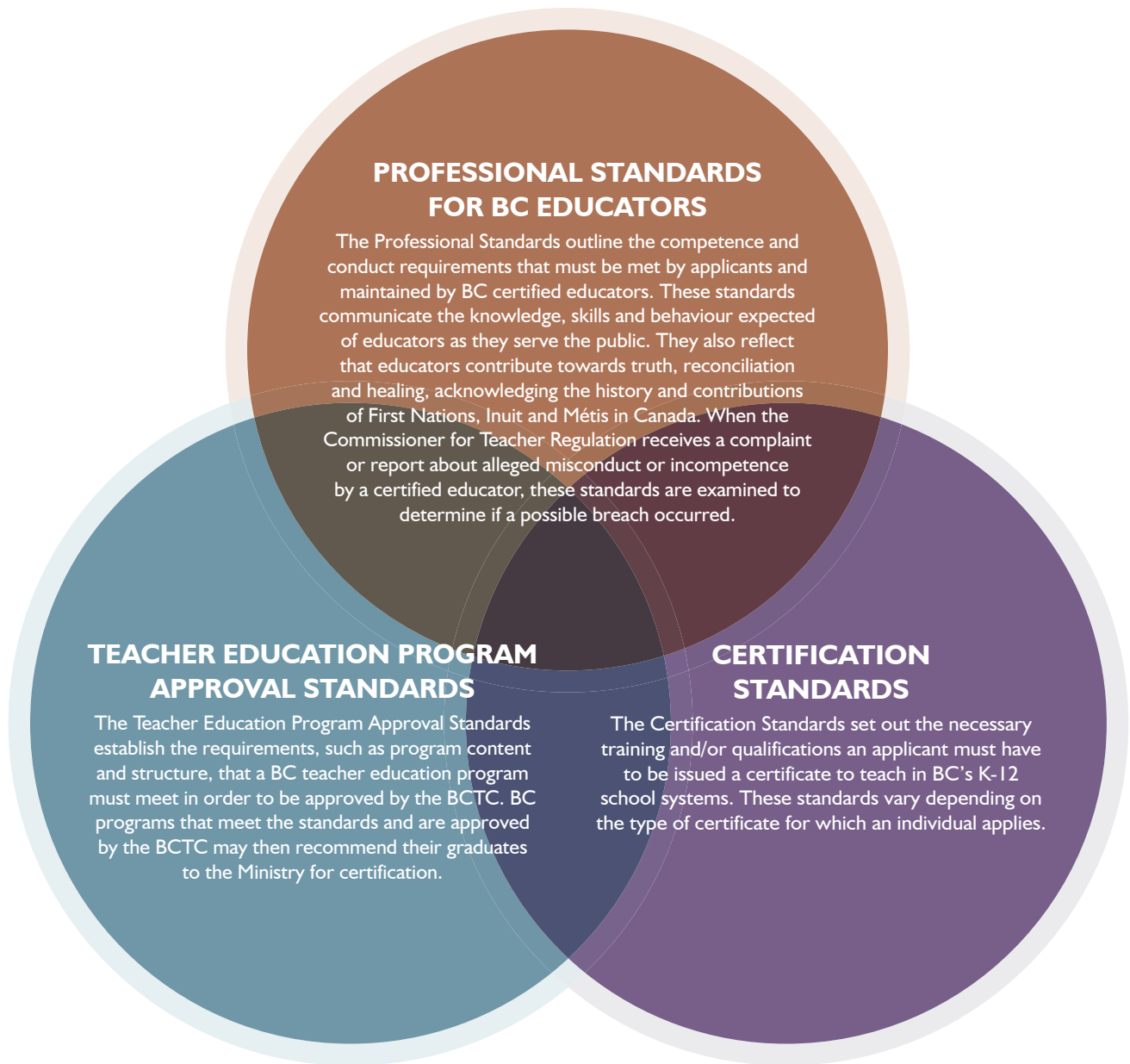
The BCTC receives its mandate from sections 10 and 13 of the *Teachers Act*. Under the *Teachers Act*, the BCTC has the power and duty to:

- 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.

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 10 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 and 2024 BCTC elections were completed by using an online election platform. The next BCTC Elections will occur in the spring of 2027.

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 18 elected and appointed members:

- 5

BC educators
elected by BC certificate holders
- 4

BC Teachers' Federation nominees
appointed by the Minister
- 7

Education partner nominees
appointed by the Minister
- 1

Member
appointed by the First Nations Education Authority
- 1

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

These stipulations ensure 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
Holmes, Bob	BC School Trustees Association	May 25, 2023	April 23, 2026
Cornthwaite, Jo	BC Teachers' Federation	August 1, 2023	April 23, 2026
Demers, Adrienne	BC Teachers' Federation	May 25, 2023	April 23, 2026
Iker, Jim	BC Teachers' Federation	April 23, 2022	April 23, 2025
Neer, Danielle	BC Teachers' Federation	April 23, 2026	April 23, 2021
Balsevich, Lesya	Federation of Independent School Associations	May 25, 2023	April 23, 2026
Mollineaux, Mary	First Nations Education Authority	May 25, 2023	April 23, 2026
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	Nominated By	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 them-selves 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 11 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.

LESYA BALSEVICH

Lesya has served 36 years as a BC educator with 30 of those years as an administrator (principal and associate superintendent) in the Catholic Independent Schools of Vancouver Archdiocese (CISVA). As an associate superintendent for the past nine years, Lesya has focused on human resources, policy creation, teacher and administrator professional growth, and principal performance reviews. She currently serves on the Independent School Teaching Certificate Standards Committee.

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. Jatinder recently completed a historic term as the first BIPOC president of the Teachers' Association. She is deeply committed to a just and equitable public education system and understands that supporting the members of the profession is crucial in this effort. Jatinder values the importance of diversity, multiple perspectives, ideas, and experiences, and she is engaged in decolonizing her mindset, teaching, and union work. British Columbia teachers need support and a clear understanding of how all aspects of their professional practice are administered, as well as the decision-making processes that significantly impact their daily lives. Jatinder prioritizes transparency and accountability in her roles. Heading into September 2024, Jatinder's teaching portfolio will focus on supporting K-7 students with diverse abilities. Having completed her term as president, Jatinder is eager to continue her dedication to seva and advocacy within the education community. 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 (TRB) at the Ministry of Education and Child Care. She holds a law degree from the University of British Columbia, and she has over 13 years of experience working as an adjudicator, fact finder, 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 rights holders.

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.

JO CORNTHWAITE

Jo acknowledges that she is an uninvited settler who lives, learns and works on the unceded and traditional territories of the Snaw Naw As, Snuneymuxw and Stz'uminus Nations and strives to live, work and play in a manner that honours the Truth and Reconciliation Calls to Action. Jo is currently released from the classroom as the local president of the Nanaimo District Teachers' Association, a member of Nanaimo-Ladysmith Public Schools Syeyutsus Reconciliation Committee, and past chair of the Professional Issues Advisory Committee with the British Columbia Teachers' Federation. When she is in the classroom, she is an inclusion support teacher at Nanaimo District Secondary School. Previously, she held positions as a K/1 classroom teacher at Randerson Ridge Elementary and as an elementary learning support/special education teacher at various schools in School District No. 68 (Nanaimo-Ladysmith). She holds a Master of Education in Special Education from Vancouver Island University, a Bachelor of Arts from Trent University, a Bachelor of Concurrent Education from Queen's University, and a Diploma in Special Education from Nipissing University.

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 facilitated Professional and Social Issues workshops.

BOB HOLMES

Bob first became involved in education through parent leadership at his children's school from the time his daughter entered kindergarten in 2004, spending 10 years in various PAC executive roles, and 8 1/2 years as treasurer, co-president and president of the Surrey District Parent Advisory Council. Bob received BCCPAC's George Matthews Award for Excellence in Parent Leadership in 2012. Bob is now in his third term as a school trustee, beginning his tenth year. He currently serves on the finance, policy and learning liaison committees, and he chairs the Audit Committee. In the past, Bob has been part of the French immersion, Montessori, international baccalaureate and student voice committees, as well as the board liaison to the ELL Consortium and Surrey DPAC. At the provincial level, Bob served on the BCSTA legislative (chaired his last year) and professional learning committees, and he served as the metro branch president. Bob now chairs the Finance & Audit Committee, was elected to the BCSTA Board of Directors for the first time in 2022 and was re-elected in 2023 for a further two-year term. As a lifelong learner, Bob is looking forward to the opportunity to continue his journey on the British Columbia Teachers' Council, helping to ensure BC's entire wide range of diverse BC students receive an excellent education in safe, caring environments.

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 eighth year on the BCTC and has been serving as vice-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 a mother, wife, daughter and sister. She is a passionate educator from a family of educators. Raised and still residing on the North Shore on the traditional lands of the Squamish people, Dr. LaBounty has worked with the West Vancouver School District as a teacher, school-based administrator, and now the district principal of teaching and learning. She holds a Doctorate in Educational Leadership and Policy from the University of Kansas, Master of Arts in Educational Leadership and Administration from San Diego State University, and a Bachelor of Education with a Specialization in Elementary French and a Bachelor of Science in Cell Biology and Genetics from the University of British Columbia. Dr. LaBounty also holds a Diploma in Piano Performance from the Royal Conservatory of Music. Within her current roles, Michelle seeks to continue to support teachers and colleagues in building their professional capacity for the future of all children.

MARY MOLLINEAUX

Mary Mollineaux is a member of the Tsq'escen Nation (Canim Lake). She is Executive Director of the First Nations Education Authority (FNEA), which supports participating First Nations implementing education jurisdiction over their K-12 education systems. Prior to FNEA, Mary was the K-12 Policy Manager at the First Nations Education Steering Committee (FNESC). Prior to FNESC, Mary practiced law for over four years serving primarily First Nations communities. Mary has a Bachelor of Arts (English Literature), Bachelor of Education (Elementary) and a law degree. She is dedicated to advancing First Nations education and to building education systems that support all students to achieve their full potential.

DANIELLE NEER

Since the early 2000s, Danielle has been an active volunteer and participant in many different community and school-based initiatives. While attending university, she served as an elected member-at-large of the University of Victoria Students' Society and co-chaired

two student associations, participated in graduate research on integrated child care and early education models, supported the development of a literacy program in schools, and was awarded UT/OISE's Institute for Child Study's (ICS) Leighton McCarthy Memorial Scholarship Award for scholastic excellence and contribution to the life of the Jackman Institute. Danielle recently served as a member of the Ministry of Education's Numeracy and Literacy Proficiency Project for grades K-5 and continues to support her colleagues around the province as the Learning Assistance Teachers' Association's (LATA) 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.

PRINCIPAL BCTC EDUCATION PARTNER GROUPS

The principal education partner groups represented on 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 Authority (FINEA)
- First Nations Education Steering Committee (FNESC)

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. The BCTC Chair can participate in each committee as an elected member or in an ex-officio role with a right to vote.

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, Vandy Britton, Michelle LaBounty, Marjorie Dumont and Adrienne Demers were involved in the work of the PCSSC in this reporting period. Chair Jatinder Bir was involved in an ex-officio role.



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

The 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.



9 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 with a purpose of overseeing 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. Following the completion of the review process in the spring of 2023, the BCTC put the committee in abeyance.

During this reporting period, three committee members were involved in the work of the committee: Shelley Balfour, Alice Kedves and Jim Iker.



1 Meeting 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. During this reporting period, these members were Shelley Balfour, Michelle LaBounty and Jim Iker, with the Chair,

Jatinder Bir, in an ex-officio role. The NTSWG also included several external members with extensive experience in survey development, data collection, analysis and interpretation. During this reporting period, the NTSWG closely collaborated with Dr. Ralf St. Clair, Professor of Education at the University of Victoria (UVic).



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 organization. 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 TEPAR Framework. The group worked collaboratively to establish this formal Framework that was ratified in 2019 by the BCTC and all nine BC teacher education programs.

In this reporting period, the membership included BCTC representatives Chair Jatinder Bir and Vice-Chair Jim Iker, and ABCDE representatives Chair Allyson Jule and Vandy Britton. The current focus of the TEPWG is completing the review and revisions to the TEPAR Framework and supporting teacher recruitment and retention, especially in the rural and remote regions of the province.



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 and was subsequently joined by representatives of several rights holders and education partners. The purpose of PS9AWG has been to promote and amplify the importance of Professional Standard 9 and build capacity within the BC K-12 education sector.

In this reporting period, the PS9AWG included BCTC members Jim Iker and Marjorie Dumont; Lauren Petersen,

Manager of 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, Senior Manager of Curriculum (FNESC); and Darren Spyksma, Indigenous Education Liaison (FISABC).



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 2023/24 reporting period. Jatinder Bir was acclaimed as Chair, and Jim Iker was acclaimed as Vice-Chair. The BCTC held meetings on the following dates:

- May 31 and June 1–2, 2023
- October 4–6, 2023
- January 30–31 and February 1, 2024

All the public meetings of the BCTC were held in person while BCTC committees mostly continued to meet via video conference. In December, the BCTC held a full-day in-person workshop. The workshop was organized by the NTSWG to involve the BCTC in an in-depth discussion on the findings and recommendations pertaining to the New Teacher Survey 2021/22.

During this reporting period, the BCTC continued its collaboration with the Ministry of Education and Child Care. In June, Cloe Nicholls, Assistant Deputy Minister of the Governance and Analytics Division, joined the BCTC meeting in person to provide an update on Ministry initiatives regarding workforce, anti-racism, reconciliation and child care. She also highlighted the importance of revising the TEP Approval Standards and an evolving landscape of blended and online learning. In October, the BCTC met with the Honourable Rachna Singh, Minister of Education and Child Care, who acknowledged the BCTC's work in revising the Certification Standards, raising awareness about Professional Standard 9 and publishing the New Teacher Survey 2021/22 report, results and recommendations.

The BCTC continued to invite 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 June 2023, the BCTC welcomed the new Commissioner for Teacher Regulation, Ana Mohammed.

In this reporting period, the BCTC established a practice of inviting representatives from the Ministry Workforce Development Branch to its regular meetings with the purpose of continuous collaboration on pertinent workforce issues in the K-12 education sector. Linda Beddouche, Director of Workforce Development, participated in the October and January meetings to present the draft Provincial K-12 Workforce Strategy. She also provided updates on the Ministry's work on various initiatives, such as the Northern Inquiry Project, Rural Practicum Placement Awards and Internationally Educated Teachers Engagement Project. Several BCTC members represented the BCTC at the K-12 Education Workforce Strategy Workshops that occurred over the summer of 2023.

Three presentations took place at the BCTC meetings. In June, the BCTC welcomed Joe Heslip, Indigenous Education Seconded with the Ministry of Education and Child Care, who joined in person to present about Equity in Action in Public and Independent Schools. In February, Cathy McMillan, founder of Dyslexia BC, a grassroots parent organization offering dyslexia advocacy, presented on a report released recently by her organization entitled Educational Experiences and Challenges: Dyslexia in British Columbia. During the same meeting, the BCTC also met virtually with Andrew Crawford, the Director of Certification (DOC) from the Teacher Regulation Branch, who presented on Letters of Permission (LOPs).

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,
- a virtual meeting with the Credential Recognition Improvement Branch of the Ministry of Post-Secondary Education and Future Skills (PSFS) regarding the division of regulatory responsibilities between the BCTC and the DOC under the new International Credentials Recognition Act (ICRA),
- a virtual meeting with the Korean Educational Development Institute (KEDI) with a purpose of sharing the BCTC experience about the process of development and implementation of Professional Standards for Educators in British Columbia, and
- the Teacher Education Program Roundtable 2024, hosted by University of British Columbia Okanagan (UBCO) in Kelowna on April 25-26, 2024.

2023/24 WORK PLAN: PROGRESS REPORT

At its June 2023 meeting, BCTC reviewed its 2022/23 Work Plan and decided to remove **Goal 4: To continue the implementation process of the TEP Approval Standards**, which was deemed completed. The rest of the goals were reviewed, slightly amended and included in a new work plan for 2023/24:

BCTC 2023/24 Goals	Status
GOAL 1: To communicate and promote the Professional Standards for BC Educators.	Ongoing
GOAL 2: To communicate and amplify Standard 9 and all it encompasses, including decolonization, reconciliation, anti-oppression and anti-racism education	Ongoing
GOAL 3: To continue the review and revisions of the Certification Standards	Ongoing
GOAL 4: To collaborate with teacher education programs to consider ways to review the pertinent recommendations of the 2021/22 New Teacher Survey	Amended
GOAL 5: To continue to work with teacher education programs to explore ways to make BC teacher education programs more accessible, including but not limited to online programing, blended learning and barriers to accessibility, including financial ones	Amended Ongoing
GOAL 6: 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, • Decolonization, reconciliation, anti-oppression, and anti-racism, • Inclusion 	Amended Ongoing

Goal I: 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 four 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. On several occasions, email correspondence was sent to employers, education partners and local teacher union presidents 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.

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 encouraging the ongoing promotion of the Professional Standards for BC Educators.
- Refer to PCSSC to consider creating resources and materials regarding the Professional Standards for BC Educators to which every certificate holder would have access.
- Collect resources and perspectives on diversity, equity, inclusion, anti-oppression, anti-racism, decolonization and social justice following the completion of the Certification Standards review.

Next Steps

- The BCTC expects to start a new review of the Professional Standards for BC Educators through the lenses of diversity, equity, inclusion, anti-oppression, anti-racism, decolonization and social justice after it concludes the review of the Certification Standards in 2025.

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 video resource related to Standard 9. The intent of the resource was to encourage and empower K-12 educators to embrace their professional responsibility under Professional Standard 9 and celebrate the importance of the Standard.

In February 2022, the Ministry proposed that the BCTC lead a working group of rights holders 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 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 a member representing the newly established First Nations Education Authority (FNEA).

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 to the next phase of the work plan, which included two streams:

- **Stream 1:** Video vignettes related to Professional Standard 9. 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:** Standard 9 interactive learning journey website. The PS9AWG was partnering with the BC School Superintendents Association to create an online learning website with reflective work and links to other resources and media. Using a wholistic approach grounded in traditional Indigenous story, the website is meant to help educators understand and reflect on Indigenous ways of knowing and being with a focus on healing, breaking down biases, truth, history and hope.

Implementation Strategies

- Participate in the work of the Professional Standard 9 Awareness Working Group (PS9AWG) as it continues to develop additional videos and materials related to Standard 9, decolonization, reconciliation, anti-oppression, and anti-racism education – with the focus on colonial mindset, connectedness and relationship to community.
- Collaborate with TEPs, certificate holders, employers, rights holders, partners, parents and/or students on their progress with achieving this goal.
- Create an interactive learning journey website, a place where BC certificate holders can learn how to access appropriate and authentic resources related to Standard 9, Truth and Reconciliation, decolonization and inclusion of Indigenous perspectives within K-12 education system.

Progress in this Reporting Period

- During this reporting period, the PS9AWG contracted an Indigenous educator and project Creative Director, Dr. Meredith Rusk, who has worked alongside the project videographer to ensure an Indigenous lens and perspective is applied to both streams.
- In the fall of 2023, the working group decided to put Stream 1 on hold until the completion of Stream 2.
- The Stream 2 project, Standard 9 interactive learning journey website, started shaping up under the working name “Professional Standard 9: Journey of Deeper Understandings”. Dr. Rusk led a number of interviews with Indigenous scholars and knowledge keepers who were asked to provide their personal perspective and stories relating to the main themes of the project. She also engaged in the curation of appropriate and authentic Indigenous resources related to each section/theme of the learning tool.
- In the winter 2023/24, PS9AWG contracted KJB Digital, the web design/development company, with a goal of developing the interactive site over the coming months.
- In March 2024, the BCTC Chair received letters from FNEC and FNEA requesting a meeting with the BCTC to discuss possible updates to the Professional Standards for BC Educators to better align them with the Declaration on the Rights of Indigenous Peoples Act (DRIPA) and the implementation of a Distinctions-Based Approach (DBA). Additionally, the letter requested that resources under development to support Professional Standard 9 be paused until this matter is resolved.

Next Steps

- PS9AWG will consider pausing their work as requested by the FNEC and FNEA.
- Following its June meeting, the BCTC will engage FNEC and FNEA about the Professional Standards, and in particular Standard 9, and alignment with the BC Declaration on the Rights of Indigenous Peoples Act and the DBA.

Goal 3: To continue the review and revisions of the Certification Standards

Context and Background

The review of the Certification Standards started in the winter of 2019. The BCTC started restructuring the former BC College of Teachers' Bylaws and Policies and realigning the content to make it more user friendly. The BCTC then conducted a detailed review of the realigned Certification Standards involving a jurisdictional scan and revisions of the composition and wording. To make the review process 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
- 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.

Phase 1 of the review of the Certification Standards, including the themes of Familiarization and Currency of Teaching Practice, was completed in November 2021. In January 2022, the Minister allowed the proposed changes related to Currency of Practice, which resulted in the removal of these sections from the Certification Standards. However, the Minister disallowed the proposed changes specific to Familiarization and encouraged the BCTC to obtain advice from the Ministry Governance and Legislation Branch on potential legislative implications of the proposed changes. The feedback from the Minister and Governance and Legislation Branch informed the BCTC approach with subsequent packages of revisions.

Phase 2 of the review was completed in April 2022 with the BCTC incorporating additional amendments to the Familiarization sections and finalizing proposed changes to English and French Language Proficiency. The Minister allowed all proposed revisions in July 2022. This resulted in new options for applicants to demonstrate language proficiency based on their experience or education, as well as a new course to be offered by BC TEPs with the purpose of introducing international applicants to the BC K-12 school system and the Professional Standards for BC Educators.

Phase 3 of the review focused on the Professional Preparation sections, further revisions to the Familiarization sections and the Validity of Certificates of Qualification sections, which started in early 2022 and carried through the next spring. On January 17, 2023, with the support of the DOC, the PCSSC facilitated a full-day workshop for the BCTC with the purpose of examining case studies and practical applications of the Certification Standards related to 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.
- Consult with the Ministry Governance and Legislation Branch on the revised requirements and draft proposed revisions to the standards.
- Approve any draft revisions to sections of the Certification Standards and submit them to the Minister of Education and Child Care for consideration.
- Publish the revised Certification Standards online and notify education partners.

Progress in this Reporting Period

Phase 3: Professional Preparation Requirements and Familiarization (additional revisions)

- Phase 3 of the review was completed during the summer of 2023. Throughout the review process, the BCTC consulted with the Ministry Governance and Legislation Branch, which provided advice on the language in the Standards and all possible legal implications. The proposed revisions to the Professional Preparation sections and further revisions to the Familiarization sections were approved by the BCTC in October and allowed by the Minister on December 4, 2023. The BCTC hopes that these changes will benefit international applicants for teacher certification in BC by expanding and diversifying eligibility criteria.

Phase 4: Validity of Certificates of Qualifications and revisions to the entire set of Certification Standards

- In May 2023, the BCTC Chair and TRB staff met with the BCTC external legal counsel to seek advice about the sections for the Validity of Certificates that were deemed problematic from a human rights perspective. Phase 4 of the review also included overall realignment and restructuring of the Standards for clarity and removal of redundancies. In this reporting period, the BCTC Chair, TRB staff and BCTC external legal counsel met several times to work together on the realignment process.

Phase 5: Academic Preparation Requirements

- In February 2024, with support of the DOC, the PCSSC began its work on the Academic Preparation sections of the Certification Standards.

Next Steps

- The PCSSC hopes to bring the draft revisions for Academic Preparation, Validity of Certificates of Qualifications and the entire set of Certification Standards to the BCTC for review and approval in early 2025.
- The BCTC will then submit the revised sections to the Minister for consideration.

Completion of Goal 4 from the BCTC Reporting Period 2022/23: 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 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 and PSFS.

Over the two-year period, 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 advice obtained from a BCTC external legal counsel and the Ministry Governance and Legislation Branch. 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.

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

Following the Minister's approval of the TEP Approval Standards, the BCTC focused on outreach and implementation of the Standards. 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.

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. In its 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 Ministry Governance and Legislation staff to revise the language in Standard 4.5 to include practicum placements in the Yukon. The BCTC-approved revisions were sent to the Minister for consideration in March 2023.

Implementation Strategies

- Conduct ongoing meetings of the Teacher Education Program Approval Standards Committee (TEPASC).
- Graphically design the revised TEP Approval Standards and post them online.
- Reach out to TEPs/education partners and offer additional outreach sessions on 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

- The Minister allowed the revisions to the language in Standard 4.5 on May 11, 2023.
- The BCTC published the revised TEP Approval Standards and notified all BC TEPs and the Yukon Department of Education of the approved changes.
- The TEPASC reviewed all the implementation tables received from BC TEPs and sought additional information from two of the programs. The implementation tables were then forwarded to TEPARC so that they may be used with the programs during TEPAR Framework processes, such as Structured Dialogues and Maintenance Reviews.
- At the February 2024 meeting, the BCTC amended Standard 4.5 to include a minimum number of 5 formal observations by the teacher education program. This change was disallowed by the Minister on April 17 advising that the BCTC should additionally consult with the teacher education programs to find the right balance between protecting program quality and addressing the need to think creatively to address the current workforce challenges.

Next Steps

- Following the conclusion of the TEP Approval Standards review, the TEPASC was put in abeyance and this BCTC goal was deemed completed.

Goal 4: To collaborate with teacher education programs to consider ways to review the pertinent recommendations of 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 results 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.

Throughout 2021, the NTSWG worked with the Education Analytics Branch and external survey contractor A. Willock Information Systems (AWIS) to develop the survey tool. In October, the BCTC launched the survey to more than 9,800 new teachers who completed a teacher education program in British Columbia between 2015 and 2021 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.

The subsequent quantitative and qualitative survey data analysis and report development were led by Dr. Ralf St. Clair, University of Victoria professor and a former member of the BCTC. 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, Results and Recommendations
- Executive Summary
- Sub-report: Recommendations for BC Teacher Education Programs
- Sub-report: Recommendations for the 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, BC teacher education programs and BC K-12 education partners. There was great interest in the NTS 2021/22 results with strong attendance at each of these sessions.

Implementation Strategies

- Develop a communication plan for the release of the survey data results.
- Release the survey results publicly in the summer of 2023.
- Collaborate with the ABCDE to address recommendations specific to TEPs from the NTS – consider organizing a roundtable with all BC TEPs.
- Refer survey recommendations from the NTS specific to Structured Dialogues and Maintenance Reviews to TEPARC for integration into future review processes.
- Collaborate with education partners to address recommendations specific to government, employers and other partner organizations.

Progress in this Reporting Period

- In June and July of 2023, the BCTC worked with the Ministry Communications Team to develop a plan to outline the strategy for communicating to the education community the results of the NTS 2021/22 and the subsequent recommendations.
- Graphically designed survey data reports were publicly released on the Ministry website/BCTC webpage on August 3, 2023. Following the release, the BCTC sent correspondence about the results and recommendations to certificate holders, teacher education programs, school employers and other education partners.
- On December 6, 2023, NTSWG hosted a full-day in-person workshop for BCTC members to examine and discuss all survey findings and recommendations. The collated version of the workshop feedback was reviewed at the BCTC meeting in February 2024 and the subsequent work on the survey recommendations was referred to NTSWG for further analysis.
- Over the course of two full-day in-person meetings in March, NTSWG engaged in an extensive discussion of the BCTC feedback on survey recommendations and identified action items to be used for following-up with BC TEPs, government, employers and education partners.

Next Steps

- NTSWG will further collate the identified action items and bring them to the June meeting for the BCTC to consider and to determine future steps.
- 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 five to seven years, which would ensure a continuity of research, findings and outcomes.

Goal 5: To continue to work with teacher education programs to explore ways to make BC teacher education programs more accessible, including but not limited to online programming, blended learning, and barriers to accessibility, including financial ones

Context and Background

The Teacher Education Program Approval and Review Committee (TEPARC) leads the work on blended learning programs. These programs provide an approach to instructional delivery and learning that uses a combination of online learning (synchronous and asynchronous) and traditional face-to-face instruction. Blended learning modes of delivery can create more flexibility and access to teacher education, in particular, for teacher candidates in rural and remote geographic locations.

The review and discussion of the evaluation of TEPs that have significant online/distributed learning content (i.e., blended TEPs) started in early 2020. The TEPARC is interested in developing criteria and guidelines that will allow the BCTC to better evaluate the merits of incoming Process B proposals for blended TEP Cohorts. In May of that year, the BCTC, UBC and UVic held a virtual blended learning workshop where all participants agreed that blended programs have a potential to 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 teacher education cohort from UBC.

During the 2021/22 reporting period, the BCTC continued to review and approve 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 Rural and Remote Education Program (RRED) and the online component of VIU's B.Ed. Post-Baccalaureate Program.

In March 2022, UBC submitted a notice of intent outlining plans to offer a blended cohort of its Indigenous Teacher Education Program (NITEP) in Bella Coola. The BCTC approved the proposal and created a Memorandum of Understanding with UBC to increase flexibility in practicum placements for teacher candidates in this NITEP cohort. In October 2022, SFU submitted a notice of intent to run a blended pilot version of its Professional Linking Program (PLP) as part of the Alaska Highway Consortium on Teacher Education (AHCOTE), which was approved by the BCTC as a Minor Program Change.

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 in May 2020). Create a vision of where the BCTC is going with 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 the TEPARC meetings.

- Continue to discuss blended and online teacher education, its benefits to rural and remote communities, and the overall accessibility to teacher education.
- Inquire about percentages of face-to-face/online content within current BC TEP cohorts 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 the current funding model

Progress in this Reporting Period

- During this reporting period, the BCTC considered and approved several proposals related to blended and online program delivery, including UFV Notice of Intent: Pilot Hybrid Delivery Model, UBC Notice of Intent: Hybrid Delivery Model, and VIU Notice of Intent: Northwest Territories Rural and Remote (BDDEC Partnership) Program.
- At the winter 2024 meeting, the BCTC passed two motions related to this matter. The first motion called for the BCTC to have a half-day professional learning opportunity to gain a better understanding of online and blended teacher education. The second motion called for the BCTC to hold a half-day session to discuss how to guide teacher education programs when they submit proposals that include elements of a hybrid and online delivery.
- In response to the motions, TEPARC started planning for full-day professional learning about online and blended TEP delivery. To support this learning, the TRB staff embarked on an extensive research and jurisdictional scan of the online teacher education offerings in BC and across Canada.

Next Steps

- The BCTC will hold a professional learning day on online and blended delivery of BC TEPs at its June meeting. In addition to BCTC members and TRB staff, this event is expected to include participants from the BC teacher education programs, the Ministry Workforce Development Branch and PSFS who will engage in panel discussions, dialogue, and knowledge sharing on this topic.
- The BCTC will continue to discuss blended and online teacher education cohorts and course offerings, the benefits to rural and remote communities, and the overall accessibility to teacher education.

Goal 6: 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,**
 - **decolonization, Reconciliation, anti-oppression 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 its 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 half-day training sessions. The goal of the training would be to build capacity for BCTC members on these topics as they continue their review of the Certification Standards and the Teacher Education Program Approval Standards. Additionally, the BCTC would define a strategy for communicating with the education community about the Professional Standards for BC Educators specifically related to the issues of equity and racism.

Implementation Strategies

- Continue to engage in professional learning sessions for all BCTC members on the topics of anti-racism, diversity, equity and inclusion by committing three hours of training during one of its regularly planned multi-day meetings.
- Expand the BCTC orientation for new members to better support members' understanding of the role and mandate of the BCTC, with particular focus on committee work.
- Bring an Indigenous lens/perspective and an anti-racism/anti-oppression lens/perspective to all BCTC work goals and committee work.

Progress in this Reporting Period

- 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 areas and how they relate to the BCTC mandate.
- 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. 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.
- From October 2022 to June 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 education. The three learning sessions focused on anti-oppression, colonialism and anti-racism in the context of the BC K-12 education system. They 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.

- 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
- The June session, Active Witnessing, focused on the following concepts:
 - Microaggressions
 - Calling in and calling out
 - Witnessing blocks and bystander effect
 - Active witnessing response practice

Next Steps

- The BCTC will continue to engage in professional learning sessions for all members.

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 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 for the teaching profession.

During this reporting period, the BCTC and ABCDE collaboratively completed an extensive review of the TEPAR Framework. This review resulted in several updates and amendments to ensure overall better alignment of the document, as well as accuracy of language. They also introduced a new review process to deal with unforeseen circumstances that may arise for teacher education programs.

The revised TEPAR Framework sets out six 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 Maintenance Review cycle that may compromise the program's ability to meet the TEP Approval Standards, including preparing graduates to understand and demonstrate the Professional Standards and to meet the Certification Standards.
- **Extraordinary Circumstances Pathway (Process F)** – to be used when a TEP is faced with external challenges beyond its control. Under this process, the BCTC will work collaboratively with the TEP to establish possible exemptions for programs or cohorts when warranted.

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 quality of professional education programs and cohorts and the experience of teacher candidates enrolled in programs across the province.

The following table shows the approved BC TEPs and 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	2023
Thompson Rivers University (TRU)	2003	Minor Change (2024)	2021	n/a
Trinity Western University (TWU)	2002	Minor Change (2023)	2023	2021
University of Northern British Columbia (UNBC)	2002	Minor Change (2024)	2024	n/a
University of British Columbia Okanagan (UBCO)	2002	Major Change (2019)	2022	n/a
University of British Columbia Vancouver (UBC)	1956	Minor Change (2024)	2019	2022
University of the Fraser Valley (UFV)	2002	Minor Change (2024)	2024	2022
University of Victoria (UVIC)	1963	Minor Change (2022)	2022	2020
Vancouver Island University (VIU)	1997	Minor Change (2024)	2023	2021

Changes to an Existing Teacher Education Program Approval

Process B applies to any currently approved TEP that would like to make changes. The process assesses how the changes may affect the ability of graduates to understand and demonstrate the Professional Standards and to 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 14 proposals submitted by BC TEPs. In all cases, university representatives attended the BCTC meetings to answer questions.

Changes that the TEPARC assesses and deems to be internal changes under Process B do not require BCTC approval. During the reporting period, the notice of intent for the University of Victoria's French Language Option received during December 2023 was determined by TEPARC to be an internal change and did not go to BCTC for consideration.

The following table shows the status of the 13 proposals from TEPs that did require BCTC approval:

Institution	Program Change	Notice of Intent Received	BCTC Decision
TWU	Pilot Course, New Course, Replacement Course	April 6, 2023	Approved June 2, 2023
SFU	PLP Practicum and Program Credits	May 16, 2023	Approved October 4, 2023
VIU	Post Baccalaureate Program	June 2, 2023	Approved October 4, 2023
VIU	Rural and Remote Cohort in Gold River and Zeballos (Approved with Conditions)	November 28, 2022	Removal of Conditions October 4, 2023
VIU	Rural and Remote Program in School District No. 84 and Nuu-Chah-Nulth territories	July 26, 2023	Approved February 17, 2023
UNBC	B.Ed. Course Changes	November 7, 2023	Approved January 30, 2024
UFV	Pilot Hybrid Delivery Model Changes	November 7, 2023	Approved January 30, 2024
UBC	B.Ed. Hybrid Delivery Model (Term 1 & 4) Changes	November 17, 2023	Approved January 30, 2024
VIU	Northwest Territories Rural and Remote (BDDEC Partnership) Program	November 29, 2023	Approved October 4, 2023
TRU	Elementary B.Ed. Program Changes	December 8, 2023	Approved January 30, 2024
UNBC	Northern Cohort B.Ed. Program	November 7, 2023	Pending
UBC	B.Ed. Hybrid Delivery Model (Term 2 & 3) Changes	February 26, 2024	Pending
UVic	ED-D 410 Teacher as Leader: The Professional Role (1.5 units)	April 29, 2024	Pending

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 to meet 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 (subject to change):

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				•			•			•	

Structured Dialogues

The Structured Dialogues are organized by TRB 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
VIU	June 13, 2023	October 5, 2023	Anne Tenning and Danielle Neer
TWU	November 30, 2023	January 30, 2024	Jatinder Bir and Jim Iker
UNBC	February 13, 2024	Pending	Lisa Kishkan and Mary Mollineaux
UFV	April 23, 2024	Pending	Bob Holmes and Danielle Neer

Maintenance Reviews

The BCTC normally completes one to two Maintenance Reviews per year. In this reporting period, a Maintenance Review was completed at Simon Fraser University. In line with Process D, the BCTC determined that the TEP continues to meet the TEP Approval Standards.

Institution	Date of Review	PAT Report Presented to BCTC	Program Assessment Team (PAT)
SFU	May 16-18, 2023	October 5, 2023	<ul style="list-style-type: none"> • Vandy Britton, BCTC • Lisa Kishkan, BCTC • Jackie Buitelaar, teacher educator, TWU • Corinne Tacey, K-12 educator, School District No. 60

The BCTC TEP approval and review outcome summaries were posted on the BCTC webpage in the summer of 2023 and will be updated after each BCTC meeting.

EXPENSES

Member Expenses: May 1, 2023 - April 30, 2024				
BCTC Member	Expenses (Accommodation, parking, travel, meals, etc.)	Meeting Fees	Teacher Release Costs	Total by Member
Balfour, Shelley	3,284.03	-	3,360.00	6,644.03
Balsevich, Lesya	386.90	-	-	386.90
Berting, Terence	982.28	2,750.00	-	3,732.28
Bir, Jatinder	3,866.26	1,925.00	8,357.54	14,148.80
Britton, Vandy	236.25	-	-	236.25
Cornthwaite, Jo	3,194.73	-	4,788.18	7,982.91
Demers, Adrienne	3,175.57	500.00	3,137.64	6,813.21
Dumont, Marjorie	74.81	625.00	6,019.00	6,718.81
Holmes, Bob	1,024.32	2,375.00	-	3,399.32
Iker, Jim	9,971.71	3,650.00	9,443.42	23,065.13
Kedves, Alice	3,829.50	-	5,474.93	9,304.43
Kishkan, Lisa	5,592.58	625.00	5,751.35	11,968.93
LaBounty, Michelle	220.50	250.00	-	470.50
Mollineaux, Mary	161.58	-	-	161.58
Neer, Danielle	5,258.25	1,000.00	5,595.07	11,853.32
Tenning, Anne	3,465.87	-	-	3,465.87
Young, Beverley	3,201.63	-	-	3,201.63
Total	47,926.77	13,700.00	51,927.13	113,553.90

Other Expenses						
Expense	One Time	June 2023	October 2023	December 2023	February 2024	Total by Expense
Catering	-	4,212.52	4,339.92	1,402.50	4,257.69	14,212.63
Facilities Rental	-	-	3,097.60	1,531.02	4,742.70	9,371.32
Name plates	176.08	-	-	-	-	176.08
iPhone/iPad Data Charges	2,512.15	-	-	-	-	2,512.15
Professional Learning Contract	2,100.00	-	-	-	-	2,100.00
Other Expenses Total	4,788.23	4,212.52	7,437.52	2,933.52	9,000.39	28,372.18

Total Expenses of BCTC: May 1, 2023 - April 30, 2024				
Expenses	Meeting Fees	Release Costs	Other Expenses	BCTC Total
47,926.77	13,700.00	51,927.13	28,372.18	141,926.08

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, 2023 - April 30, 2024				
BCTC Member	Expenses	Meeting Fees	Release Costs	Total by Member
Bir, Jatinder	-	-	1,044.71	1,044.71
Demers, Adrienne	-	-	125.00	125.00
Dumont, Marjorie	-	125.00	902.85	1,027.85
Iker, Jim	-	-	1,057.53	1,057.53
LaBounty, Michelle	-	125.00	-	125.00
PCSSC Total	-	250.00	3,130.09	3,380.09

Teacher Education Program Approval and Review Committee (TEPARC)

Member Expenses: May 1, 2023 - April 30, 2024				
BCTC Member	Expenses	Meeting Fees	Release Costs	Total by Member
Bir, Jatinder	-	-	1,841.36	1,841.36
Iker, Jim	-	850.00	2,343.36	3,193.36
Kedves, Alice	-	125.00	1,568.21	1,693.21
Kishkan, Lisa	-	500.00	2,010.85	2,510.85
Neer, Danielle	-	250.00	2,269.29	2,519.29
TEPARC Total	-	1,725.00	10,033.07	11,758.07

Teacher Education Program Approval Standards Committee (TEPASC)

Member Expenses: May 1, 2023 - April 30, 2024				
BCTC Member	Expenses	Meeting Fees	Release Costs	Total by Member
Kedves, Alice	-	-	268.33	268.33
TEPASC Total	-	-	268.33	268.33

Teacher Education Program Working Group (TEPWG)

Member Expenses: May 1, 2023 - April 30, 2024				
BCTC Member	Expenses	Meeting Fees	Release Costs	Total by Member
Bir, Jatinder	-	525.00	-	525.00
Iker, Jim	-	675.00	488.77	1,163.77
TEPWG Total	-	1,200.00	488.77	1,688.77

New Teacher Survey Working Group (NTSWG)

Member Expenses: May 1, 2023 - April 30, 2024				
BCTC Member	Expenses	Meeting Fees	Release Costs	Total by Member
Balfour, Shelley	1,784.30	375.00	960.00	3,119.30
Bir, Jatinder	97.16	525.00	531.09	1,153.25
Iker, Jim	2,452.89	375.00	3,575.39	6,403.28
LaBounty, Michelle	150.40	250.00	-	400.40
NTSWG Total	4,484.75	1,525.00	5,066.48	11,076.23

Professional Standard 9 Awareness Working Group (PS9AWG)

Member Expenses: May 1, 2023 - April 30, 2024				
BCTC Member	Expenses	Meeting Fees	Release Costs	Total by Member
Dumont, Marjorie	-	375.00	1,203.80	1,578.80
Iker, Jim	-	375.00	1,466.32	1,841.32
PS9AWG Total	-	750.00	2,670.12	3,420.12

Structured Dialogues (SDLG) – BCTC Representatives

Member Expenses: May 1, 2023 - April 30, 2024				
BCTC Member	Expenses	Meeting Fees	Release Costs	Total by Member
Bir, Jatinder	21.96	-	796.64	818.60
Holmes, Bob	38.43	250.00	-	288.43
Iker, Jim	203.20	125.00	1,233.06	1,561.26
Kishkan, Lisa	354.22	125.00	698.25	1,177.47
Mollineaux, Mary	891.10	-	-	891.10
Neer, Danielle	2,105.30	375.00	1,830.14	4,310.44
SDLG Total	3,614.21	875.00	4,558.09	9,047.30

Maintenance Reviews (MR) (including Program Assessment Teams)

Member Expenses: May 1, 2023 - April 30, 2024				
BCTC Member	Expenses	Meeting Fees	Release Costs	Total by Member
Britton, Vandy	1,054.19	-	-	1,054.19
Kishkan, Lisa	1,818.06	-	3,273.95	5,092.01
Total	2,872.25	-	3,273.95	6,146.20

Other Expenses	
External contractors' reviews	4,539.34
Hotel Room Rental for meeting May 16 - 19, 2023	1,000.00

Total Expenses				
Expenses	Meeting Fees	Release Costs	Other Expenses	Total
2,872.25	-	3,273.95	5,539.34	11,685.54

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 (December 2023 PDF)

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

Teacher Education Program Approval Standards (May 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 (October 2023 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 Program Review Processes

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

