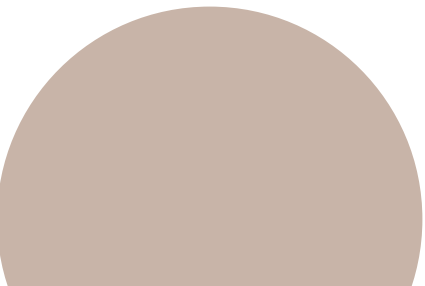
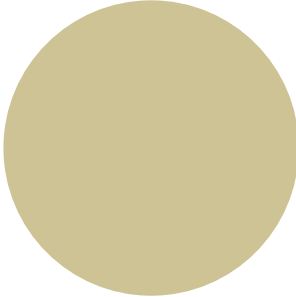
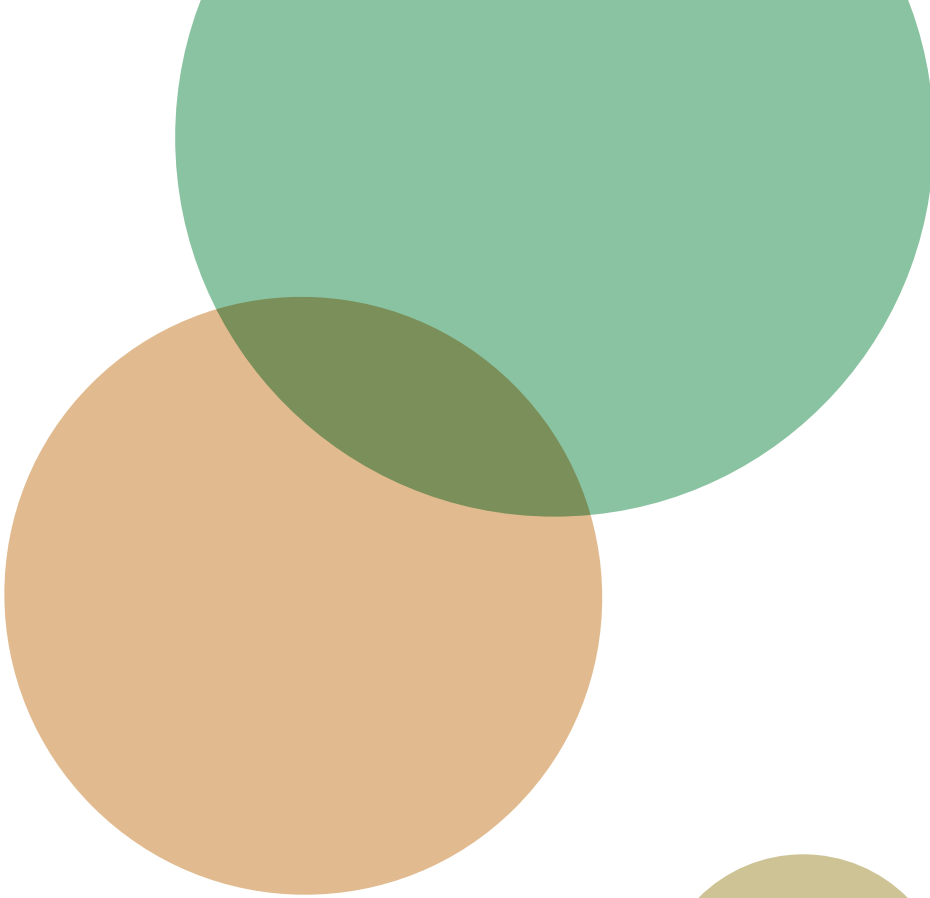


BC TEACHERS' COUNCIL

ANNUAL REPORT

MAY 2024–
APRIL 2025





December 5, 2025

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 2024/25 Annual Report of the BC Teachers' Council (BCTC). This report documents the work done by the BCTC between May 1, 2024 and April 30, 2025 related to its mandate and work plan. The report has been prepared and submitted in accordance with section 16 of the *Teachers Act*.

Sincerely,

A handwritten signature in black ink, appearing to be "Gunita Gupta". The signature is fluid and cursive, with a large loop at the end.

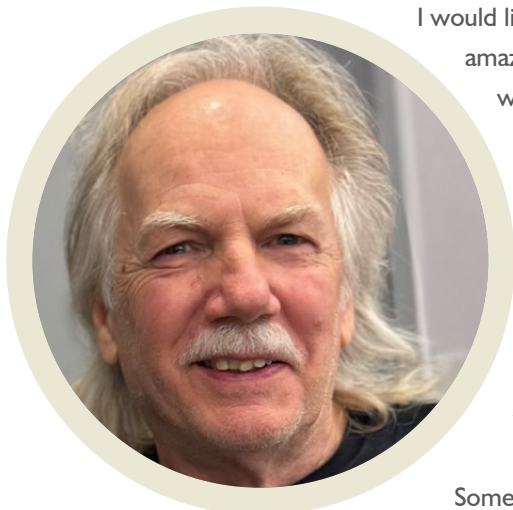
Gunita Gupta
Chair

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MESSAGE FROM THE CHAIR



I would like to start by thanking everyone in the BC K-12 education system for their amazing work and dedication with and for students, despite continuing to deal with difficult working conditions, lack of support for students, underfunding and the teacher shortage. Your work is appreciated. The British Columbia Teachers' Council (BCTC) had another successful, dynamic and busy year, which is the thirteenth year of operations. This annual report focuses on the work of the BCTC between May 2024 and April 2025 and the goals that we strived to accomplish.

In this reporting period, the BCTC and its committees met 39 times to do their important work.

Some of the main achievements include the completion of the Guidelines for Proposals from BC Teacher Education Programs Regarding Methods of Delivery, which was distributed to BC teacher education programs (TEPs) in December 2024. Additionally, the BCTC wrapped up the 2021/2022 iteration of the New Teacher Survey by approving the BCTC-specific action items stemming from the survey, as well the collaborative regulatory action items between the BCTC and BC TEPs. These action items were shared with TEPs for consideration in future structured dialogues and maintenance reviews.

This important work of the BCTC wouldn't be accomplished without the support of others. The work was carried out in virtual and face-to-face settings. It was achieved not only through the dedication and collaboration amongst BCTC members, partners and rightsholders, but also by the amazing effort and support of Ministry staff in the Teacher Regulation Branch. Their incredible commitment, work ethic, patience and humour are appreciated.

I want to thank Ana Mohammed for her work as the outgoing Commissioner for Teacher Regulation. We welcomed an Acting Commissioner for teacher regulation, Donnaree Nygard, in February 2025. We looked forward to her reports and dialogue at BCTC meetings and working collaboratively in the future.

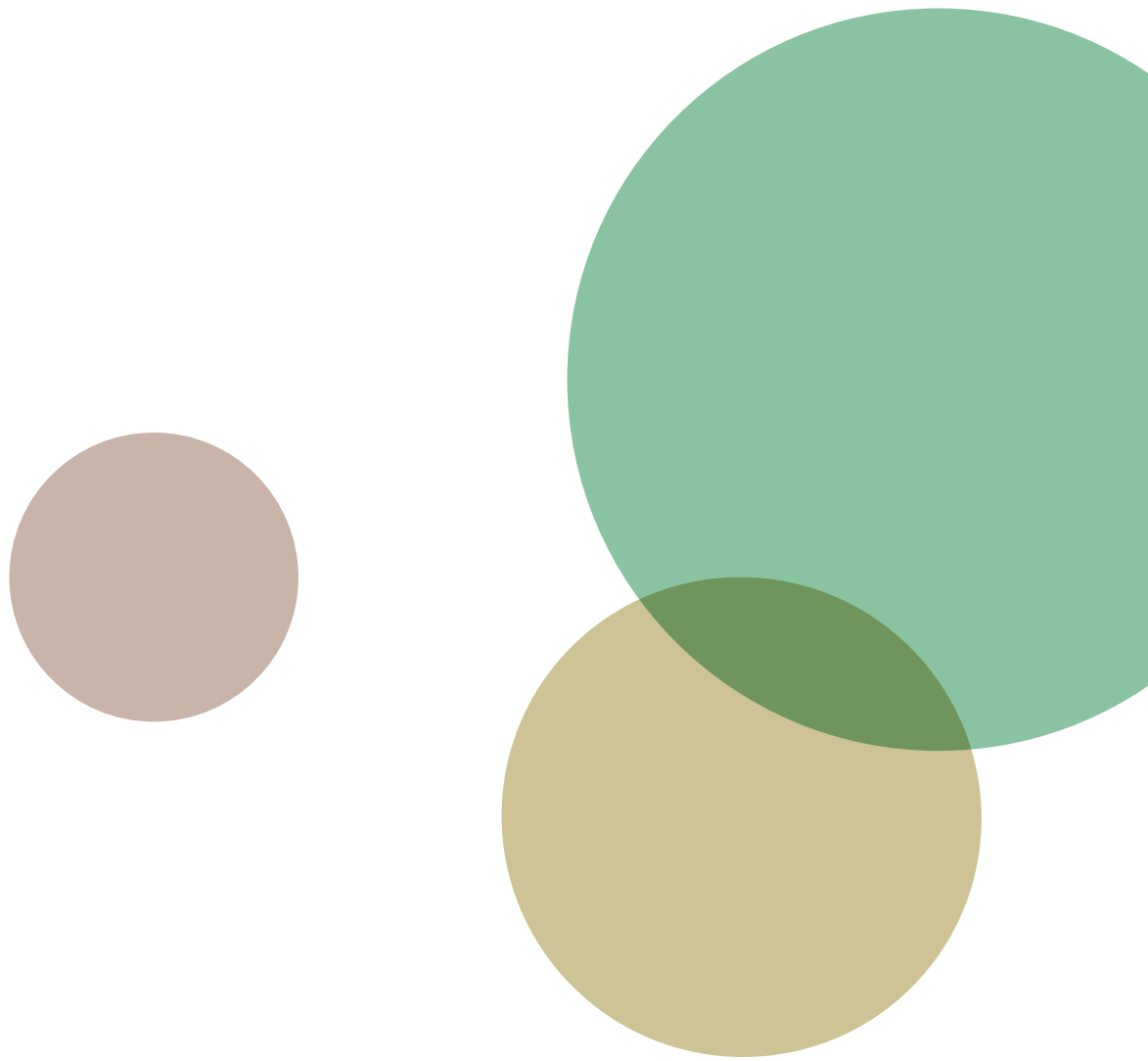
There are some BCTC members who have completed their appointments on BCTC. I would like to acknowledge and thank Marjorie Dumont, Shelley Balfour, Beverley Young and Alice Kedves for their long-standing service. Their hard work, commitment, and dedication to all the teachers and educators across British Columbia is appreciated. In June 2024, we also welcomed two newly appointed members, Doug Sheppard (BCSSA) and Jatinder Bir (BCTF), two re-appointed members, Michelle LaBounty (BCPVPA) and Vandy Britton (ABCDE), four newly elected members, Danielle Neer, Jelana Bighorn, Carol Arnold and Gunita Gupta, and one re-elected member, Lisa Kishkan.

Finally, I thank all BCTC members. I am grateful for your continued dedication, commitment and work. The BCTC continues to be proud of our accomplishments. We value the collaboration with all our partner groups and rightsholders. This teamwork helps to ensure that students are supported by highly trained and committed educators. We hope to see more trained and certified educators in the system in the future.

As this is the last year of my nine years on the BCTC, I want to thank the BCTF, Ministry of Education and Child Care, and BCTC members for the honour and privilege of serving in a variety of roles with the BCTC. It has been a wonderful and rewarding experience being involved on behalf of educators across this province. I will miss the people I have engaged with, and the work itself. We have completed some amazing work in these past nine years and there is much more to do. During my time, I appreciated the positive working relationship we had on BCTC and with the Ministry of Education and Child Care. I hope this continues moving forward.

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

Jim Iker
Chair of the Reporting Period
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 of Education and Child Care
- **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

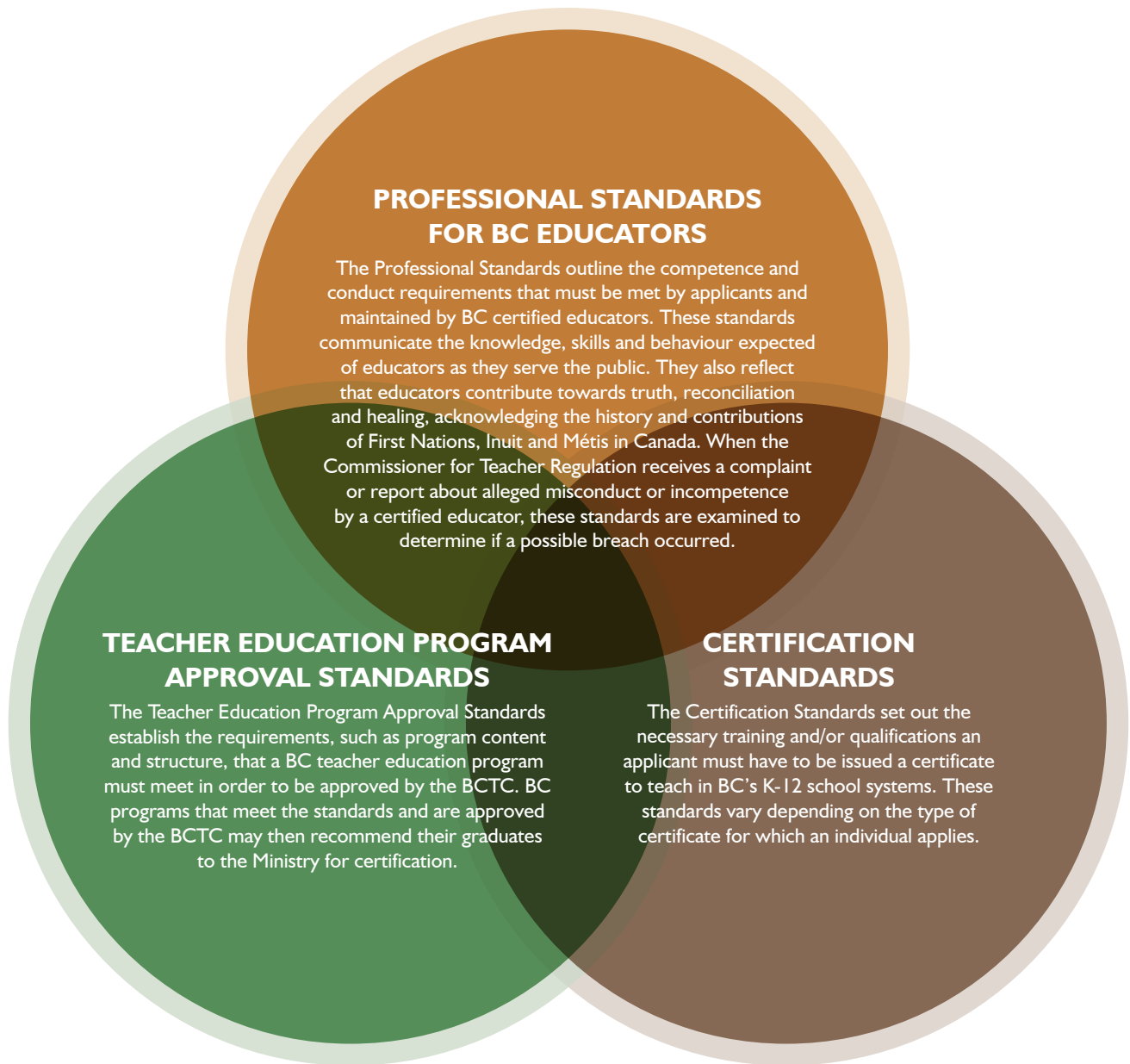
The BCTC receives its mandate from sections 10 and 13 of the *Teachers Act*. Under the *Teachers Act*, the BCTC has the power and duty to:

- 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.

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

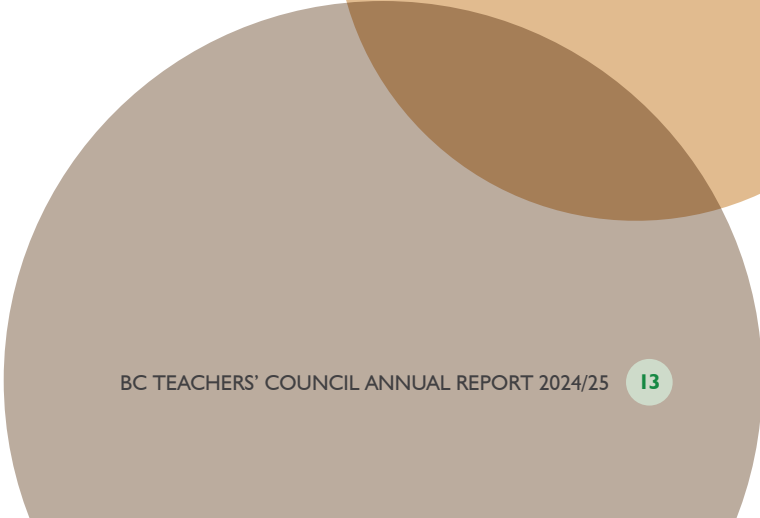
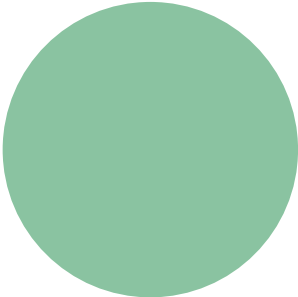
Member
appointed by the First Nations Education Authority
- 1

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, 2024	April 23, 2027
Berting, Terence	BC Confederation of Parent Advisory Councils	April 23, 2022	April 23, 2025
LaBounty, Michelle	BC Principals' and Vice-Principals' Association	April 23, 2024	April 23, 2027
Sheppard, Doug	BC School Superintendents Association	April 23, 2024	April 23, 2027
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
Bir, Jatinder	BC Teachers' Federation	April 23, 2024	April 23, 2027
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	Zone	Effective	Expiry
Arnold, Carol	Vancouver Island Zone	March 2024	March 2027
Kishkan, Lisa	Northern Zone	March 2024	March 2027
Gupta, Gunita	Fraser Zone	March 2024	March 2027
Bighorn, Jelana	Vancouver Coastal Zone	March 2024	March 2027
Neer, Danielle	Interior Zone	March 2024	March 2027



OATH OF OFFICE

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

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

BIOGRAPHICAL STATEMENTS

CAROL ARNOLD

Carol was born and raised in Edmonton on Treaty 6 territory and is of Métis-Cree and Scottish ancestry. She received her Bachelor of Arts (Political Science), Bachelor of Education, and completed her Master of Education in Curriculum and Instruction at the University of Alberta. Carol also spent a year studying French at Paul Valery University in France. She began her teaching career in Edmonton, was active in Edmonton Public Teachers and served as chair of the Public Education Works campaign. After moving to Salt Spring Island, Carol began teaching Social Studies, English and First Peoples courses in the Gulf Islands School District. For over 20 years, she has remained active in her union local holding a variety of positions. Carol also worked as a faculty associate at Simon Fraser University in the teacher education program working with candidate teachers in the Indigenous Peoples Teacher Education Module (IPTeM). Carol continued to maintain her connection to teacher education supporting several candidate teachers in her classroom. She has maintained involvement in the BCTF as a member of the Aboriginal Education Advisory Committee and on the Social Justice Advisory Committee with the Status of Women subcommittee. Carol continues to write and facilitate workshops for the BCTF, and she is currently the president of the Aboriginal Education PSA. She is married and has two daughters and three grandchildren.

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 received the organization's Life Membership Award 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 he 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.

JELANA BIGHORN

Jelana is a registered member of the Fort Peck Sioux tribes. She completed a Bachelor of Arts in History (2004) and Bachelor of Education (2006) at the University of British Columbia and is currently completing her Master of Arts in Educational Studies at the same institution. For the past 17 years Jelana has been teaching high school English and Social Studies in the Vancouver School District. Teaching in a community with a robust Indigenous population is a priority for her, and she is proud to be a classroom educator who can support Indigenous students in achieving their aspirations. Jelana has presented at many professional development opportunities for her colleagues, particularly on the topic of Indigenous education and curriculum. As another avenue to enhance public education, she has been actively engaged in both her local and provincial union bodies. Jelana currently serves as the Indigenous Chair of the

Vancouver Secondary Teachers' Association as well as a member-at-large of the British Columbia Teachers' Federation Executive Committee. Jelana has also been a member of the British Columbia Teachers' Federation Aboriginal Education Advisory Committee and the Anti-Oppression Educators Collective, a provincial specialist association. Her pedagogical approach to education as a practice of freedom is informed by venerated scholars and activists who believe in the transformative, society-building process of learning and unlearning.

JATINDER KAUR BIR

Jatinder is a 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).

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 in BC (FISABC)
- First Nations Education Authority (FNEA)
- First Nations Education Steering Committee (FNESC)

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 rightsholders.

VANDY BRITTON

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

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.

GUNITA GUPTA

Gunita is a teacher in the Langley School District and a sessional instructor in the University of British Columbia's teacher education program. She has a Bachelor of Arts in English (2000) and a Bachelor of Education (2014) from the University of British Columbia. In the 14 years between these degrees, Gunita worked for both the provincial and federal governments, and as a self-employed business owner. In 2019 she received a Master of Arts in Curriculum Studies from UBC and began a PhD. Gunita is currently finishing her doctorate on the historical and current governance of teacher education in BC. She is passionate about teacher education. In addition to teaching high school English and Foods, Gunita enjoys teaching and mentoring pre-service and early career teachers.

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 ninth year on the BCTC and has been serving as chair in this reporting period.

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 teacher on the Ministry of Education and Child Care's Learning Pathways development team and continues to support her colleagues around the province as a member-at-large on the Learning Assistance Teachers' Association's (LATA) executive. 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 leader of Indigenous Education programs in various districts of BC. Anne is now the senior manager of curriculum with the First Nations Education Steering Committee (FNESC). 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.

DOUG SHEPPARD

Doug has been the superintendent of schools for the Delta School District since 2017. He has a Bachelor of Science in Zoology and a diploma in Transformational Educational Leadership from the University of British Columbia and a Master of Educational Leadership from Simon Fraser University. Doug has over 30 years in public education beginning as a secondary school teacher followed by various school and district administrative positions in the Richmond, Coquitlam, and Delta school districts. Doug lives and works on the ancestral territory of Sćawaθn Məsteyəxʷ (Tsawwassen First Nation) and the xʷməθkʷəyəm (Musqueam Indian Band).

COMMITTEES AND WORKING GROUPS

The BCTC has 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. Jatinder Bir, Vandy Britton, Michelle LaBounty, Jelana Bighorn and Anne Tenning were involved in the work of the PCSSC in this reporting period. Chair Jim Iker was involved in an ex-officio role.



8 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, Jo Cornthwaite and Vandy Britton served on the TEPARC.



11 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 its review process in the spring 2023, the BCTC placed the committee in abeyance. As a result, no committee meetings were held during this reporting period.



0 Meetings held during this reporting period.

New Teacher Survey Working Group (NTSWG)

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

The working group consists of three BCTC members elected for the duration of the project. During this reporting period, these members were Michelle LaBounty, Terry Berting and Lisa Kishkan,

with the Chair, Jim Iker, 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).



5 Meetings held during this reporting period.

Teacher Education Program Working Group (TEPWG)

The Teacher Education Program Working Group (TEPWG) was established by the BCTC and the ABCDE in late 2014 with two members representing each 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, Jim Iker, and Vice-Chair, Adrienne Demers, and ABCDE representatives Chair Allyson Jule/Jan Hare and Vandy Britton.



6 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 in the spring of 2022 and was subsequently joined by representatives of several rightsholders and education partners. The purpose of PS9AWG is 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 Jelana Bighorn. At the request of FNEC and FNEA, the working group was paused in May 2024.



0 Meetings held during this reporting period.

REVIEW OF THE REPORTING PERIOD

In accordance with the BCTC meeting rules, an election was conducted at the outset of the 2024/25 reporting period. Jim Iker was acclaimed as Chair, and Adrienne Demers was elected as Vice-Chair. The BCTC convened on the following dates:

- June 5–7, 2024
- October 8–9, 2024
- February 5–7, 2025

All the BCTC public meetings were held in person, while committee meetings were primarily conducted in a virtual format. Over the course of the reporting period, the BCTC also hosted five workshops. Three were conducted in person and were led by TEPARC, focusing on Blended and Online Learning, and two were held virtually and were led by PCSSC, addressing Academic Preparation Requirements.

The BCTC maintained its collaborative relationship with the Ministry of Education and Child Care. In June, the BCTC welcomed the Honourable Rachna Singh, Minister of Education and Child Care, who attended in person to recognize incoming and outgoing members and share updates from the Ministry. Her visit included a dialogue with the BCTC on key topics such as teacher recruitment and retention, mentorship for new educators, and teacher education in rural and remote communities.

In February, the BCTC met virtually with Deputy Minister Kaye Krishna to discuss the Premier's mandate letter. The conversation covered strategic priorities including numeracy, literacy, reconciliation, collaboration with FNEESC, enhancements to teacher certification processes, and reducing barriers for internationally educated teachers.

The Commissioner for Teacher Regulation continued to attend BCTC meetings to provide updates on regulatory standards, disciplinary processes, trends in conduct cases, and the Commissioner's Annual Report. In February 2025, the BCTC welcomed Donnaree Nygard, the Acting Commissioner for Teacher Regulation.

The BCTC also expanded its engagement with the Ministry's Workforce Development team. On May 14, BCTC representatives participated in the K-12 Education Workforce Strategy Sector-Wide Session, contributing to discussions on the implementation of the Provincial K-12 Workforce Plan. Key priorities identified for further exploration included:

- Strengthening teacher retention through teacher mentorship initiatives,
- Developing a coordinated approach to workforce data collection, analysis and application, and
- Enhancing communications strategies for recruitment and retention in the K-12 sector.

At the BCTC October meeting, three BCTC members were elected or acclaimed to represent the BCTC in newly established K-12 workforce working groups:

- Workforce Teacher Mentorship Work Group – Michelle LaBounty
- Workforce Data Work Group – Gunita Gupta
- Workforce Communications Work Group - Jatinder Bir

On June 4, the BCTC hosted full-day professional learning focused on Online and Blended Delivery of BC Teacher Education Programs (TEPs). The session was attended by 40 participants, including BCTC members, staff from the Teacher Regulation Branch and Workforce Development, representatives from the Ministry of Post-Secondary Education and Future Skills (PSFS), and ABCDE/TEP representatives. Presentations were delivered by:

- Ministry Workforce Development team – Provincial K-12 Workforce Plan and Flexible, Accessible & Robust Post-Secondary Education & Career Pathways
- Dr. Leyton Schnellert (UBC) – UBC Rural and Remote TEP (RRED)
- Dr. Karen Ragoonaden and Dr. Melanie Wong (UBC) – Online and Blended Delivery of BC TEPs
- Dr. Valerie Irvine (UVic) – Exploring Modality in Teacher Education

Additionally, BCTC members had an opportunity to participate in several external education-related events, including:

- BCSTA Rural and Remote Network Meeting, on August 19, 2024
- UFV Mission Campus Launch/Open House, on September 14, 2024
- ABCDE Rural and Remote Education Symposium, *Spotlight on Rural and Remote Education: Cultivating a Shared Responsibility*, held at UBC on November 21, 2024

2024/25 WORK PLAN: PROGRESS REPORT

At its June 2024 meeting, BCTC reviewed its 2023/24 Work Plan, amended some goals, and created a new work plan for 2024/25.

BCTC 2024/25 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 engage BC TEPs and education partners on recommendations and action items stemming from 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 programming, blended learning and barriers to accessibility, including financial ones	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, DRIPA and Distinctions Based Approach, • decolonization, Reconciliation, anti-oppression, and anti-racism, • inclusion 	Amended Ongoing

The BCTC reviewed and established the BCTC Implementation Strategies for 2024/25 in alignment with the newly approved BCTC Workplan. This strategic document was developed to translate the BCTC's goals into actionable steps, outlining the necessary measures to achieve its objectives. The implementation strategies were intended to enhance coordination and streamline the execution of the workplan across BCTC initiatives.

GOAL I: To communicate and promote the Professional Standards for BC Educators

Context and Background

In June 2019, the BCTC released an updated version of the Professional Standards for BC Educators, reflecting the new BC curriculum and incorporating language on indigeneity, the First Peoples' Principles of Learning, and diversity and inclusion. This followed a comprehensive three-year review and consultation process with education partners. A notable addition was a ninth standard focused on Truth and Reconciliation and the history of First Nations, Inuit, and Métis peoples in Canada.

Recognizing the shared responsibility across the education system to promote and implement the Standards, the BCTC actively communicated them over the past five reporting periods. Outreach included emails, news releases, online postings and presentations. The BCTC encouraged school administrators to review the Standards during staff meetings, display posters in classrooms and staff rooms, and integrate the Standards into local and regional education 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 annual 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.
- Consider creating resources and materials regarding the Professional Standards for BC Educators to which every certificate holder would have access.

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 a Distinctions-Based Approach after it concludes the review of the Certification Standards in 2026.

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 fall 2021, the Ministry of Education and Child Care, the Commissioner for Teacher Regulation, and the BCTC collaborated to develop a video resource supporting Professional Standard 9, aimed at encouraging K-12 educators to embrace their professional responsibility and celebrate the importance of Truth and Reconciliation.

By February 2022, the Ministry proposed that BCTC lead a working group to finalize the video and introduce it to the BC K-12 system. BCTC accepted and formed the Professional Standard 9 Awareness Working Group (PS9AWG), including representatives from FNEESC, Métis Nation BC, BCTF, FISABC, the Ministry, and later, the First Nations Education Authority (FNEA).

On September 26, the seven-minute video, *Professional Standard 9 – Truth and Reconciliation, Moving Forward Together*, was launched and shared widely across the education sector. Educators were encouraged to use it to reflect on biases, integrate Indigenous perspectives, and foster respectful relationships with Indigenous communities.

In fall 2022, PS9AWG advanced to the next phase of its work, which included two streams:

- Stream 1: Video vignettes featuring BC educators' stories focused on colonial mindset, community connection, and curriculum.
- Stream 2: An interactive learning website developed with the BC School Superintendents Association, designed to support reflection on Indigenous ways of knowing and being. The site uses a holistic approach rooted in Indigenous storytelling to explore healing, bias, truth, history, and hope.

During 2023/24, the PS9AWG contracted Indigenous educator and Creative Director Dr. Meredith Rusk, who guided both streams with an Indigenous lens. In fall 2023, the group paused Stream 1 to focus on Stream 2, now titled *Professional Standard 9: Journey of Deeper Understandings*. Dr. Rusk conducted interviews with Indigenous scholars and curated authentic resources aligned with the site's themes. In winter 2023/24, KJB Digital was contracted to develop the interactive website.

In March 2024, the BCTC received letters from FNEESC and FNEA requesting a meeting to discuss updates to the Professional Standards to align with the *Declaration on the Rights of Indigenous Peoples Act* (DRIPA) and a Distinctions-Based Approach (DBA). They also requested a pause on the Standard 9 resource development pending resolution of these discussions.

Implementation Strategies

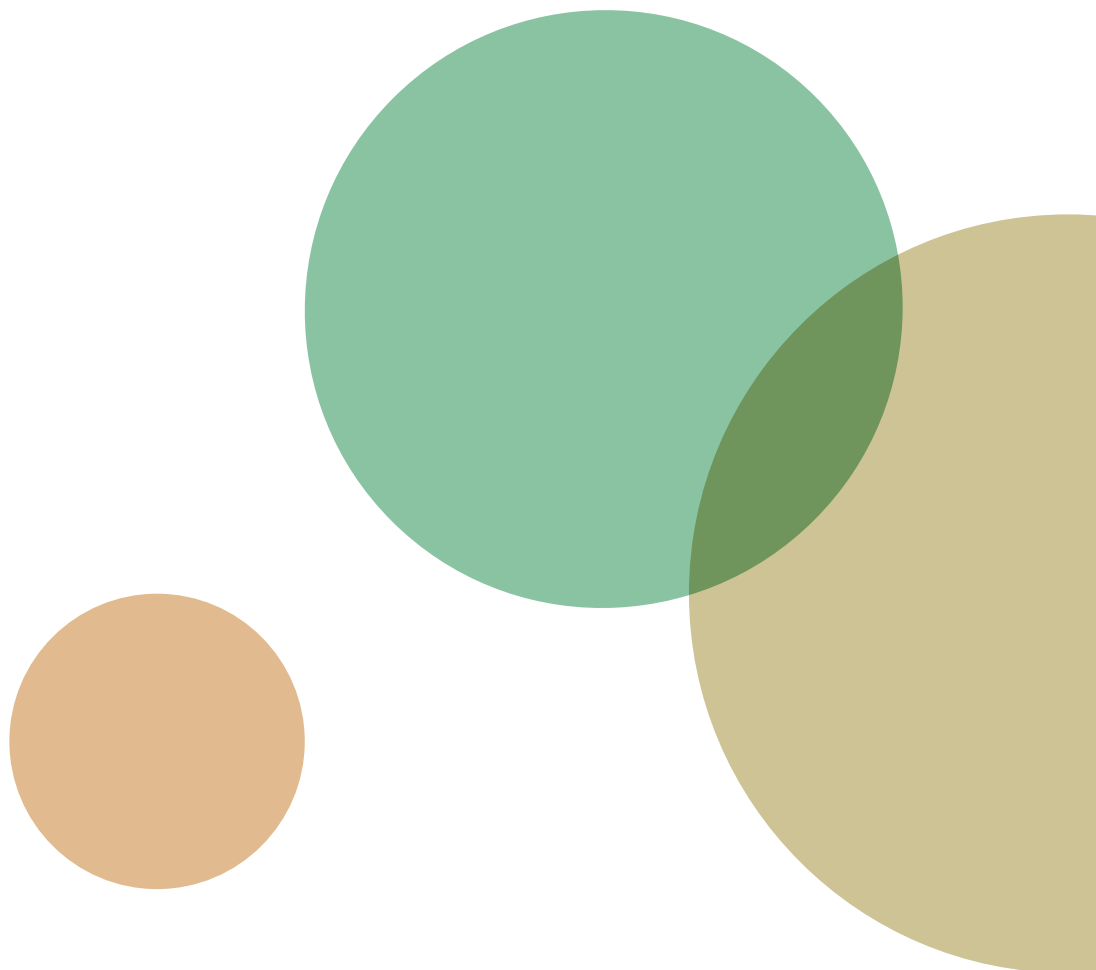
- Collaborate with TEPs and certificate holders on their progress in achieving this goal.
- Communicate with employers, rightsholders, partners, parents, and/or students about their perceptions of how the work towards this goal is progressing.

Progress in this Reporting Period

In May 2024, following consultation with the Ministry, the BCTC recommended pausing the Professional Standard 9 Awareness Working Group and the *Professional Standard 9: Journey of Deeper Understandings* project. This decision was made to allow for further engagement with FNEA and FNEA regarding the Professional Standards—particularly Standard 9—and its alignment with the BC Declaration on the Rights of Indigenous Peoples Act and the Distinctions-Based Approach.

Next Steps

- The BCTC will continue its collaboration with FNEA and FNEA on this important matter.



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

Context and Background

The BCTC began reviewing the Certification Standards in winter 2019, starting with a restructuring of the former BC College of Teachers' Bylaws and Policies to improve clarity and usability. This was followed by a detailed review involving a jurisdictional scan and revisions to content and language. To streamline the process, the BCTC adopted a phased approach, prioritizing five key themes:

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

Historically, some standards in these areas created delays in processing certification applications and increased Ministry workload, prompting concerns about equity and fairness from applicants.

Phase 1: Familiarization & Currency of Teaching Practice

Completed in November 2021, Phase 1 led to the Minister approving the removal of Currency of Practice sections. However, proposed changes to Familiarization were disallowed, with the Minister recommending consultation with the Ministry's Governance and Legislation Branch. This feedback informed the BCTC's approach to future revisions.

Phase 2: Language Proficiency & Familiarization

Completed in April 2022, Phase 2 included further amendments to Familiarization and updates to Language Proficiency requirements. Approved by the Minister in July 2022, these changes introduced new pathways for applicants to demonstrate language proficiency, as well as a new course offered by BC TEPs to support international applicants' understanding of the BC K-12 system and the Professional Standards.

Phase 3: Professional Preparation & Familiarization

Beginning in early 2022 and concluding in summer 2023, Phase 3 focused on Professional Preparation and additional revisions to Familiarization and Validity of Certificates. A full-day workshop in January 2023, facilitated by the PCSSC with support from the DOC, helped BCTC members explore practical applications of the Certification Standards related to professional preparation. Final revisions were approved by the BCTC in October and allowed by the Minister in December 2023, with the goal of improving access for international applicants by expanding and diversifying eligibility criteria.

Phase 4: Academic Preparation Requirements

In winter/spring 2024, with support from the DOC and staff, PCSSC began reviewing the Academic Preparation sections, marking the start of Phase 4.

Phase 5: Validity of Certificates & Full Standards Realignment

In May 2023, the BCTC Chair and TRB staff consulted external legal counsel on human rights concerns related to certificate validity. Phase 5 also includes ongoing work on comprehensive realignment of the standards to improve clarity and eliminate redundancies. Collaborative meetings with the BCTC external legal counsel have been supporting this work.

Implementation Strategies

- Conduct ongoing meetings of the PCSSC in collaboration with the 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 as required to increase understanding of the sections being reviewed.
- Determine and approve draft revised requirements for the reviewed sections of the standards.
- Consult with the Ministry Governance and Legislation Branch on the draft revised requirements and proposed revisions to the standards.
- Approve any draft revisions to sections of the standards and submit to the Minister of Education and Child Care for consideration.
- Publish revised Certification Standards online and notify education partners.

Progress in this Reporting Period

Academic Preparation Requirements – Continued

- In October 2024, PCSSC led a half-day consultation with 18 participants from nine BC TEPs to gather feedback on the Academic Preparation sections of the Certification Standards, identifying gaps and areas needing revision. A second session in December brought together representatives from eight education partner groups for further input.
- In February and March 2025, BCTC members participated in two virtual workshops, also led by the PCSSC, where they engaged in a deeper discussion of these sections of the standards. Drawing on research, DOC input, and feedback from these consultations and workshops, the BCTC has continued refining the Academic Preparation requirements, with further discussion planned for the June meeting.

English & French Language Proficiency – Additional Changes

- In October 2024, the BCTC approved the inclusion of the Language Competency Assessment for the Teaching Profession (LCATP) in the Certification Standards as an additional option for meeting English and French language proficiency requirements. This new assessment is part of the Pathways to Teach Canada initiative, designed to support internationally educated teachers in obtaining certification. This change was allowed by the Minister in January 2025.

First Nations Language Teacher Certificate

- In March 2025, the BCTC Chair formally reached out to FNEESC to initiate collaboration on reviewing and co-developing the First Nations Language Teacher Certificate sections of the Certification Standards. In response, FNEESC's President wrote to the Minister and the BCTC Chair proposing the formation of a working group to lead this work.

Validity of Certificates & Full Standards Realignment

- Throughout this reporting period, the BCTC continued working with external legal counsel on reviewing the Validity of Certificates sections and the broader restructuring and realignment of the Certification Standards. This effort includes improving clarity, removing redundancies, renumbering, and general refinement.

Next Steps

- The BCTC will work with FNEESC and the Ministry to support pathways to certification for First Nations language teachers that meet the needs of First Nations.
- The BCTC aims to finalize revisions to the Academic Preparation and Validity of Certificates sections, along with the full set of Certification Standards by late 2025/early 2026.
- The BCTC will then submit the revised sections to the Minister for consideration.

GOAL 4: To engage BC TEPs and education partners on recommendations and action items stemming from the 2021/22 New Teacher Survey

Context and Background

The New Teacher Survey (NTS) 2021/22 was a three-year initiative coordinated by the New Teacher Survey Working Group (NTSWG), with support from the Association of BC Deans of Education (ABCDE) and several branches of the Ministry of Education and Child Care. It followed a similar BCTC-led project from 2015 and aimed to better understand how well new teachers are prepared for entering the BC K-12 education system.

The survey explored four key phases of the transition from teacher education to professional practice:

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

Throughout 2021, NTSWG collaborated with the Education Analytics Branch and external contractor A. Willock Information Systems (AWIS) to develop the survey tool. In October, the BCTC launched the survey to over 9,800 certified teachers who completed a BC teacher education program between 2015 and 2021. The survey closed in April 2022 with more than 1,300 responses (13% response rate).

Data analysis and report development were led by Dr. Ralf St. Clair, University of Victoria professor and former BCTC member. A draft of the Full Report was presented to the BCTC in November 2022, structured around research questions and containing 13 key findings and 28 recommendations relevant to teacher education programs, the Ministry, school districts, and administrators.

At its February 2023 meeting, the BCTC approved the development of 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

In spring 2023, the BCTC conducted outreach sessions with education partners—including ABCDE, Ministry executives, BC TEPs, and K-12 education partners—to share survey findings and recommendations. These sessions were well attended and generated strong interest.

In June and July 2023, the BCTC worked with the Ministry Communications Team to develop a strategy for sharing the survey results. The graphically designed reports were publicly released on the Ministry website and BCTC webpage on August 3, 2023. Following the release, the BCTC sent correspondence to certificate holders, teacher education programs, school employers, and education partners.

On December 6, 2023, NTSWG hosted a full-day in-person workshop for BCTC members to review and discuss the survey's findings and recommendations. In March 2024, NTSWG held two full-day in-person meetings to examine BCTC feedback in depth and identify action items for follow-up with BC TEPs, government, employers, and education partners.

Implementation Strategies

- Engage the ABCDE and the BC TEPs to provide input on recommendations and (the possible implementation of) suggested action items specific to BC teacher preparation processes.
- Refer all recommendations and suggested action items specific to regulatory process to TEPWG for review and possible implementation into the TEPAR Framework.
- Engage government and education partners to discuss recommendations and (the possible implementation of) suggested action items specific to employers and other partner organizations.

Progress in this Reporting Period

- At the June 2024 BCTC meeting, NTSWG presented the NTS 2021/22 Recommendations and Action Items Table, outlining 58 action items across three categories:
 1. BCTC-specific actions,
 2. Collaborative regulatory actions with BC TEPs, primarily focused on expanding the scope of Structured Dialogue within the TEPAR Framework, and
 3. Various TEP related action items mainly including non-prescriptive advice and/or suggestions to the TEPs.
- The BCTC agreed to prioritize actions related to itself and TEPs before addressing items directed at government, employers, and other education partners.
- In October 2024, the BCTC approved the BCTC-specific actions, followed by approval in February 2025 of the collaborative regulatory actions, which were then shared with TEPs for consideration in future structured dialogues and maintenance reviews.
- In March 2025, the BCTC sent correspondence outlining these suggested actions to ABCDE and all BC TEPs.

Next Steps

- At its spring 2025 meeting, the BCTC is expected to place the working group in abeyance until the next iteration of the New Teacher Survey is approved—tentatively planned for launch in 2027/28.
- BC TEPs and the ABCDE expressed interest in actively participating in the design, delivery, and analysis of the next iteration of the New Teacher Survey.
- Over the long term, the BCTC intends to use the findings from the New Teacher Survey 2021/22 to inform future updates to the regulatory standards for the teaching profession and to offer recommendations for improvements across the education community—including teacher education programs, public school districts, government, and other partners.

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 BCTC's work on blended learning programs, which combine online (synchronous and asynchronous) and in-person (face-to-face) instruction. These models aim to improve flexibility and access to teacher education, particularly for candidates in rural and remote communities.

Discussions around evaluating blended TEPs began in early 2020, with TEPARC exploring criteria to assess Process B proposals for blended cohorts. In May 2020, the BCTC, UBC, and UVic hosted a virtual workshop where participants agreed that blended programs could enhance diversity and accessibility in teacher education. Shortly after, the BCTC approved UBC's first proposal for a blended rural and remote cohort.

In the 2021/22 and 2022/23 reporting periods, the BCTC approved several program changes aimed at supporting delivery during and after the COVID-19 pandemic, while also addressing recruitment and retention challenges in remote districts. These included:

- UBC's Rural and Remote Education Program (RRED)
- VIU's online component of the B.Ed. Post-Baccalaureate Program
- UBC's blended NITEP cohort in Bella Coola
- SFU's blended pilot of the Professional Linking Program (PLP) under the AHCOTE initiative

In 2023/24, the BCTC continued this work by approving new blended and online program proposals, including:

- UFV's Pilot Hybrid Delivery Model
- UBC's Hybrid Delivery Model
- VIU's Northwest Territories Rural and Remote Program (BDDEC Partnership)

At its winter 2024 meeting, BCTC passed two motions: one to hold a half-day professional learning session on online and blended teacher education, and another to discuss and determine guidelines for TEPs submitting hybrid or online proposals. In response, TEPARC began planning for a full-day learning session, supported by TRB staff who conducted a comprehensive jurisdictional scan of online teacher education offerings in BC and across Canada.

Implementation Strategies

- Continue working towards the creation of the Guidelines for Proposals from BC TEPs for Blended Coursework Delivery.
- 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 confirm percentages of in-person/online content within TEP programs and courses during structured dialogues and maintenance reviews.
- Invite a representative from the Ministry of Post-Secondary Education and Future Skills to discuss TEP seats and funding models.

Progress in this Reporting Period

- On June 4, 2024, the BCTC hosted a professional learning day to begin developing a shared vision and benchmarks for BC teacher education programs regarding hybrid and online delivery models. The event included BCTC members, TRB staff, representatives from BC TEPs, the Ministry's Workforce Development Branch, and PSFS, who engaged in panel discussions and collaborative dialogue.
- In the months that followed, the BCTC worked intensively on drafting the document titled Guidelines for Proposals from BC Teacher Education Programs Regarding Methods of Delivery. This process included three full BCTC workshops led by TEPARC and a province-wide survey of TEPs to gather programs' feedback on blended and online delivery.
- At a virtual ad hoc meeting in December 2024, the BCTC reviewed the survey findings and formally approved both the Guidelines and an accompanying Executive Summary. The finalized documents were distributed to BC TEPs on December 20, 2024.

Next Steps

- 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, DRIPA and Distinctions Based Approach,**
 - **decolonization, Reconciliation, anti-oppression and anti-racism,**
 - **inclusion**
-

Context and Background

In alignment with the provincial K-12 Anti-Racism in Education Action Plan, the BCTC recognized the importance of applying an anti-racism lens to all three sets of its standards.

In February 2021, the BCTC passed a motion requesting Ministry funding to support collective professional learning for its members on anti-racism, diversity, equity, and inclusion. The goal was to build capacity as members continued reviewing the Certification Standards and Teacher Education Program Approval Standards, and to develop a strategy for communicating the Professional Standards for BC Educators with a focus on equity and anti-racism.

In October 2021, BCTC members participated in a half-day session on truth, reconciliation, and healing, led by Denise Augustine, Aboriginal education field liaison, and Joe Heslip, Indigenous education secondee and field Liaison, from the Ministry. This session deepened members' understanding of how these themes relate to the BCTC's 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.

Between October 2022 and June 2023, BCTC members attended three professional learning sessions with anti-racism expert Angela Ma Brown, focusing on Anti-Racism Education, Whiteness and White Supremacy Culture, and Active Witnessing. These sessions encouraged deep conversations, experiential learning, and empathy-building to address the impacts of prejudice, discrimination, and systemic oppression within the K-12 education system.

Implementation Strategies

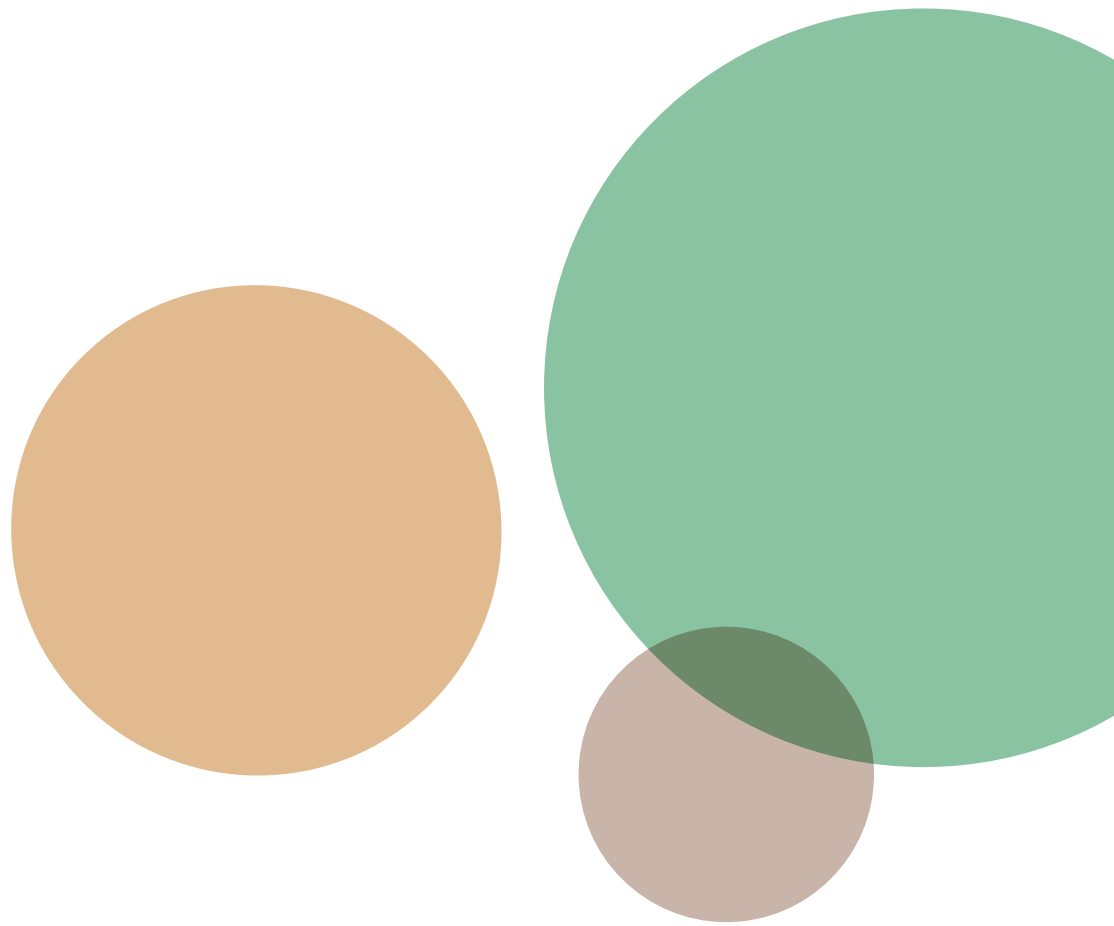
- Continue to engage in professional learning for all BCTC members on the topics of anti-racism, diversity, equity and inclusion, during regularly planned multi-day meetings, and/or additional time, as needed
- Expand the BCTC orientation for new members to better support members' understanding of the role and mandate of the BCTC, with particular focus on the committee work.
- Bring an Indigenous lens/perspective and anti-racism/anti-oppression lens/perspectives to all BCTC work goals and committee work.

Progress in this Reporting Period

- In June 2024, BCTC members and TRB staff participated in a half-day professional learning session focused on the BCTC's mandate under the Teachers Act and principles of administrative law. The session was delivered by Jaia Rai, BCTC's external legal counsel.
- On February 6, professional learning was led by Tsnomot (Brad Baker), Superintendent of Indigenous Education, and Jane Kowalczyk, Acting Executive Director of Indigenous Education at the Ministry. Their presentation focused on the Distinctions-Based Approach, the ninth Professional Standard, and Bill 40 – School Act Amendments. Additionally, Sarvi Brent presented on the *Declaration on the Rights of Indigenous Peoples Act* (DRIPA), the DRIPA Action Plan, and its connection to the work of the BCTC.

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*. Developed through years of collaboration between the BCTC and ABCDE, the framework 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 overarching goal of the TEPAR Framework is to support continuous improvement of TEPs and to strengthen public trust in regulatory processes for the teaching profession.

In the 2023/24 reporting period, the BCTC and ABCDE jointly conducted a comprehensive review of the framework. This led to several updates for improved alignment and clearer language, along with the introduction of a new review process to address unexpected challenges faced by 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	2024
Trinity Western University (TWU)	2002	Minor Change (2023)	2023	2021
University of Northern British Columbia (UNBC)	2002	Minor Change (2024)	2024	Pending
University of British Columbia Okanagan (UBCO)	2002	Major Change (2019)	2022	Pending
University of British Columbia Vancouver (UBC)	1956	Minor Change (2023)	2024	2022
University of the Fraser Valley (UFV)	2002	Minor Change (2024)	2024	2022
University of Victoria (UVic)	1963	Minor Change (2024)	2025	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 the 2024/25 reporting period, the TEPARC and BCTC reviewed a total of 13 proposals submitted by BC teacher education programs. In most cases, university representatives attended BCTC meetings to respond to questions and provide clarification.

Proposals assessed by TEPARC as internal program changes under Process B do not require BCTC approval. The following proposals were classified as internal changes during this period:

- UVic – BEDILR, Notice of Intent submitted on May 1, 2024
- UVFV – French Language Practicum, Notice of Intent submitted on May 16, 2024
- TWU – Supplemental Practicum, Notice of Intent submitted on Nov 13, 2024
- TWU – New Minor in Environmental and Sustainability Studies, Notice of Intent submitted on Nov 13, 2024

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
UBC	B.Ed. Hybrid Delivery Model (Term 2 & 3) Changes	November 17, 2023	Approved June 2024 (Minor change)
UVic	ED-D 410 Teacher as Leader: The Professional Role	April 29, 2024	Approved June 2024 (Minor change)
UNBC	Northern Cohort	November 7, 2023	In progress
UNBC	Regional B.Ed. Program (Prince Rupert Cohort)	September 12, 2024	Approved October 2024 (Minor change)
VIU	B.Ed. Field Experience Course Changes	November 7, 2024	Approved February 2025 (Minor change)
UVic	Elementary PDP Course Offering	November 22, 2024	Approved February 2025 (Minor change)
UVFV	Hybrid delivery (all three semesters)	January 23, 2025	Pending
UVic	EDCI 336 Technology and Innovation in Education online delivery	Mar 22, 2025	Pending
VIU	Dispersed Elementary 5-year B.Ed. Cohort	April 8, 2025	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 eight-year schedule of Cyclical Reviews (subject to change):

TEP	Cyclical Review Process Type	Year									
		2020	2021	2022	2023	2024	2025	2026	2027	2028	
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 that took place and/or were reported on in this reporting period:

Institution	Date of Dialogue	Report Presented to BCTC	BCTC Participants
UNBC	February 13, 2024	June 6, 2024	Lisa Kishkan and Mary Mollineaux
UFV	April 23, 2024	October 10, 2024	Bob Holmes and Danielle Neer
UBC	November 5, 2024	February 6, 2025	Lesya Balsevich and Carol Arnold
UVIC	February 25, 2025	Pending – June 2025	Gunita Gupta and Mary Mollineaux

Maintenance Reviews

The BCTC normally completes one to two Maintenance Reviews per year. In this reporting period, a Maintenance Review was completed at Thompson Rivers University. In line with Process D, the BCTC determined at its February meeting that the TEP conditionally meets the TEP Approval Standards. The BCTC referred the TRU PAT Report Recommendation back to TEPARC to establish the timelines and conditions.

Institution	Date of Review	PAT Report Presented to BCTC	Program Assessment Team (PAT)
TRU	November 19-21, 2024	February 5, 2025	<ul style="list-style-type: none"> Jo Cornthwaite, BCTC Michelle LaBounty, BCTC Sheryl MacMath, teacher educator, UFV Leanne Atkinson, K-12 educator, School District No. 58

Summaries of TEP approval and review outcomes are now being published on the BCTC webpage. These updates are made following each BCTC meeting to ensure timely and transparent communication of decisions and progress.

EXPENSES

Member Expenses: May 1, 2024 – April 30, 2025				
BCTC Member	Expenses (Accommodations, parking, travel, meals, etc.)	Meeting Fee	Teacher Release Cost	Total by Member
Arnold, Carol	6,128.68	300.00	5,552.44	11,981.12
Balsevich, Lesya	1,162.54	2,850.00	–	4,012.54
Berting, Terence	27.30	3,750.00	–	3,777.30
Bighorn, Jelana	138.00	150.00	4,721.76	5,009.76
Bir, Jatinder Kaur	3,324.04	325.00	6,955.76	10,604.80
Cornthwaite, Jo	5,574.50	150.00	4,641.02	10,365.52
Demers, Adrienne	13,224.72	1,500.00	-1,757.64	12,967.08
Dumont, Marjorie	35.04	–	2,407.60	2,442.64
Gupta, Gunita	1,787.09	425.00	7,996.39	10,208.48
Holmes, Bob	3,111.29	3,600.00	–	6,711.29
Iker, Jim	12,599.38	4,975.00	16,001.05	33,575.43
Kedves, Alice	2,363.28	–	1,112.75	3,476.03
Kishkan, Lisa	7,374.04	300.00	9,708.25	17,382.29
LaBounty, Michelle	311.36	300.00	–	611.36
Mollineaux, Mary	223.43	–	–	223.43
Neer, Danielle	8,526.95	150.00	10,928.30	19,605.25
Tenning, Anne	5,346.34	–	–	5,346.34
Total	71,257.98	18,775.00	68,267.68	158,300.66

Other Expenses								
Expense	One Time	June 2024 workshop	June 2024 public meeting	Sep 2024 workshop	Oct 2024 public meeting	Dec 2024 workshop	Feb 2025 public meeting	Total by Expense
Catering		2,948.00	5,299.81	1,364.34	4,943.94	1,419.30	5,403.42	21,378.81
Facility Rental		1,575.30	5025	1,175.00	5,325.00	–	5,315.00	18,415.30
Name plates	216.27	–	–	–	–	–	–	216.27
iPhone/iPad Data Charges	636.84	–	–	–	–	–	–	636.84
Mobile devices & Microsoft 365	4,887.68	–	–	–	–	–	–	4,887.68
Other Expenses Total	5,740.79	4,523.30	10,324.81	2,539.34	10,268.94	1,419.30	10,718.42	45,534.90

Total Expenses of BCTC: May 1, 2024 – April 30, 2025				
Expenses	Meeting Fees	Release Costs	Other Expenses	BCTC Total
71,257.98	18,775.00	68,267.68	45,534.9	203,835.56

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, 2024 - April 30, 2025				
BCTC Member	Expenses	Meeting Fees	Release Costs	Total by Member
Bighorn, Jelana	–	–	1,288.35	1,288.35
Bir, Jatinder Kaur	–	–	1,645.95	1,645.95
Iker, Jim	–	200.00	2,925.80	3,125.80
PCSSC Total	–	200.00	5,860.10	6,060.10

Teacher Education Program Approval and Review Committee (TEPARC)

Member Expenses: May 1, 2024 - April 30, 2025				
BCTC Member	Expenses	Meeting Fees	Release Costs	Total by Member
Britton, Vandy	565.84	–	–	565.84
Cornthwaite, Jo	84.28	1,050.00	3,315.40	4,449.68
Iker, Jim	1,842.24	2,000.00	6,236.72	10,078.96
Kishkan, Lisa	–	300.00	3,022.52	3,322.52
Neer, Danielle	–	150.00	4,090.01	4,240.01
TEPARC Total	2,492.36	3,500.00	16,664.65	22,657.01

Other Expenses	
Courier charges	64.29

Total TEPARC Expenses				
Expenses	Meeting fees	Release costs	Other Expenses	TEPARC Total
2,492.36	3,500.00	16,664.65	64.29	22,721.30

Teacher Education Program Working Group (TEPWG)

Member Expenses: May 1, 2024 - April 30, 2025				
BCTC Member	Expenses	Meeting Fees	Release Costs	Total by Member
Demers, Adrienne	–	300.00	–	300.00
Iker, Jim	–	1,200.00	–	1,200.00
TEPWG Total	–	1,500.00	–	1,500.00

New Teacher Survey Working Group (NTSWG)

Member Expenses: May 1, 2024 - April 30, 2025				
BCTC Member	Expenses	Meeting Fees	Release Costs	Total by Member
Berting, Terence	–	750.00	–	750.00
Iker, Jim	–	800.00	977.69	1,777.69
Kishkan, Lisa	–	–	1,168.77	1,168.77
LaBounty, Michelle	–	–	–	–
NTSWG Total	–	1,550.00	2,146.46	3,696.46

Structured Dialogues (SDLG) – BCTC Representatives

Member Expenses: May 1, 2024 - April 30, 2025				
BCTC Member	Expenses	Meeting Fees	Release Costs	Total by Member
Arnold, Carol	530.68	–	862.88	1,393.56
Balsevich, Lesya	44.10	450.00	–	494.10
Bighorn, Jelana	–	150.00	–	150.00
Gupta, Gunita	483.55	–	581.78	1,065.33
Mollineaux, Mary	809.70	–	–	809.70
SDLG Total	1,868.03	600.00	1,444.66	3,912.69

Maintenance Reviews (MR) (including Program Assessment Teams)

Member Expenses: May 1, 2024 - April 30, 2025				
BCTC Member	Expenses	Meeting Fees	Release Costs	Total by Member
Cornthwaite, Jo	1,590.72	1,350.00	331.54	3,272.26
LaBounty, Michelle	1,456.65	1,050.00	0.00	2,506.65
MR Total	3,047.37	2,400.00	331.54	5,778.91

Other Expenses	
External contractors' reviews	6,650.76

Total Maintenance Review Expenses				
Expenses	Meeting fees	Release costs	Other Expenses	MR Total
3,047.37	2,400.00	331.54	6,650.76	12,429.67

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 (January 2025 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 (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

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>

Review of Teacher Education Programs

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

Guidelines for Proposals from BC Teacher Education Programs Regarding Methods of Delivery

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

