

Pathways in K-12 Education Careers in B.C.

Mapping post-secondary pathways to EA, ECE, and teaching careers while exploring ways to expand program accessibility and advancement opportunities for current educators and equity-deserving groups.



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Summary

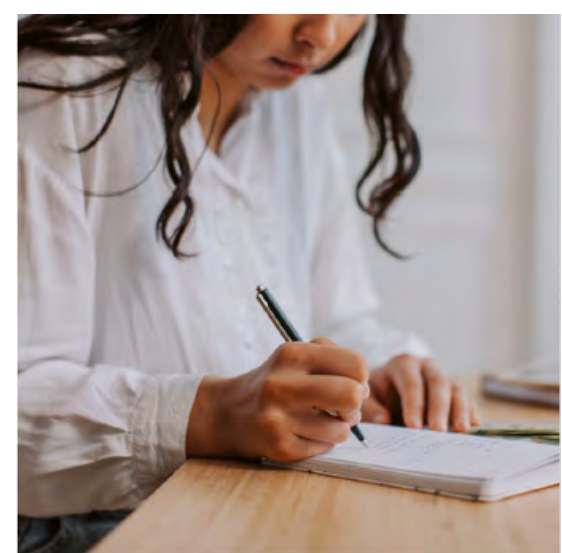
To address ongoing recruitment and retention pressures in B.C.'s K-12 education system, the Ministry of Education and Child Care commissioned this research as part of the K-12 Workforce Plan. The project mapped current post-secondary pathways to becoming Education Assistants, Early Childhood Educators, and certified teachers in B.C., while exploring opportunities to expand program accessibility and career advancement for current education staff and equity-deserving groups seeking certification.

Stage 1

Mapping the Current State of Education Career Entry and Development

This research began with comprehensive mapping of B.C.'s education career pathways. Post-secondary websites were systematically scanned to identify ECE, EA, and teacher education programs, documenting program details, admission requirements, delivery methods, and supports for Indigenous and equity-deserving groups. This analysis was supplemented with targeted conversations with program administrators to clarify information and fill gaps, **creating a B.C. Education Institution Program Directory.**

Analysis of the data revealed patterns and trends in current pathway structures, highlighting strengths and barriers in the existing system. **A map of current pathways into K-12 education careers was created,** providing a foundation for understanding entry points, transitions, and advancement opportunities within B.C.'s education workforce and establishing a baseline for future recommendations.



Stage 2

Identifying Existing Gaps and Barriers in Education Career Entry and Development

Online focus group consultations were held with program leaders, faculty, TEP admission advisors, district leaders, students, and advisory groups, providing insights into career pathway barriers from those actively navigating the system. Participants shared experiences navigating complex education systems and identified improvement opportunities from their challenges and successes. The research team combined these insights with environmental scan findings to identify systemic gaps and barriers.



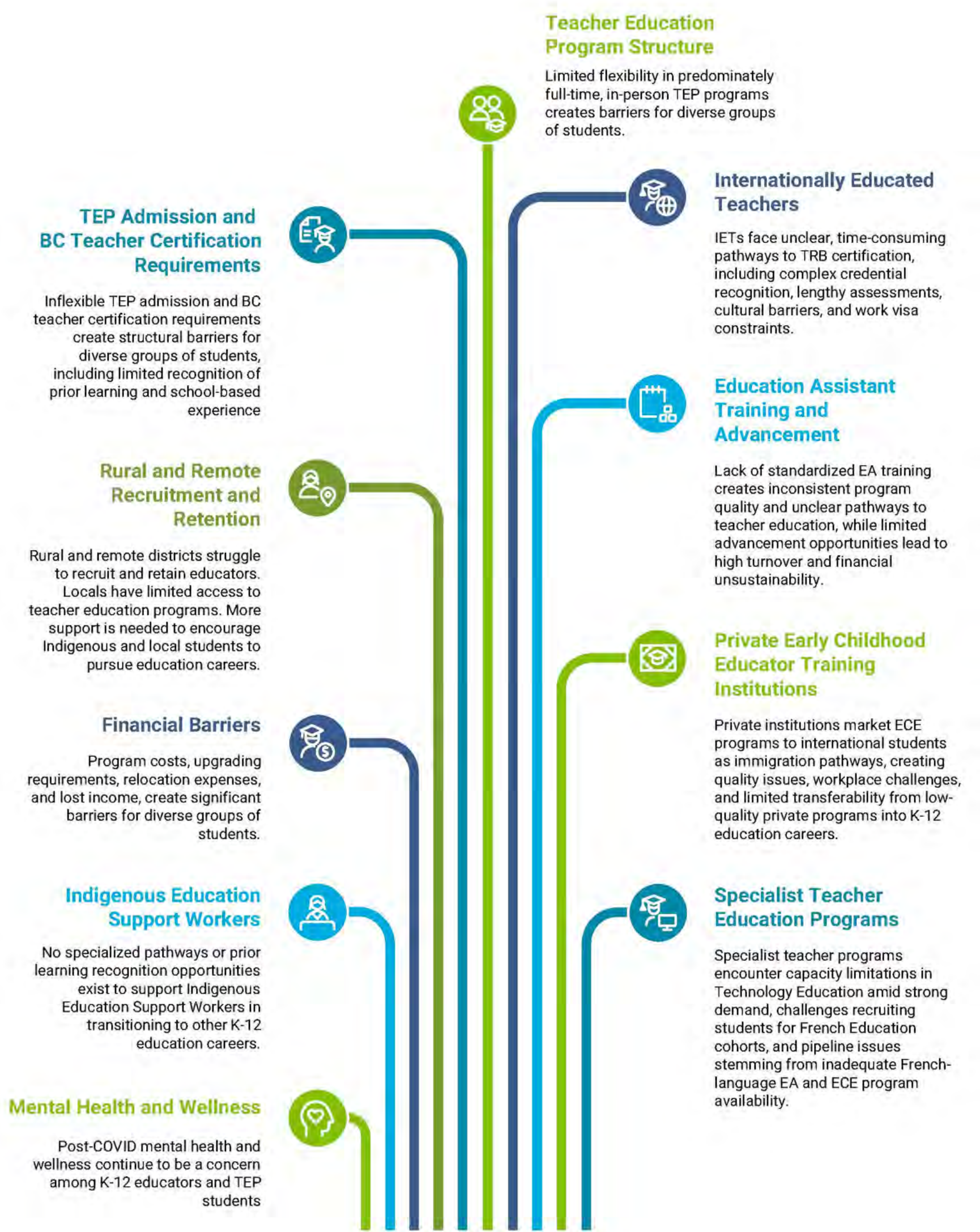
Stage 3

Positing Recommendations for Future K-12 Pathways for Education Career Development

Five recommendations were identified for developing, enhancing, and maintaining K-12 Education Career Pathways.

FINDINGS

Systemic Gaps and Barriers in Current K-12 Education Career Pathways



RECOMMENDATIONS

for Building, Strengthening and Sustaining K-12 Education Career Pathways

Building on an understanding of systemic gaps and barriers in K-12 education career pathways, and informed by insights shared during consultations with key stakeholders, a series of five strategies are recommended to build, strengthen, and sustain career pathways in the sector. These recommendations reflect the lived experiences of those navigating the current system and aim to promote more accessible, equitable, coherent, and supportive pathways into and through K-12 education careers in B.C.

1

Encourage and support more accessible, flexible, locally embedded, and culturally responsive TEP models.



2

Develop a centralized, publicly accessible online platform to clearly communicate and streamline access to information on pathways into K-12 teaching careers.

3

Design pathways and strategies to specifically support the recruitment and retention needs of rural and remote school districts.



4

Establish a coordinated provincial strategy that recognizes standardized Education Assistant coursework and creates and communicates clear, accessible pathways into teacher education programs.



5

Implement strategies that strengthen pathways to a Professional Certificate of Qualification for Internationally Educated Teachers and support their successful integration into BC classrooms.

Recommendation #1

Encourage and support more flexible, locally embedded, and culturally responsive TEP models.

Revise BCTC teacher certification requirements and TEP admission requirements to provide flexible and accessible pathways for:

- those with prior training and experience in K-12 education settings (ex. EAs, ECEs, IETs, LOP holders, and Indigenous Education professionals).
- mature students and applicants with bachelor's degrees that do not include TEP admission-required undergraduate coursework.

Encourage and support flexible, accessible online programs that enable completion of TEP admissions-required coursework for TRB certification. (eg., English literature and composition, laboratory science, mathematics, Canadian studies) **to ensure equitable and timely access across B.C.**

Integrate and support flexible full-time, part-time, and hybrid delivery models in TEP coursework and practicums that consider local place-based and Indigenous contexts.

Explore paid practicum models to reduce financial barriers for part-time teacher candidates currently employed in B.C. education contexts.

(eg., LOP holders, EAs, ECEs, IESWs).

Develop targeted financial supports for

- **K-12 paraprofessionals** (EAs, ECEs, IESWs) and individuals teaching on LOPs transitioning into teacher education programs.
- **Students with disabilities in part-time programs** who are unable to access full-time disability funding.
- **Part-time TEP students** demonstrating financial need who are unable to access full-time Student Aid B.C. funding.
- **Technology education TEPs** to support increased enrollment to meet current demand.

Recommendation #2

Develop a centralized, publicly accessible online platform to clearly communicate and streamline access to information on pathways into K-12 teaching careers.

This initiative would serve as a single, authoritative source for accurate, up-to-date, and role-specific information, empowering informed decision-making and increasing access to advancement.



THIS PLATFORM WOULD INCLUDE:

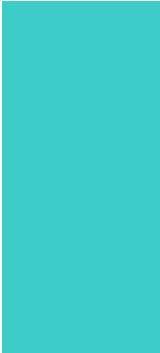
- ✓ **A map of current pathways to Professional COQ, including:**
 - Direct to Professional COQ (including specialized teacher pathways: ex. Technology, French)
 - Education Assistant to Professional COQ
 - Early Childhood Educator to Professional COQ
 - Indigenous Education Support Worker to Professional COQ
 - Teacher working on Letter of Permission to Professional COQ
- ✓ **A clear description of B.C. Teacher certification requirements.**
- ✓ **Institution-specific TEP details on program offerings, key deadlines, and upgrading coursework options to gain admission required credentials**
(ex., English, math, Canadian studies)
- ✓ **A dedicated page for Internationally Educated Teachers**
outlining which institutions offer programs or components that meet the typical additional certification requirements outlined in TRB letters. This resource would also guide TEP advisors in efficiently referring IETs to appropriate pathways based on their individual needs and backgrounds.

Recommendation #3

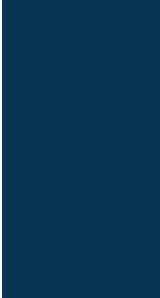
Design pathways and strategies to specifically support the recruitment and retention needs of rural and remote school districts.



Expand flexible, online, hybrid, community-based and community-informed TEPs.



Support region-specific investment in relocation stipends, and paid-practicum support beyond those districts covered by the Northern Practicum Award to reduce the financial burden of entering the profession in rural and remote areas.



Develop incentives for long-term commitments from certified educators in rural and remote areas, including financial incentives for those participating in province-wide TEP mentorship.



Support community-centred recruitment initiatives that actively engage local and Indigenous youth in exploring education careers and engage teacher candidates in community integration.

Recommendation #4

Establish a coordinated provincial strategy that recognizes standardized Education Assistant (EA) program coursework and creates and communicates clear, accessible pathways into teacher education programs.

Standardize certification and training requirements for EAs across B.C. programs to support regulation, program quality assurance, and expanded PLAR and credit transfer pathways into teacher education.

Communicate clear, accessible guidance for EAs on credit transferability and career pathways within K-12 education careers.

Encourage and incentivize universities with TEPs to collaborate with colleges with EA and ECE programs to increase articulation and transferability regarding EA/ECE coursework and diplomas.



Recommendation #5

Implement strategies that strengthen pathways to a Professional Certificate of Qualification for internationally educated teachers and support their successful integration into B.C. classrooms.

Internationally educated teachers (IETs) encounter a complex, fragmented, and often discouraging process when striving to transition into certified teaching roles in British Columbia. Despite the province's increasing demand for qualified educators, especially in rural and remote areas as well as in specialty teaching roles, the current certification system lacks the structure and transparency necessary to assist IETs in effectively navigating the journey toward a Professional Certificate of Qualification.



SUGGESTED ACTIONS

- ✓ **Develop centralized resources mapping TRB requirements to available upgrading opportunities at B.C. post-secondary institutions**
(see recommendation 2)
- ✓ **Integrate and support standalone practicum options in TEPs tailored to IETs**
- ✓ **Create financial incentives to support IETs in upgrading to meet TRB requirements**
- ✓ **Develop policies that better align immigration realities with district employment structures**
(eg., starting at full-time positions)
- ✓ **Develop cultural competency supports to ease professional integration into B.C. classrooms**
- ✓ **Revise TRB certification requirements and TEP program admission requirements** to provide flexible and accessible pathways that recognize PLAR and professional experience of IETs.
(see recommendation 1)

Learn more

To learn more about K-12 workforce initiatives underway visit:

www.gov.bc.ca/k12workforce

