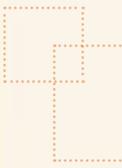


2013
2014

BC TEACHERS' COUNCIL

ANNUAL REPORT

MAY 2013 > APRIL 2014



November 7, 2014

The Honourable Peter Fassbender
Minister of Education
Room 310, Parliament Buildings
Victoria, BC V8W 9E2

Dear Minister Fassbender:

It is my honour to present to you the 2013-2014 Annual Report for the BC Teachers' Council. It provides a documentation of the work of the Council over the last year and offers a look at the Council's future work plan as we move forward with our mandate.

This report has been prepared and submitted in accordance with section 16 of the *Teachers Act*.

Sincerely,

A handwritten signature in black ink that reads "R Blair". The signature is written in a cursive, flowing style.

Rebecca Blair
Chair

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> Message from the Council

The period between May 2013 and April 2014 marked the second year of operations of the BC Teachers' Council (Council). Being mindful of its strategic goals, the Council continues to focus on developing a vision to ensure that BC certified educators have the attributes, qualifications and training necessary to ensure student success in an ever-evolving educational landscape and world in which we live.

The Council appreciates the significance of refining the regulatory standards for educators in the areas of education, certification, conduct and competence, as defined by its mandate under the *Teachers Act*, and is hopeful that education stakeholders and the public will continue to collaborate, inform and support this work.

The second election of the BC Teachers' Council is slated for spring 2015. Certified educators across the province are encouraged to participate.

To former BC Teachers' Council members, we wish to recognize your contributions and thank you for your dedication.

Legislative Framework

MANDATE

The BC Teachers' Council receives its mandate from the *Teachers Act*. Under sections 10 and 13 of the Act, the Council is responsible for:

- ✔ Establishing BC teacher education program approval standards;
- ✔ Determining if a BC teacher education program meets the teacher education program approval standards;
- ✔ Cooperating with a faculty of teacher education or school of teacher education in the design and evaluation of teacher education programs;
- ✔ Establishing standards for the education (i.e. training and qualifications) of applicants;
- ✔ Establishing standards for the conduct and competence of applicants and individuals who hold a teaching certificate;
- ✔ Classifying teaching certificates into one or more types - including the training/qualifications for each type for certificate;
- ✔ Preparing and submitting an annual report to the Minister of Education.

> The Standards

The term “standards” as referenced above, refers to three sets of standards that exist currently:

1. Certification Standards
2. Teacher Education Program Approval Standards
3. Professional Standards

The Certification Standards set out the requirements an applicant must meet in order to be issued a certificate, while the Teacher Education Program Approval Standards establish requirements BC programs must meet to be approved by the Council. Both sets of Standards were inherited from the former British Columbia College of Teachers and are reflected in the Bylaws and Policies manual, which can be found at www.bcteacherregulation.ca.

The Professional Standards describe for certified educators and the public the work of educators – the knowledge and skills they should have, and how they should conduct themselves as they serve the public. These standards provide the foundation and stability on which educators can grow, articulating both the values and characteristics that distinguish their work.





Professional Standards

STANDARDS FOR THE EDUCATION, COMPETENCE AND PROFESSIONAL CONDUCT OF EDUCATORS IN BC

1. Educators value and care for all students and act in their best interests.

Educators are responsible for fostering the emotional, esthetic, intellectual, physical, social and vocational development of students. They are responsible for the emotional and physical safety of students. Educators treat students with respect and dignity. Educators respect the diversity in their classrooms, schools and communities. Educators have a privileged position of power and trust. They respect confidentiality unless disclosure is required by law. Educators do not abuse or exploit students or minors for personal, sexual, ideological, material or other advantage.

2. Educators are role models who act ethically and honestly.

Educators act with integrity, maintaining the dignity and credibility of the profession. They understand that their individual conduct contributes to the perception of the profession as a whole. Educators are accountable for their conduct while on duty, as well as off duty, where that conduct has an effect on the education system. Educators have an understanding of the education system in BC and the law as it relates to their duties.

3. Educators understand and apply knowledge of student growth and development.

Educators are knowledgeable about how children develop as learners and as social beings, and demonstrate an understanding of individual learning differences and special needs. This knowledge is used to assist educators in making decisions about curriculum, instruction, assessment and classroom management.

4. Educators value the involvement and support of parents, guardians, families and communities in schools.

Educators understand, respect and support the role of parents and the community in the education of students. Educators communicate effectively and in a timely manner with parents and consider their advice on matters pertaining to their children.

5. Educators implement effective practices in areas of planning, instruction, assessment, evaluation and reporting.

Educators have the knowledge and skills to facilitate learning for all students and know when to seek additional support for their practice. Educators thoughtfully consider all aspects of teaching, from planning through reporting, and understand the relationships among them. Educators employ a variety of instructional and assessment strategies.

[STANDARDS CONTINUED...]

6. Educators have a broad knowledge base and understand the subject areas they teach.

Educators understand the curricular, conceptual and methodological foundations of education and of the subject areas they teach. Educators must be able to communicate effectively in English or French. Educators teach students to understand relevant curricula in a Canadian, Aboriginal, and global context. Educators convey the values, beliefs and knowledge of our democratic society.

7. Educators engage in career-long learning.

Educators engage in professional development and reflective practice, understanding that a hallmark of professionalism is the concept of professional growth over time. Educators develop and refine personal philosophies of education, teaching and learning that are informed by theory and practice. Educators identify their professional needs and work to meet those needs individually and collaboratively.

8. Educators contribute to the profession.

Educators support, mentor or encourage other educators and those preparing to enter the profession. Educators contribute their expertise to activities offered by their schools, districts, professional organizations, post-secondary institutions or contribute in other ways.



Council Members



Under section 9 of the *Teachers Act*, the BC Teachers' Council is comprised of 16 elected and appointed members:

- 5 members elected by certified educators in the province
- 1 non-voting senior government appointee who reports on activities of the Council
- 3 BC Teachers' Federation nominees appointed by the Minister
- 7 other education partner nominees appointed by the Minister

The organization of the Council allows for a broad perspective and provides a pool of expertise meant to strengthen the public confidence in the regulation of the teaching profession in British Columbia. Each Council member completes an oath prior to taking office ensuring that the public interest is placed ahead of the interest of any organization with which a member may be affiliated.



MINISTER-APPOINTED Members

NAME	NOMINATED BY	EFFECTIVE	EXPIRY
Claire Avison	NON-VOTING REP.	April 23, 2012	At pleasure
Rebecca Blair	BCTF	April 23, 2013	April 23, 2014
Daniel A.J. Blais	BCPVPA	April 23, 2013	April 23, 2016
Lynn Bosetti	ABCDE	April 23, 2012	April 23, 2014
Glen Hansman	BCTF	April 23, 2013	April 23, 2016
Patricia Haslop	FISA	April 23, 2012	April 23, 2014
Andrew Leathwood	BCSSA	April 23, 2012	April 23, 2015
Montgomery Palmantier	FNESC	April 23, 2012	April 23, 2014
Teresa Rezansoff	BCSTA	April 23, 2012	April 23, 2015
Christine Stewart	BCTF	April 23, 2013	April 23, 2015
Ann M. Whiteaker	BCCPAC	April 23, 2013	April 23, 2016



ELECTED Members

NAME	ZONE	EFFECTIVE	EXPIRY
Bruce Cummings	Interior	April 23, 2012	April 23, 2015
Laurence Greeff	Fraser	April 23, 2012	April 23, 2015
Avinash Gupta	Northern	April 23, 2012	April 23, 2015
John Hall	Vancouver Coastal	April 23, 2012	April 23, 2015
Fred Robertson	Vancouver Island	April 23, 2012	April 23, 2015

Biographical Statements

CLAIRE AVISON

Claire joined the BC Public Service in 2001, working at the Ministry of Health for five years in health promotions. In 2006, Claire moved to the Ministry of Education where she served in various policy roles, including Executive Director, Cross Sector Initiatives, Executive Director, Governance and Independence School, and Assistant Deputy Minister, Governance, Legislation and Regulation. In 2014, Claire was replaced on the Council by a Ministry of Education representative as she joined the Ministry of Advanced Education as Assistant Deputy Minister. Claire holds an Honours Bachelor of Arts in Commerce from the University of Toronto.

REBECCA BLAIR

Rebecca is currently a local president for the Creston Valley Teachers' Association, on leave from her job as a teacher at Prince Charles Secondary School. Previously, she taught at Lakes District Secondary School in Burns Lake, Quesnel Secondary School in Quesnel, and Kwaleen Elementary School in Williams Lake. Active in the community, Rebecca is a volunteer with the Canadian National Bird Count and also volunteers with SNAP, which has a focus on stray animals. Professionally, she is a member of the BC Teachers' Federation, and she is currently a member of the Working Learning Bargaining Advisory Committee of the BCTF. Rebecca holds a Bachelor of Education from Simon Fraser University and a Masters in Leadership from Gonzaga University.

DANIEL A.J. BLAIS

Daniel is currently the principal of école de l'Anse-au-sable (School District No. 93) in Kelowna. With over 20 years of combined experience both in the classroom and as an administrator, Daniel has been involved with the BCPVPA on a number of committees, such as the Supervision for Learning Committee, Professional Standards Committee and the Connecting Leaders Conference Committee. He has been the president of the chapter of the Administrators' Association and has developed and facilitated workshops at the district, provincial and national levels. Daniel holds a Bachelor of Education from the University of Alberta and a Master of Education from the University of Portland.

LYNN BOSETTI

Dr. Lynn Bosetti served as the Dean of the Faculty of Education at the University of British Columbia Okanagan's Campus from 2010 to 2014. Prior to this, Lynn was tenured faculty at the University of Calgary. With more than half of her career in a leadership role in university administration, during her tenure Lynn established the Center for Mindful Engagement and the Innovative Learning Centre. Lynn is also responsible for a \$1.2 million donor gift of intellectual property of the SMART to the Faculty of Education. Among numerous other accomplishments, Lynn established the faculty's Research Advisory Committee and Seed funding through faculty research.

[COUNCIL MEMBERS CONTINUED...]

BRUCE CUMMINGS

Bruce, now retired, worked as a teacher in BC for more than 30 years. During his teaching career Bruce served in various positions with both the Peace River North Teachers' Association and the Vernon Teachers' Association. As an active member of the education community Bruce also belonged to a number of professional organizations including the Computer Using Educators of BC, the BC Science Teachers' Association and the Environmental Educators Provincial Specialist Association. Within his community, Bruce has volunteered his time with the Sovereign Lake Nordic Club and Society for the Preservation of Kalamalka Lake. Bruce holds a Bachelor of Science from Simon Fraser University and Professional Development Program designation from Simon Fraser University.

LAURENCE GREEFF

Laurence currently teaches at Langley Secondary School. Prior to this, Laurence taught in the Peace River North and Cariboo-Chilcotin school districts. Laurence serves on the Executive of the Langley Teachers' Association, and for the past 12 years has served on the BCTF Finance Committee. Within the community Laurence has actively participated on the Executive Council of the New Westminster and District Labour Council. Laurence enjoys spending his summers writing and studying in Florence, Italy. Laurence holds a Bachelor of Education from the University of British Columbia.

AVINASH GUPTA

Avinash has 14 years of years of experience working in classrooms in northern British Columbia in both the public and First Nations school systems. He has been involved in a variety of BCTF, local and district committees, and he has been a basketball coach at the school level. Avinash holds a Bachelor of Education and a Master of Science in Zoology from the University of British Columbia.

JOHN HALL

John has been a teacher for 16 years, currently at Whistler Secondary. He serves as a local BCTF representative for School District No. 48 (Sea to Sky). For the past eight years, he has also been an elected member of provincial Judicial Council of the BCTF. Previously, he spent three years as president of the Sea to Sky Teachers' Association. John holds a Bachelor of Arts in History and a Bachelor of Education in General Curriculum from the University of Victoria.

GLEN HANSMAN

Glen Hansman is an elementary school teacher with the Vancouver School Board, and is currently a vice president of the BC Teachers' Federation. Mr. Hansman is a former President of the Vancouver Elementary School Teachers' Association, and was the Vancouver School Board's Antihomophobia & Diversity Consultant and has taught primarily in special education contexts. He is the co-chair of the K-12 Aboriginal Education Partners, and is a member of the BC Federation of Labour Executive Council. Mr. Hansman holds a Bachelor of Arts degree from Carleton University, a Bachelor of Education degree from McGill University and a Master of Arts degree from the University of British Columbia. He also recently served on the board of the Teachers Qualification Service.

[COUNCIL MEMBERS CONTINUED...]

PATRICIA HASLOP

Patricia, now retired, has had a long and successful career in both independent and public schools. Most recently, Patricia served as the Principal: General Studies at the Vancouver Hebrew Academy. Prior to this, Patricia worked as Assistant Superintendent for the School District No. 36 (Surrey) from 1998-2007. From 1980 to 1998 Patricia was employed with School District No. 62 (Sooke), in various capacities including teacher, vice-principal, principal, Director of Instruction and Assistant Superintendent. Before moving to BC, Patricia was employed as a teacher with the Calgary Board of Education, and as a catholic school teacher in Quebec.

ANDREW LEATHWOOD

Andrew is the director of innovative learning services in School District No. 8 (Kootenay Lake) and lives in Nelson. He has been an educator for over 30 years, as a teacher, counselor, vice-principal, principal and now member of district staff. He is an active member of Rotary, has coached youth sport for over 30 years, and is currently on the BCSSA Professional Development Committee. For the 2014-2015 school year Andrew will be moving to Turkey to take a position as Headmaster at Tarsus American College and will be resigning from the Council as a result of this move.

MONTGOMERY PALMANTIER

Monty is currently the Education Director for the Lake Babine Nation and previously held leadership roles within Lake Babine Nation including Ted Williams Memorial Learning Centre Director and Executive Director. He is the Chair of the Aboriginal Steering Committee at the College of New Caledonia and past Treasurer of the First Nations Education Steering Committee. As well, Monty lectured (Tenure Track) at the University of Northern BC. He holds a Bachelor of Education from the University of British Columbia and a Master of Education from Simon Fraser University.

TERESA REZANSOFF

Teresa is currently the President of the BC School Trustees Association. Teresa has served as an elected public school trustee in British Columbia for 15 years, 11 years as Board Chair for School District No. 51 (Boundary), and 10 years of service with the BC School Trustees Association. She has served as Vice-President of the BC Education Leadership Council. Teresa holds a diploma in Public Administration from the BC Institute of Technology.

FRED ROBERTSON

Fred has retired from full-time teaching and is currently working as a teacher on call. He has taught on Vancouver Island since 1989. Prior to this, Fred taught in Northern Manitoba, Nunavut and Brazil. Since 2010, Fred has served as the Local President of the Vancouver Island North Teachers' Association. Fred is actively involved in his community, having served on the minor hockey executive for over 10 years. Fred holds a Bachelor of Arts from the University of Winnipeg, a Bachelor of Education from the University of Victoria and a Masters in Curriculum and Leadership from Gonzaga University.

[COUNCIL MEMBERS CONTINUED...]

CHRISTINE STEWART

Christine is a teacher with the Vancouver School Board, currently in the role of counselor at Britannia Secondary School. She is a member of the Nisga'a Nation. Previously, Christine was an Assistant Director on the staff of the BC Teachers' Federation, with the responsibility for overseeing Aboriginal programs. Active in her community, Christine has been a Member-at-Large on the BCTF Executive Committee, as well as on her Vancouver Secondary Teachers' Association local executive. She currently serves as a Board Member with the Tsamiks Society. Christine holds a Bachelor of Arts, Master of Arts and Professional Development Program designation from Simon Fraser University.

ANN M. WHITEAKER

A lifetime Islander, Ann has held many roles in the non-profit sector as a financial administrator, HR specialist, volunteer and coordinator. As an interactive workshop facilitator, Ann provides tools on how to navigate educational policy to reach successful results. Her deep personal passion and commitment to building communities supporting families has seen Ann actively engaged at the elementary, middle, high school, district and provincial levels for 15 years. Ann has served as PAC Chair, DPAC Director and President of the BC Confederation of Parent Advisory Councils.

Year in Review

The BC Teachers' Council met three times during the 2013-2014 reporting period. Throughout this period, the Council has remained committed to its strategic goal of developing a vision.

In keeping with the 2012-2013 Council work plan, engagement with education stakeholders regarding the strengths and needs of the current education system, the role and meaning of the educator as a professional and the role of teacher education programs in British Columbia recommenced. The Council continues to review stakeholder feedback received and includes it in ongoing discussions.

The Council, with the assistance of the Teacher Regulation Branch (TRB), part of the Ministry of Education, reviewed the purpose and benefits of professional regulation and examined the certification standards, the Standards for the Education, Competence and Professional Conduct of Educators in BC, and the state of teacher education programs in BC in order to deepen its understanding of its mandate.

The Council narrowed its focus this year to the development of a maintenance review process for BC teacher education programs to ensure existing programs are achieving appropriate levels of proficiency in their graduates, ensuring graduates are equipped with the skills and knowledge necessary to be successful as they start their teaching careers. As an adjunct to this process, the TRB, at the request of the Council, is developing a survey for recent graduates of BC teacher education programs to assist in understanding if BC programs are adequately preparing graduates to meet the realities of the classroom.

At the request of the Ministry of Education, education stakeholders and the public, the Council continues to review potential certification pathways for qualified trades professionals interested in entering the teaching profession, as currently there appear to be barriers to certification, leaving an identified need within the education system.

As the Council matures, it continues to refine the BCTC Approved Meeting Rules to ensure effective operations.

WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
27	1	2	3	4	5	6	7
28	8	9	10	11	12	13	14
29	15	16	17	18	19	20	21
30	22	23	24	25	26	27	28
31	29	30	31				

WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
27	1	2	3	4	5	6	7
28	8	9	10	11	12	13	14
29	15	16	17	18	19	20	21
30	22	23	24	25	26	27	28
31	29	30	31				

COUNCIL MEETING OCTOBER 17, 2013

At the first meeting of 2013-2014, the Council reviewed its 2012-2013 work plan and considered the strategic goals outlined in its 2012-2013 annual report.

The Council approved proposed amendments to the BCTC meeting rules that included changes to the election of the Chair and Vice Chair. Rebecca Blair was acclaimed the Chair of the Council for 2013-2014. For the position of Vice Chair, Council members Teresa Rezansoff and John Hall were nominated, and John Hall was elected by secret ballot.

The Honourable Bruce Preston, Commissioner for Teacher Regulation, made a presentation to the Council on his 2012-2013 annual report in which he highlighted his priorities for that reporting period, explained the statistics as they related to the discipline processes he oversees under the *Teachers Act*, and flagged his strategic goals for 2013-2014. To complete his presentation, the Commissioner made two recommendations to the Council as related to its mandate: to increase training within pre-service teacher education programs on boundaries and classroom management, and to explore linking ongoing professional development to certification to ensure currency and competency of educators.

As a continuation of the stakeholder presentations that took place in January and April of 2013, and to better understand the current context within the education system, Deborah Jeffrey, Executive Director of the First Nations Education Steering Committee (FNESC), presented to the Council on the strengths and needs of the current education system, the role and meaning of the educator as a professional and the role of teacher education programs in British Columbia, from FNESC's perspective.

The TRB presented on the role of professional regulation and standards and reviewed the current standards within the Council's mandate with a focus on the alignment and adequacy of these three sets of standards. Stakeholder feedback received to date was also reviewed.

The Council passed a motion to survey recently certified graduates of BC teacher education programs who have classroom experience to ascertain whether the current standards within the mandate of the Council are sufficient to enable graduates to meet the realities of today's classrooms.

[MOTION]

The BCTC, with staff assistance, seek, gather and utilize information from a sampling of new teachers who are within two years of graduation from a BC teacher education program and have had classroom and or TTOC experience, to determine if there are areas that need to be strengthened in BC's teacher education programs to better meet the realities of today's classrooms.

Through a facilitated discussion, the Council developed a set of goals to guide its work for the remainder of the 2013-2014 year:

- Form small groups to analyze data
- Work through gap analysis – through a review of all three sets of standards
- Through this work, establish revisions to standards
- Develop themes to provide direction/focus
- Continue to consult and communicate with partner groups

COUNCIL MEETING JANUARY 16, 2014

At the second meeting of 2013-2014, the Council was provided with an update from the Acting Executive Director of the TRB that touched upon two substantive items:

1. **Motion from October 17, 2013 meeting:** As a follow up to the request for TRB staff to assist in gathering and utilizing information from new educators who have taught in a classroom to determine if BC teacher education programs need to be strengthened in specific areas, the TRB confirmed that the Ministry has the capacity to prepare and administer an online survey and that questions are being developed and will be sent to the Council for review and consideration in the future.
2. **Trades Educator capacity within the K-12 system:** The Council was informed that the Ministry of Education anticipates enrollment in specialized trades training programs like Accelerated Credit Enrolment in Industry Training (ACE IT) will increase in future. To assist in removing barriers for experienced Red Seal trades people transitioning into BC classrooms, the TRB is researching teaching certificates being issued to qualified tradespeople within other Canadian jurisdictions for the Council's information and consideration at a future meeting.

The Council again reviewed and refined the meeting rules for the election of the Chair and Vice Chair.

In keeping with the 2013-2014 goals developed at the October 17, 2013 meeting, the Council divided into four groups to discuss and analyze the feedback received to date from the Association of BC Deans of Education, BC School Superintendents Association, BC School Trustees Association, the BC Teachers' Federation, the BC Principals' and Vice Principals' Association, the BC Confederation of Parent Advisory Councils, and the First Nations Education Steering Committee on the following five questions:



1. What does it mean to be a professional teacher in BC?
2. What does the current system need?
3. What are the strengths of the current system?
4. To what extent are teacher education programs inconsistent with the realities of the system?
5. What role do teacher education programs play versus regulatory requirements and is there a gap?

The Council reconvened in the afternoon to discuss the themes identified in the feedback, in order to provide the Council with direction toward its vision.

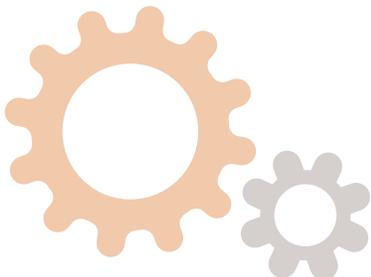
Ministry representative Claire Avison provided an update on the work of the TRB with the Association of BC Deans of Education regarding teacher education program reviews. It was explained that the principles and processes enabling the review and approval of teacher education programs were not continued when the *Teachers Act* was introduced in 2012, and in order to better understand how to move forward with this piece of work given the new legislative landscape, the TRB and the Deans have been meeting.

COUNCIL MEETING JANUARY 17, 2014

On the second day of the meeting the Council resumed group discussions regarding themes identified in the feedback from education stakeholders. As an outcome of these discussions the Council requested that the TRB provide information on the implementation of the Aboriginal component of teacher education programs at a future meeting. Further, the Council asked the TRB for a report on the course requirements for teacher education programs that address social emotional learning, students with special needs, mental health and working with vulnerable populations.

In response to feedback received from stakeholders, and as a result of a recommendation made by the Commissioner for Teacher Regulation, the Council asked the TRB to investigate models of ongoing training and the linkage to certification and provide information at the next Council meeting.

As a follow-up to the presentation made by Claire Avison on the work of the TRB and Deans on teacher education program reviews, the Council requested information on review processes for other professional programs.



[MOTION]

That staff be requested to report on the course requirements for teacher education programs that address social emotional learning, students with special needs, mental health and working with vulnerable populations.

[MOTION]

That staff be requested to report on the implementation of the Aboriginal component of the teacher education programs.

[MOTION]

Investigate and explore models of ongoing training and their linkage to certification and provide information at the next meeting.

[MOTION]

That staff be requested to develop for the next meeting possible models for maintenance review of teacher education programs.

COUNCIL MEETING APRIL 16, 2014

To commence the final meeting of the Council for the 2013-2014 reporting period, the TRB provided the Council with information on motions passed at the October, 2013 and January 2014 meetings:

- The TRB summarized how BC's nine teacher education programs were implementing policy P5.C.03.1(b), outlined in the Bylaws and Policies manual, which requires that BC's teacher education programs contain three credits of Aboriginal studies in First Nations pedagogy and issues.
- The TRB clarified that while there are a number of Bylaws and Policies that stipulate content required of BC teacher education programs in order for a program to be considered acceptable professional preparation, for BC graduates to be certified or for BC programs to be approved by the Council, only policy P5.C.03.1(a) requires a specified number of credits related to teaching students with special needs. The Council was provided with a summary of how BC's nine programs were implementing this policy.
- The TRB presented research on a sampling of professions requiring continuing education as a component of certification.
- The TRB presented a draft survey targeting newly certified educators working in a classroom, to assist the Council in determining if BC's teacher education programs are adequately preparing graduates for the realities of the classroom.

Following this, the Council established a three-person committee consisting of Laurence Greeff, Andrew Leathwood and Rebecca Blair to develop the Council's Annual Report for the Council's review and approval.

Correspondence sent to the Chairperson from Camosun College and the College of the Rockies requesting revisions to the Standards was provided to the Council for consideration. Upon review, a motion was passed requesting that the TRB develop a process for handling these types of requests.

[MOTION]

That Council ask the Executive Director to prepare a process for this type of request and bring it back to a future Council meeting.

After a discussion about *Learn*, a motion was passed requesting that the TRB report back at the next meeting with information on the submissions editorial review policy, how representation on the editorial review board is determined, the goals and aims of the magazine, and how the magazine serves and represents the profession.

[MOTION]

That Council request staff to report back to the next meeting with respect to Learn:

- *Submissions editorial review policy;*
- *How representation on the editorial board is determined;*
- *The goals and aims of the magazine; and*
- *How does it serve and represent the profession.*



The Council heard a number of presentations, from both TRB staff and education stakeholders, as listed below:

TRADES EDUCATOR CAPACITY IN THE K-12 SYSTEM

The TRB highlighted a growing need for specialized trades educators in the K-12 system. Based on feedback received by education stakeholders at a trades forum held in March 2013, the TRB flagged two barriers identified at the forum as falling within the purview of the Council: the lack of a specialized certificate for trades professionals and the lack of a tailored teacher education program. Certification pathways for trades professionals were presented to the Council for consideration.

NEW TEACHER MENTORING

The BC Teachers' Federation presented to the Council on the New Teacher Mentoring Project, a collaboration with UBC and the BCSSA, as Council members at a previous meeting indicated a desire for further information in this area, and as revisions to the standards are considered.

PROGRAM REVIEW PROCESS/GUIDING PRINCIPLES FOR BC TEACHER EDUCATION PROGRAM REVIEWS

Following up on a motion from the January 2014 meeting, the TRB made a presentation to the Council regarding professional program reviews, highlighting research findings and the structure of a typical review process. The Dean from the Faculty of Education at Simon Fraser University, who sits on a working group with the TRB, supported this presentation by providing to the Council for consideration a set of guiding principles developed by the group.



COUNCIL MEETING APRIL 17, 2014

On the second day of the meeting, the Council heard a presentation from Quest University regarding their interdisciplinary approach to post-secondary education as it relates to educator certification.

After considering the draft survey presented on April 16, 2014, the Council requested that a revised survey draft be brought to the next meeting of the Council for approval, in order to better inform the Council on the preparedness of newly certified BC teacher education program graduates.

On the topic of teacher education program reviews, the Council supported, in principle, the guiding principles developed by the TRB and Deans, but reserved their approval until further discussion and refinement could take place. The Council also nominated the Chair and Vice Chair to join the TRB/Deans working group.

Regarding the trade certification options presented on April 16, 2014, the Council requested that the TRB clarify the policy options and report out at the next Council meeting.

To conclude the meeting, the Council requested that the TRB analyze the impact of the First Nations Control of First Nations Education Bill (C33) as related to its mandate, and present this information at a future Council meeting.

[MOTION]

That staff be requested to bring a revised draft survey to the next meeting for approval, and request staff to research the possibility of liaising with the Teacher Education Programs on further analysis.

[MOTION]

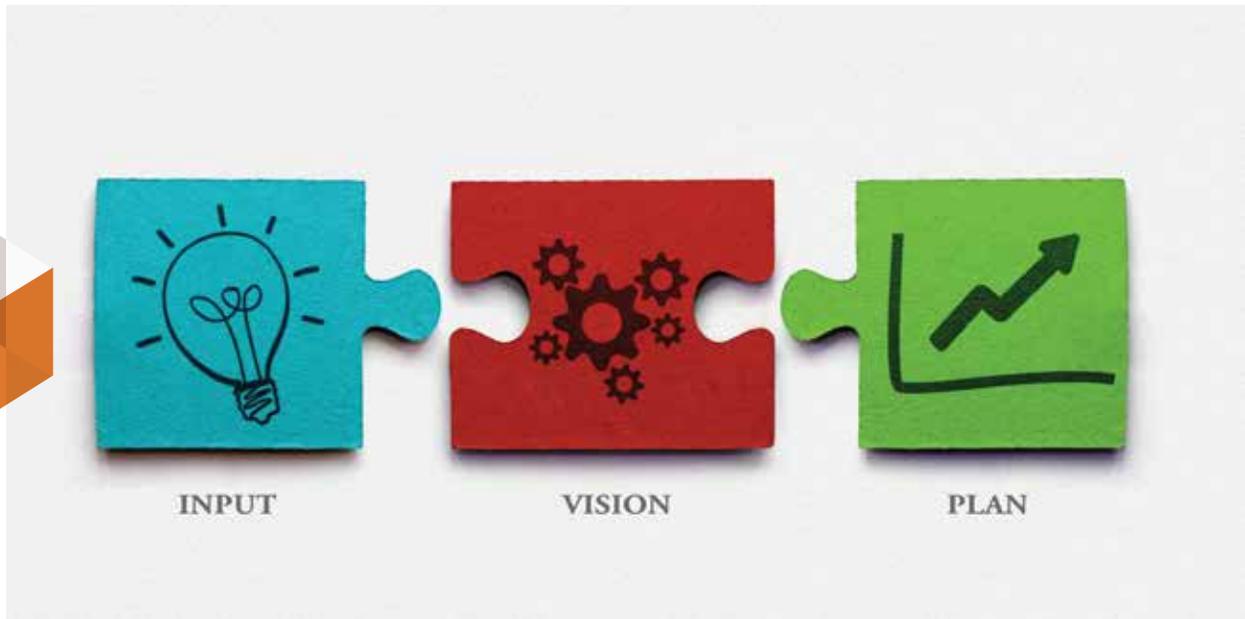
That the Council refer this motion to staff for policy review and report back to the next meeting of the Council.

[MOTION]

That staff be requested to bring an analysis of the First Nations Control of First Nations Education Act (C33) to a future Council meeting.

Looking forward, the Council established a work plan for the 2014-2015 year, as listed in the Strategic Goals for 2014-2015 section of this report.

The Council acknowledged the service of outgoing BC Teachers' Council members Claire Avison, Lynn Bosetti, Patricia Haslop, and Andrew Leathwood.



➤ Strategic Goals for 2014 - 2015

At the last Council meeting of the 2013-2014 reporting period, the Council established its priorities for 2014-2015 as follows:

- ✔ Establishment of a differentiated review process of the BC teacher education programs;
- ✔ initial review of the Standards for Educators in BC;
- ✔ certification for trades educators.

The Council continues to invite input from education stakeholders and the public as this information and involvement is vitally important to ensure decisions being made are done so on an informed and representative basis.

Appendices

RESOURCES/LINKS

BC Teachers' Council Overview

 <http://www.bcteacherregulation.ca/AboutUs/Council.aspx>

BC Teachers' Council Meeting Minutes/Motions

 <http://www.bcteacherregulation.ca/AboutUs/MeetingMinutes.aspx>

Standards for Educators in BC

 <http://www.bcteacherregulation.ca/Standards/StandardsDevelopment.aspx>

Bylaws & Policies

 <http://www.bcteacherregulation.ca/documents/AboutUs/BylawsPolicies/bylaws.pdf>

Teachers Act

 http://www.bclaws.ca/EPLibraries/bclaws_new/document/ID/freeside/00_11019_01

Teacher Education Programs in BC

 <http://www.bcteacherregulation.ca/TeacherEducation/TeacherEducationOverview.aspx>



> BC TEACHERS' COUNCIL

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