

## **MINUTES**

### **Teacher Education Advisory Committee (TEAC) Annual Meeting**

**April 23, 2024, 1:30 p.m.**

#### **In Attendance (via Zoom):**

Jody Koziol, Christiné Misch, Glenda Black, Paula Mann, Jake Loof, Skye Goulbourne, Kristin Kewaquom, Chris Hachkowski, Christine Cho, Josée Charland, Tina Ginglo, Dan Jarvis, Sandra Minor

**Regrets:** Gay Smylie

#### **1. Welcome and Introductions**

Dan opened the meeting by welcoming the Committee and a time of roundtable introductions ensued. Sandra continued with the Nipissing University land acknowledgement.

#### **2. Approval of Agenda**

Motion to approve agenda: Judy Koziol

Seconded by Skye Goulbourne

Carried

#### **3. Associate Dean of BEd Programs (Interim) Report – Dan Jarvis**

Dan provided his AD report to the TEAC members (see attached).

Skye asked about the new BEd Attendance Policy—how it was received, and whether it was found to have made a positive impact. Dan will be putting forward a few minor revisions to the policy at the June faculty meeting, specifically a change to having instructors report cases where there are four absences in a particular course immediately to the Associate Dean, regardless as to their categorization as Excused or Unexcused Absences, so that communication can occur asap regarding the potential need for a Leave of Absence if required due to medical reasons. Overall, the policy seems to be achieving its goals of reinforcing attendance as an important aspect of teacher education and one's preparation for the role.

Jake's question was with respect to the teacher shortage and the difference additional funding from the Ministry might have on recruitment and size of program. Dan indicated that a commitment from EDU to match tuition funds for all of our admitted teacher candidates each year would help offset program and hiring costs. An increase in enrolment would be challenging in terms of finding adequate practicum.

Dan noted recent messaging from EDU to the Faculties of Education regarding the possibility of a condensed-length BED program of perhaps 16 months. Based on feedback from the faculties, a letter from OADE was sent to the Ministry with related comments and recommendations. A decision from EDU has yet to be released regarding any changes to teacher education legislation in Ontario.

Discussion ensued.

#### **4. Principal, Indigenous Programs Report – Chris Hachkowski**

Chris provided his Indigenous Education report to the TEAC members (see attached).

He noted new teachable subjects (FMNI, Indigenous Language) that were added to the BEd program.

Discussion ensued.

#### **5. TELC Chair Report – Skye Goulbourne**

Skye provided her TELC report to the TEAC members (see attached).

Jake encouraged EDU to include OTF and Affiliates as part of their decision-making processes (e.g., parameters surrounding the Transitional Certificate).

Tina confirmed that OTF is part of the current Supply and Demand Action Table.

Dan noted that OTF has also been involved with the research study involving Western and Lakehead, which is looking at the Associate Teacher experience and recommendations for supporting that role.

Discussion ensued.

#### **6. Ministry of Education Report – Christiné Misch and Tina Ginglo**

Document from United Nations indicating the teacher shortage is an international issue. The province of Ontario is also experiencing an acute supply teacher shortage. They also noted that there are regional differences in respect to these shortages. The Ministry is actively seeking input from stakeholder groups (e.g., OADE, Action Table) and considering a variety of strategies relating to the teacher supply shortage.

Math Proficiency Test (MPT) has been reinstated following the recent court ruling. Implementation details have yet to be worked out, and public feedback is being sought. MPT effective date will be early 2025. Hoping the test will be available this October 2024 for TCs to begin taking the test. Confirmation will be shared as soon as possible.

Christiné Misch noted that two Professional Development MOE sessions were delivered for instructor Stephen Tedesco. This program will continue to be offered in the coming year.

Will be having a meeting with French and English Boards regarding NTIP program. This is an opportunity for Boards to share NTIP program delivery within their specific school board.

Discussion ensued.

**7. Other Business**

No other business discussed.

**8. Date of Next Meeting**

The date of the next meeting will be determined in the fall.

Meeting adjourned, 2:50 p.m.

# Schulich School of Education (SSoE) Associate Dean's Report (April 23, 2024)

## Faculty, Student, and Course Data

For the academic year 2023-24, there were 32 Full-time SSoE faculty (this does not include BPHE faculty) and 68 Part-time faculty. Given several administrative positions/leaves, the four sabbatical leaves, and the 7 Retirement Incentive Package cases, this meant 16 FT instructors taught 56/224 sections, or 25%; and 68 PT instructors taught 168/224 sections, or 75%. Student numbers for last and current year are as follows:

Category	2022-23	2023-24
Concurrent (Years 1-4)	663	668
Year 1/5 (Consecutive/Concurrent)	459	488
Year 2/6 (Consecutive/Concurrent)	486	461
Graduate students (MEd/PhD)	108	108
Indigenous Education Programs (ITEP/ICADP/TILSL)	59	54
In-service students (ABQs/AQs)	41	132
<b>Total Students</b>	<b>1816</b>	<b>1911</b>

**Applications:** Both the Year 1 Concurrent (108) and Year 1/5 Consecutive acceptances (524) are healthy.

## BEd Program

**OCT Accreditation Renewal 2024:** We are currently completing our 7-year cycle accreditation process with the Ontario College of Teachers (OCT). This has involved the submission of the formal package (main document of approx. 140 pages, along with 54 appendices), an online invitation for public feedback, and a virtual Site Visit involving interviews with various stakeholder groups (forthcoming in May). This detailed process has involved a great deal of faculty input (both full-time and part-time members) and participation. A final decision as to our accreditation status will be made by OCT sometime in August.

We have implemented a new **BEd Attendance Policy** that is in keeping with the realities of the majority of our courses in the BEd Program (i.e., very few have final exams, and the current policy was written at a time when all courses had final exams). It requires attendance-taking during every onsite class; differentiates between Excused and Unexcused Absences; and provides instructors with a broader range of actionable consequences should problems with chronic (non-medical) absences arise. Link to policy [here](#).

## Practicum Office

**Placements:** All 488 Year 1/5 teacher candidates and all 461 Year 2/6 teacher candidates were successfully placed within schools across Ontario (we partner with 50+ of the 72 boards). Any failed placements were followed by a Growth Plan meeting/letter with the AD; several mentors were also used.

Ontario College of Teachers (OCT) again issued **Transitional Teaching Certificates** in response to the teacher shortage emergency. Approximately 220 of our 461 Year 2 teacher candidates submitted forms to us for the opportunity to apply to OCT, and thus the ability to potentially count up to 12 days (2 per week x 6 weeks of final Winter Term 2024 placement) of practicum teaching as paid supply teaching days.

## Other

**Education Career Fair (2024):** Took place on campus on Friday Feb 2 in the R. J. Surtees Athletic Centre. The fair involved more than 70 employers representing public and private boards/schools and recruiting agencies from Ontario, other Canadian provinces/territories, and international venues. The event was attended by more than 100 students, and over 30 interviews took place during the afternoon session.

Dr. Daniel Jarvis, OCT, PhD

Associate Dean, BEd Programs (Interim), Schulich School of Education

## **Indigenous Education Programs – TEAC April 23, 2024**

### **1) ITEP – Indigenous Teacher Education Program**

The program starting in 1989 as a means to graduate Indigenous peoples with teacher certification in the Primary/Junior divisions. The program is equivalent to a Bachelor of Education degree (ie. same credits/courses); however, it is delivered over a 3-year time -period with summer sessions and online courses through the academic year. Majority of our students are working either as full-time teachers, educational assistants, or support workers in either the public or First Nation school systems.

- Accept applications every year; must be of Indigenous ancestry
- Expecting 7 graduates this June (all working FT)
- 21 returning students

### **2) TILSL – Teacher of Indigenous Languages as Second Language Program**

Started in 2009 as Teacher of Anishnaabemwin as a Second Language but expanded to include Mohawk, Cree, Cayuga and Lunaape. Graduates from this program receive OCT certification in the language of study, from K-12. The program is equivalent to a Bachelor of Education degree (ie. same credits/courses); however, it is delivered over a 3-year time-period with summer sessions and online courses through the academic year. Historically, we have worked with very small cohorts, and the students are usually working in the public system as NSL teachers.

- a. 2 return

### **3) ICADP – Indigenous Classroom Assistant Diploma Program**

The Indigenous Classroom Assistant Program started in 1981 and was developed to assist First Nation schools with preparing community members to work with certified teachers in their school systems. Almost all our students work as educational assistants or tutor escorts, and this program is typically considered their first experience in a post-secondary education environment. The program is delivered over a 2-summer schedule, allowing students to maintain their employment in the school system.

- a. Every year we have Year 1 and Year 2 (continuous intake); anyone can enroll in this program (Indigenous, non-Indigenous)
- b. Have 12 returning and 11 starting this summer
- c. Accepting applications for new cohort to start July 3

## **Off Campus Programs**

### **1) Oshki-Pimache-o-Win: The Wenjack Institute – Thunder Bay**

- a. Partnership with an Indigenous Post-Secondary Institution
- b. We deliver Indigenous Classroom Assistant Program to Northwestern Ontario communities
- c. Partnership started in July 2018

- d. Starting new cohort (online delivery on May 6)

**2) Innu Education- Mamu Tshishkutamashutau (Labrador)**

- a. We are finishing the Indigenous Classroom Assistant Diploma Program in 2 Innu communities; Sheshatshiu (near Happy Valley-Goose Bay) and Natuashish (fly-in community on coast).

# **TELC Report to TEAC**

## **TELC Chair: Skye Goulbourne**

### **April 23, 2024.**

#### **Teacher Education Liaison Committee (TELC)**

This committee is under the mandate of the Ontario Teachers Federation (OTF). There is a TELC at each publicly fund Teacher Education Faculty in Ontario. A TELC is comprised of a representative from each affiliate (ETFO, OECTA, and OSSTF), the Dean of Education or their designate, often a practicum officer from the faculty, and teacher candidates (TCs). The affiliate members each report back to their respective provincial committee and the chair (one of the affiliate members) of the TELC reports back to the OTF. The Chair changes every two years and rotates between the union affiliates. This year will be the final year for ETFO. OECTA will chair next year. The goal is to have information about what is going on at each teacher education faculty shared between the affiliates, OTF, and the faculties. The OTF uses this information to provide input about Teacher Education Programs to the Ontario College of Teachers (OCT), the Ministry of Education, and the faculties.

In addition to the above mandate, the TELC provides/organizes presentations for year 1 and 2 TCs. For year 1 TCs, a Boundaries Workshop is provided before their first placement. This workshop provides information on how TCs and teachers are to maintain their professionalism. It presents the ethics and standards expected of teachers when working with students. The OTF also presents to year 1 TCs before their first placement.

The presentation topics to year 2 TCs range from 'Interview Skills', 'Classroom Management for OTs', 'Mental Health,' and 'What it means to be in a Union Affiliation'. Each affiliate will work with TCs on the TELC to decide topics.

#### **Transitional Certificates, Teacher Shortage, Teacher Education**

The Transition Certificate was issued this year, allowing TCs to work supply days during their Bed Programming. Each institution was able to set their own parameters around this. Similar to their views on the Temporary Certificate, OTF and the affiliates do not see this or extending the retired teachers day allowance (50-90) as a long-term solution to address the issues associated with teacher shortages. They stand firm in their stance that *completing* professional programming required to become a teacher is of the utmost importance. The focus of the OTF Symposium this year was on Reimagining Teacher Education. The Teacher Supply and Demand Action table has been gathering data from various stakeholders and are hoping to see recommendations shared in the not-so-distant future.

#### **Nipissing TELC Succession Planning**

This year's Year 1 TCs are planning to remain on as Year 2 representatives (4 in total) and have shared their perspective on how best to recruit new TCs next year, and have taken on responsibilities to help with this, including creating and sharing visual media aimed at their peers, and continued monitoring of the TELC TC email. It is great to see this level of TC engagement and commitment to the Committee.

Skye Goulbourne  
TELC Chair for Nipissing University Bed Program