

Facilitated Group Discussion Summary

Q1. What does it mean to be a professional teacher in BC?

- Remaining current through professional development (lifelong learner)
- Being a self reflective, responsive and skilled practitioner
- Nurturing student growth and development
- Maintaining a high level of conduct and behavior (role model for students)
- Being an advocate for students and the system
- Being student centered
- Working collaboratively with fellow practitioners and education stakeholders

Q2. What are the strengths of the current K-12 system

- High achievement levels nationally, internationally
- Dedicated educators, support personnel and parents (a “network”)
- Skilled, autonomous, competent, certified educators
- Diverse, flexible , adaptable, responsive and innovative
- Accessible for individuals across the lifespan (early learning, K-12, adult education)

Q3. What does the current K-12 system need

- Funding
- Greater supports for beginning teachers: mentoring, induction, profession growth and development, time for collaboration
- Greater supports for teachers: increased professional development, time for collaboration/ planning/ reflection/ mentorship, professional growth plans
- Enhanced status of teaching profession
- Teacher education programs that reflect the diversities and needs of the education system
- Teacher education programs that product high quality professionals
- Data collection on teacher education programs (supply)
- To have conversation about supply and demand: Requirements for specialty teachers

Q4. To what extent is teacher preparation and education consistent with the realities of the K-12 system?

Are there gaps?

- New graduates unprepared for realities of the system

Gaps:

Teacher Education Programs (TEP)

- Analysis of supply and demand needs to occur
- TEP's need to increase time in a practicum
- TEP's need to be rigorous, diverse (admission, selection, and program)
- Faculty of TEP's need to be diverse, knowledgeable, master teachers
- Disconnect between university research and educational practice
- Is current minimum level of education sufficient?

Education System

- Needs to provide more time for teachers to assist new/ student teachers, collaborate
- Needs to provide more support to new teachers during transition from TEP to working life (mentorship, induction, reduced work load)
- Needs to connect with TEP's– continued education past graduation

Q5. What roles does teacher preparation play? What role does certification play? Is there a gap?

Teacher Preparation

- Need to clearly identify competencies for initial teachers
- Need to communicate standards throughout program
- Need to prepare teacher's for a diversity of classroom settings and, TOC'ing

Certification

- Establishes requirements for graduating students
- Clearly identifies competencies, qualities of initial teachers
- Communicates these standards to certificate holders

Gaps

- Universities should not be the only gatekeepers
- Student teachers need to spend more time in schools
- Need a good mentorship, induction program for new teachers
- TEP's need to replicate the richness of a Master' program
- Need to increase collaboration with universities and partners in the system
- The number of graduates being produced exceeds the number of jobs within the system
- Education should not stop at graduation – needs to be ongoing
- Need more consistency between TEP's and connection to standards
- Need increased education around standards
- Standards need to be measurable and attainable

Q6. Are there other questions that need to be asked/ other info that needs to be gathered/ other groups to be consulted?

Additional questions/ info

- Universities: what are university admission criteria, data on type of graduates being produced, costs/ time associated with making changes to TEP's, role research plays in development of a TEP, most effective way of collaborating with BCTC on TEP's
- Education system: data on demand within the system, number of teachers working outside of expertise, relationship between pro-D and competence, should certification be for life, who should provide in-service, separate standards for administrators, post-fill practices, how to deal with struggling teachers, practicum outside a school setting
- Graduates of TEP's: feedback on programs - was it sufficient/ what did it teach grad to do, areas of strength/ weakness, employment prospects/ challenges
- TRB: number of certificates issued annually to new graduates, labour needs, nature of approval process for TEP's (at different stages), is there a way to track employment of cert holders, does BCTC have ability to limit number of graduates certified annually, is self-regulation a goal for the future, role of research in development of standards, how do standards compare to other jurisdictions, are standards sufficient

Groups to be consulted

- Student teachers, beginning teachers (year 1-5),TTOC's, mentor teachers, master teachers
- FNSEC/ FNSA
- FISA – April 18, 2013
- BCPVPA April 18, 2013
- BCCPAC April 18, 2013
- Special needs groups
- Canadian Parents for French

- Ed Partners
- Students
- Teacher Advisor's
- Special Education Assistants
- Support staff