

## **MINUTES**

### **Teacher Education Advisory Committee Meeting**

**Thursday, May 26, 2022 – 1:00 p.m.**

**In Attendance:** Lauren Inouye, Myra Stephen, Christiné Misch, Paula Mann, Gay Smylie, Fran Couchie, Glenda Black, John Vitale, Jake Loof, Chris Hachkowski, Tammy Chasse, Dan Jarvis, Carla Webster

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

Dan welcomed the Committee and a roundtable introduction ensued. Dan opened the meeting with a land acknowledgement.

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

The agenda was approved without change.

#### **3. Approval of Minutes**

Minutes of the past meeting (February 27, 2019) were not circulated because of the length of time between meetings and changes to membership.

#### **4. Director of Education Report**

- The Director of Education, Dr. Dan Jarvis, provided a report to the Committee (see attached).
- Jake asked if the changes to second-year fourth semester (offering electives both online and onsite) would be an enduring change and if other faculties have made similar changes. Dan explained this will be a permanent change and will be included in our accreditation process in 2024. Some other faculties have had online courses, even prior to the pandemic. Lauren said that this will become more evident once changes are put through OCT.
- Discussion ensued around the potential for an intake of international students. There will be challenges and many things to consider but it is something that we will be working on.

#### **5. Principal, Indigenous Programs Report**

- The Principal of Indigenous Programs, Chris Hachkowski, provided a review of programs and the history of Indigenous programs at Nipissing.

- The Indigenous Classroom Assistant Diploma Program (ICADP) prepared students to work as a classroom assistant with Indigenous and non-Indigenous school children. We also offer this program off campus at other sites across Ontario and Canada.
- The PJ Indigenous Teacher Education Program (ITEP) began in 1989 and is accredited by the Ontario College of Teachers (OCT). Delivery is all year round and is mainly for people who are already working in the education sector.
- The Teacher of Indigenous Language as a Second Language (TILSL) program is accredited by the OCT and is 12 years old. Most students in this program are already teaching in a board on a letter of standing. By completing this program, students will be eligible to teach Indigenous languages from KDG-grade 12.
- ITEP and TILSL allow students to continue with employment. They take the same credits/courses as those in the 2-year BEd program, but it is delivered in a different way. Students do not need an undergraduate degree to be eligible for these programs. Those who have an undergraduate degree will earn a degree and those without an undergrad degree will earn a diploma.
- Chris noted that his programs also transferred to online delivery during the pandemic, which made it difficult for some students to complete in two years, so an additional year was added. This will be an enduring change, as it worked well for students.
- With the move from ENG to NBE courses in the province, Jake asked if any move had been made to adjust training in pre-service. He noted that teachers are nervous about cultural sensitivity due to a lack of training. Myra acknowledged his concern and suggested that those teachers continue to work closely with their Indigenous lead. Fran explained that a cultural sensitivity course is being developed by the Anishinabek Education System that will be piloted with some boards. Once it is piloted and revised it will be available for others to use.
- Discussion ensued about the challenges and opportunities related to Indigenous education.

## 6. TELC Report

- The Chair of the Teacher Education Liaison Committee (TELC), Jake Loof, provided an overview of TELC discussions this year.
  - Temporary Certificates have created a backlog at OCT, which has made it more difficult to get permanent certificates processed.
  - OTF would like to see NTIP strengthened, as the quality of the practicum for many teacher candidates was impacted by the pandemic. As pre-service teachers move to in-service, it is important that the MOE and principals carve out more time for mentors.
  - Teacher shortages are going to impact the number of associate teachers. Teachers are running out of energy.
  - OTF felt left out of the decisions relating to the Temporary Certificate. They were not included in discussions or notified that this would be happening, which left affiliates confused about how to handle new members teaching with a Temporary Certificate.
  - Teacher candidates were excited that the requirement for a Math Proficiency Test was struck down by the courts.
- Jake asked if/how the Ontario Human Rights Commission on the Right to Read Report will impact pre-service/in-service. Myra indicated that the MOE conditionally accepted the recommendations

and work is currently underway. They are looking at gaps and where changes are needed. Discussion ensued.

#### **7. Ministry of Education Report – Lauren Inouye, Myra Stephen, and Christiné Misch**

- Myra provided a report. See attached.
- Jake asked how/if NTIP could be used for teachers who have been doing OT/LTO for years, but have not yet become permanent. By the time they become permanent and NTIP is available to them, it seems redundant. Myra explained that LTO, daily occasional teachers, and associate teachers can be included and receive funding. TPA does not kick in until a permanent contract is accepted.
- Dan explained that work is being done to receive funding to place 12-15 teacher candidates in Northern communities. Carla outlined some of the non-monetary challenges of placing teacher candidates in Northern communities and stated that this would continue to be a priority for the Practicum Office. Fran stated that it might be good to include an Anishinabek Education System Rep on this committee. Discussion ensued.

#### **8. Other Business**

There was no other business to discuss.

#### **9. Date of Next Meeting**

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

Meeting adjourned at 2:32 p.m.

# Schulich School of Education (SSoE) Director's Report (May 26, 2022)

## Student Numbers

For the academic year 2021-22, there were 36 FT faculty, and approx. student numbers were:

Year 1-4 Concurrent Students:	679
Year 1/5 (Consecutive/Concurrent combined):	505
Year 2/6 (Consecutive/Concurrent combined):	364
Graduate students (MEd/PhD):	100
Indigenous Programs (ITEP/ICADP/TILSLP):	81
<b>Total Students</b>	<b>1729</b>

Projected numbers for 2022-23: Year 1/5, 507 + Year 2/6, 505 = 1012 BEd Teacher Candidates

## BEd Program

Delivery: All programming will return to on-campus delivery for Summer (PhD/Indigenous) and for Fall Term (BEd), as per our 2017 accreditation status.

Application for Review of a Program Change: OCT decision was received in April 2022 approving our Dec 2021 application for “enduring changes” to: (i) change our Indigenous Teacher Education Program (ITEP) from 2-year to 3-year structure; and (ii) for the BEd to offer online/onsite Elective courses during Year 2 Winter Term for second year students. We have now surveyed our Year 1/5 teacher candidates for their preference for those Elective courses in Winter Term 2023 in terms of delivery mode preference and the of answers received, 80% prefer the online delivery option for their final term. We will plan accordingly, offering Year 2 Winter Term Electives in both modes.

PSA Report: OCT has now requested that each of the 13 Educ faculties submit a *Program Structure and Accountability* (2022) report that clarifies accreditation status programming as well as any “enduring changes” that have taken place since accreditation. Our next accreditation with OCT will be 2024 (7 years), thus plans will begin for this submission during the 2022-23 academic year.

Pro Week: Professional Learning Coordinator position and PL Centre have been eliminated. The Practicum Office will be taking the lead on booking in the organizations during Professional Week.

## Practicum Office

We were approved to hire an additional Practicum Coordinator, Victoria Vescio, to assist with the large number of practicum placements that are arranged and tracked through the Practicum Office each year.

Temporary Certificates were implemented, as per the Ministry of Education's request, and will continue to be administered according to the parameters that were communicated to our students and to the schools.

Dr. Daniel Jarvis

Director, BEd Programs, Schulich School of Education

Hi Carla

Here is the update I shared. Happy to answer any questions if you have any.

Myra

## **NTIP**

The report from a five-year longitudinal study, *Beginning Teachers' Learning Journeys*, conducted by Christine Frank and Associates has been shared with school board NTIP leads to support planning for 2022 and beyond. [https://drive.google.com/drive/u/0/folders/1i9cas-Le7ptsgMsFb1xik\\_DcMy2qFe7J](https://drive.google.com/drive/u/0/folders/1i9cas-Le7ptsgMsFb1xik_DcMy2qFe7J)

## **Curriculum**

The revised **elementary Science and Technology curriculum** was issued on March 8. The ministry also announced the new, **de-streamed Grade 9 Science course**. The revised elementary Science and Technology curriculum and the Grade 9 course will be implemented in classrooms across Ontario starting in September 2022. The curriculum includes new, mandatory learning on practical applications of science and technology such as coding, engineering design and climate change. The Ministry of Education has worked with academic experts and education partners in revising this curriculum. The Grade 9 Science course and the new de-streamed course will build on the learning in the elementary Science and Technology curriculum and support all students in examining practical applications of science, including connections to STEM skills, careers and the skilled trades. The revised curriculum is available to all teachers, parents, and students through the Curriculum and Resources website, which can be accessed at [Ontario.ca/curriculum](https://ontario.ca/curriculum) (English language) and [Ontario.ca/programmes-cadres](https://ontario.ca/programmes-cadres) (French language).

With the issuing of the revised curriculum, the ministry provided implementation supports on the ministry's Curriculum and Resources website - an outline of key changes, and a parent guide. In addition, the ministry will provide webinars and classroom-ready resources, including sample long range plans. Throughout the summer and 2022-23 school year additional implementation supports will continue to be made available. These resources and supports are being developed by the ministry, as well as by key sector partners, including subject division associations. Supports will include direct training opportunities for educators through webinars and a mandatory professional activity day focused on STEM as previously announced. Educators will also be provided with classroom ready resources, such as lesson and assessment plans that are directly aligned to the new curriculum.

On March 8 we also issued the Addendum for the **Grade 10 math** courses. These are just a few expectations that have been added to Grade 10 to support the transition from Grade 9, as previously communicated.

## **PDPTC**

A variety of professional learning sessions are being prepared over the spring and summer months as ministry colleagues work on developing the 2022-23 Webinar

Directory. These sessions are developed to align with Ministry of Education priorities and considering feedback received from Faculty staff and students. Faculty staff and instructors will be encouraged to submit requests for learning supports based on the topics identified through the directory.

These requests will be submitted through the PDPTC Online Request Form. Through the faculty contacts, we will share further communications with access to the to the directory and request form by the start of the new school year. We will request that they share that information across their faculty, encouraging instructors to submit requests for interactive virtual sessions for their teacher candidates during and/or outside of class. We also invite instructors to take part and engage in these sessions with their teacher candidates.