

### *TEPs and Rural and Remote Education Partners: Overview*

Three Teacher Education Rural and Remote Programs presented alongside their respective community partners to reveal successful practices, innovative strategies, and complexities within partner dynamics.

Following the presentations, participants addressed the following questions at their tables:

- What is working well?
- What makes for strong and supportive relationships between TEPs and educational partners?
- How can TEPs and educational partners work together to support recruitment and tension?

### **UBC Rural and Remote Education Program (RRED) Planning and Development**

*Dr. Terry Taylor, Dr. Leyton Schnellert, John Yamamoto*

#### Program Goal

- Redesign UBC's existing teacher education program into a hybrid model with online learning.
- Collaborate with BCTC for logistics and Indigenous Circle for cultural integration.

#### First Cohort (2022–2024)

- 25 teacher candidates
- Structure:
  - Online: 24 credits
  - Face-to-face: 36 credits
  - Total: 60 credits over 24 months
- Features:
  - Three summer residencies in Nelson to build trust and collaboration
  - Indigenous worldviews and perspectives
  - Affinity Circles and sharing circles using CPAR research
  - Interconnected themes for interdisciplinary learning
  - Decolonized hybrid structure promoting equity and teacher well-being

#### Key Themes

- Teacher Inquiry
- School and Society
- Indigeneity
- Place
- Equity, Diversity, Inclusion, and Pedagogy

#### Innovations and Feedback

- Short films amplify rural voices; educator feedback improves resources.
- Belonging survey highlights: respect, inclusivity, mindfulness, connection, decolonization, compassion.
- Anti-racist and decolonizing pedagogies embedded in program.

#### Looking Ahead

- Cohort 2 (2024–2026): 41 teacher candidates, greater diversity, continued summer residencies.

### **VIU Moving forward as partners in learning**

*Paige Fisher and Celina Hanson*

#### VIU Community-Focused Model

- Approach: Small, culturally grounded, land-based learning.
- Structure:
  - 70% face-to-face, 30% online
  - Wrap-around support from faculty, elders, and local instructors (VIU, NTC, school district).
- Adaptability: Community needs come first; lessons tied to local culture and land.
- Impact:
  - Strengthens recruitment and retention.
  - Builds family trust and reassurance for children's safety.

#### SFU Alaska Highway Consortium on Teacher Education, AHCOTE

*Angela Connelly, Wendi Palmer, Jennifer Louie*

Place-Based Design: Partnerships with school districts, NLC, and local First Nations.

Flexible Entry:

- Degree pathway toward a teaching certificate.
- Non-degree pathway for paraprofessionals (PLP pilot).

Delivery:

- 4 semesters, 60 units; max 8 units online.
- Campuses in Dawson Creek and Fort St. John.

Challenges: Low enrollment, large geographic region, limited financial incentives.

Future Opportunities: Expand hybrid and online options to meet community needs.