

Student panel presentation:

Students discussed experiences in Teacher Education Programs designed for remote and rural communities.

Shared Themes

- **Learning in Community:** All three educators emphasized the value of studying and teaching in their own communities, on traditional lands, and with local cultural context.
- **Sense of Belonging:** Programs fostered identity, cultural respect, and personal connection which are key factors in retention and success.
- **Small Cohorts and Flexibility:** Remote delivery and small groups allowed personalized learning, mentorship, and adaptability during life challenges (e.g., health emergencies).

Highlights

Michelle (TEP in hometown):

- Goal: Learn to teach all students with unique needs.
- Remote program enabled completion despite major health emergency.
- Teaching in her community affirms identity and cultural practices; builds relationships with families.

Christina (VIU):

- Remote, land-based program boosted confidence and mental well-being.
- Learning from elders was deeply meaningful.
- Positive classroom impact: improved attendance, self-assessment strategies reducing negativity.

Lissa (UBC):

- Valued relationships and community within program and practicum.
- Learned resilience and relational pedagogy—teaching is about land and learning together.
- Unique program compared to traditional TEPs; strong support despite online challenges.