

## Table Talks

### What is working well?

- Recruitment and Retention Challenges: Limited relationships with First Nations schools and difficulty placing teachers in remote communities. Increasing seats isn't enough, need to focus on removing barriers and attracting strong candidates.
- Program Access and Alignment: Universities often misaligned with rural realities; online and hybrid programs are essential for teachers who cannot leave their communities.
- Technology and Resource Misconceptions: Challenge assumptions about rural students' tech skills and ensure adequate resources.
- Communication and Collaboration: Transparent communication on funding and enrollment, shared vision, and reciprocity with communities.
- Quality with Flexibility: Balance accountability for program standards with flexibility to honor unique needs of rural and remote communities.
- Partnership Strengthening: Build trust and strategic collaboration through dedicated contacts, proactive outreach (e.g., monthly district meetings), and local engagement to ease HR pressures.
- Barrier Reduction: Address language, cultural differences, and financial strains; provide professional development and innovative delivery models.
- Strong communication with BCTC for exemptions.
- Community-centered design recognizing urban models don't fit rural settings.
- Recruitment interviews uncover acceptance barriers.
- Successful models: SFU (community consultation), U of A (online with strong relationships), VIU (culturally focused, land-based), UNBC (fully online with summer intensives).
- Flexibility through blended/online delivery.
- Cultural integration and decolonizing approaches.
- Financial support via bursaries.

### Innovative Solutions:

- Accept community college credits to shorten program length.
- Offer online courses at varied times for flexibility.
- Keep programs small for better practicum oversight.
- Introduce French cohorts for rural immersion schools.
- Leverage remote learning to expand access for diverse demographics.