

SCOLA Minutes  
May 3, 2024

9:05am: Luisa Canuto opened with remarks and land acknowledgement.

9:10am: Minutes approved – Fani and Mireille

## **I. BCCAT updates (Fiona McQuairrie)**

Activities/initiatives BCCAT has undertaken (2023-2024)

- New Chair of BCCAT Council: Angus Graham (newly retired president of Selkirk College)
- Major initiative: To update the two main articulation resources for course articulation (largest reference document that exists for the articulation process) and the articulation guide (articulation for chairs and participants). Both versions posted on BCCAT website.

### **New research projects**

- Accessible Admissions: Disability Justice Lens for admissions
- Publication on online delivery trends that considers intentions of institutions and programs with remote emergency teaching and plans for balancing online, hybrid, and face-to-face programming
- Update of course-naming conventions for online courses (i.e., Indications V/O for Vancouver and Okanagan (Math\_V100))
- None of the equivalencies have changed, just a coding for the names of courses

### **BCCAT's 30<sup>th</sup> anniversary is coming this year.**

- There will be some special events at the AGM (JAM) (held on Thursday, November 7 (online) and Friday, November 8 (hybrid))
- Registration will open sometime in late summer

### **New Research Reports**

- Transferability between online and in-person courses
- Direct admissions: new phenomenon – new recruitment technique that tries to recruit students while they are in high-school, reaching marginalized demographic students
- Call for proposals: May 13-15 for 2024-2025 research projects (impact of students' economic status in their choice of programs and institutions)

### **Technology**

- 3-year technology plan
- Focus on rebuilding of TCS (Transfer Credit System Platform)
- Embarking on ONCCAT – signed an agreement with BCCAT to use the TCS to use the platform as the Ontario transfer guide (province-province data sharing)

- Adult Special Education Committee (Renamed: Accessible Education and Training Committee)

Questions:

### **Moodle Platform**

- Question: How does one get access? Is it open to the public, or only reps from the institutions?
- Answer: BCCAT Moodle site is for articulation committees to use and store documents during the year. A Moodle site can be set up for each individual committee.
- To access, go to the site, create an account, and sign-up for access (based on your interest)
- Each site has an administrator for each Moodle Committee

## **II. BCATML updates (Trish)**

### **What we do?** (BC Association of Teachers of Modern Languages)

- Promote and advance the teaching of additional languages in the K-12 education system (public/private)
- Communicate information regarding the teaching of languages
- Furnish with advice and recommendation with all matters concerning L+ (additional/foreign/second languages)
- Network – meet with instructors so that we know that they exist to support students and teachers learning additional languages
- They have a large team with representation from languages taught across the province - the team liaises with their BC rep/team and come back with best practices/speakers, etc.

### **Who we are?**

- The executive team is selected, and the board members work in the district
- Half of the committee members were born outside of Canada
- Trish is from BC, but did university in Montreal (BC Language Coordination Association) – people who administer the funding for French (public schools, and independent schools)
- Canadian Association of Second Language Teachers
- They partner with mypita (Provincial, intermediate and middle years teachers' association) – joint monthly online session (drop-in) to share resources) – for elementary/middle teachers
- Canadian Association of Second Language Teachers (Joint membership to CASL when they subscribe to BCATML)
- These organizations support teachers in best practices of teaching and learning of languages
- online platform with asynchronous (and sometimes synchronous)
- Community-building – teachers of language across Canada and in the public school system – everyone can engage in events based on grade level

- For people teaching in remote locations – this is a valuable resource because many times they are the only teacher in their group of language community so this brings them together.

### **Available Resources and Opportunities**

- 4 new asynchronous modules (indigenizing and decolonizing the teaching of additional languages in Canada)
- FSL Fundamentals Linguistic Training for Core French teachers (from Beginner to B1/B2 – beginning of fluency)
- Artificial Intelligence in the Additional Teaching of Learning Languages (Call for proposals out next week – BCATML – in Chilliwack, BC)

### **How we can work together?**

- Faculties of language – publicize your programs to our members
- Invite our members to our events
- Invite members students to visit faculties – OPEN-HOUSE DAY – they can publicize that
- CAREER FAIRS – invite students
- University students could visit schools – they can go into classrooms, meet the teachers, talk to the students, show them that there is a possibility for career and travel in our languages.

### **Recruitment and Retention of Teachers**

- They do all they can to support new and experienced teachers.
- Popular pedagogies in K-12 L+ Instruction
  - TPRS (Blaine Ray)
  - Comprehensible Input (Krashen)
  - Action-oriented approach (Piccardo)
  - Neurolinguistic Approach (Germain) – pedagogy for intensive French
- Students may have gaps based on the pedagogies the high school was learning

### **Questions/Suggestions for working together:**

- Compile emails and reach out to Trish
- Work together to help students better understand the benefits of language learning: When students understand that there can be dynamic and economically feasible careers using additional languages, they are more engaged (show them jobs at the end of the line)
- Career/travel/teaching/tutoring
- Spanish offered in about 8 out of 18 high schools
- Gaps in communication between high school and university – can we learn more – they don't do exams anymore
- Online meeting with language-specific representatives – pair them up by languages

### **III. The Future of SCOLA**

Members' involvement: there was a question posed about how to get members more involved and encourage others to present at SCOLA.

#### **Suggestions:**

- Open this meeting up to BC K-12 teachers
- Small presentations from colleagues – small groups – giving more time to language groups
- Poster session – instead of individual presentations (an hour, four stations, and walk through and ask questions)
- BCCAT – articulation and transfer credit – moving away from that when we start doing presentations – different association and different group meeting – foster networking/sharing issues
- Split morning sessions into curriculum, articulation, teaching strategies and techniques

#### **Budget to attend SCOLA**

- Reach out to BCCAT if your administration refuses to send someone to represent your programs at the annual SCOLA meeting.
- Articulation meeting at the same time as an industry conference
- The publishers are the only funding that we have for this event – what do we want to do from here on out – should we bring our own lunch? Should we ask our institutions for a small amount – Publishers give donations, but it isn't consistent – Do we want to each pay \$5/\$10 SCOLA membership fee?
  - There were mixed responses to this suggestion.
  - Publicize the event more – Task force to update the website? – SCOLA