

Future Directions Meeting – October 21 2016–BCTEA

Individuals in Discussion

- ITA –Jason Leber
- Ministry of Education – Patience Cox
- ADST Writers – Nigel Reedman and Zale Darnel
- Tech Ed Teacher Trainer – Roger Bortington
- BCTEA Exec – Randy Grey

Meeting Introduction by- Randy Grey

Conventional Tech Ed currently has 3 directions:

Trades Training, Conventional Tech Ed and Maker Type Classrooms

1) Trades Training

-This style of course has been diminishing over time (last 15 years).

-Incentives are currently offered to Skills Exploratory courses to a total of \$100 per student as a onetime incentive as well as free tools which are provided to the classroom.

-British Columbia is facing a trade's shortage.

-25% of students entering post-secondary are hopefully coming from programs that fall under these course offerings.

2) Traditional Tech Ed

-Losing enrollment, facing challenging class composition issues including multiple grade levels, large class sizes and increases numbers of designated students.

3) Makerspace

- Tools and mobile storage is being brought for the K-7 grade levels in a large number of districts throughout BC
- Funding opportunities are being offered through programs like Yes2It and MakerDay.
- Design thinking as seen within in the ADST curriculum is included in most Makerspace activities

Questions Posed to Audience:

- What are the future directions of Tech Ed?
- What do our future classes look like?
- Will we all be offering some level of makerspaces in the future?
- How can the BCTEA assist teachers moving forward?
- Do conventional trades split away from ADST curriculum in coming years?
- What type of courses do students want to take in the future?

At this time Questions are opened up to the floor:

- Comment from the audience

TechEd has changed over the past 12 years. Subjects were stand allow compared to now where classes are mixing and crossing into different disciplines. Where does this leave trades in the ADST? Do they fit in?

- Answer from Ministry of Education – Patience Cox

There is a place for trades in ADST. As the curriculum becomes stronger in the k-9 high schools will receive students that have been exposed to the curriculum. Employers are looking for kids who can think when they walk onto the job site.

- Comments from the audience

My number one goal as a teacher is to turn students into tradesmen. Classes are over loaded and kids are not turned on. The classroom needs to represent what the kids need.

Industry needs to have a say in our curriculum

Trades should not be separated from school since Math, English and others are still required skills on the job site.

- Answer from ITA –Jason Leber

We are trying to get more industries connected and to engage with school programs. The youth team for the ITA is the largest that it has ever been with more funding this year. Our main focus is on youth and trades- Talking to students in grade 5-7 making sure trades are an options thought about for post-secondary. Conversations need to happen so students know what their options are.

- Comments from the audience

Trades authorities should have a connection to what we are doing, however they should not be our financial investor. Why do we have to go to industry to receive new tools?

- Answer from ITA –Jason Leber

Government money given to the ITA is not meant for tools but for training.

- Comments from the audience

Fourteen dollars a student is what my program gets for the year but my budget is gone by the first of September. There is not enough material to complete project samples and has caused my program to complete customer work as a way to increase my budget.

Students need to understand what a designer is and a tradesmen is, however we need to understand what reality is and a tradesmen isn't a designer and a designer isn't a tradesmen. Our current definition of trades is not real; shouldn't we try to get this right?

- Answer from ADST Writers – Nigel Reedman

In the three streams, Trades is the smallest of the three groups. Students are developing life and hands on skills. I am worried if we want to become only teachers of the trades.

- Comments from the audience

Trades and ADST should be working together. We are still covering most of this already.

I do not feel that we are a filter for students going into trades. It is about exposure to trades. There is no reason for these three streams not to be blended together. Students can still be exposed to all of these 3 items. If the three streams are all separated, not all students or schools will have access to all three.

- Answer from ADST Writers – Zale Darnel

All feedback was read through and only two that were focused clearly on TechEd. Some feedback that was given was not constructive and did not provide any guidance. Feedback moving forward needs to be constructive and offered by more individuals.

- Comments from the audience

ADST curriculum already fits our past curriculum and is connected to our programs as it always has:

- Wanting to build something
- Creating a design
- Building it

Sharing the end product

We have become part of a larger group of teachers with the new ADST curriculum and we have lost part of what we are.

ADST Design thinking does not fit Automotive courses. If it did connect with the core material, I would still not be able to do it due to my budget restraints.

I put design challenges out to my students rather than normal projects. We look at raw materials and think of a product to solve it.

Admin can see our ADST curriculum and justify removing tools from our rooms since there is no clear need for them.

- Answer from ADST Writers – Nigel Reedman

Parts were added to ADST to restrict the options of tools being removed. An example would be that Senior Wood ADST curriculum talks about the need to operate stationary power equipment as a way to still honor the shop environments.

Closing of meeting due to allotted time coming to an end.