

ECE ARTICULATION CONFERENCE

Meeting Minutes – May 9 & 10, 2023 (Capilano University – North Vancouver, BC)

IN ATTENDANCE:

Sheila Grieve (Co-Chair, Vancouver Island University), Enid Elliot (Co-Chair, Camosun College), Mary Burgaretta (Camosun College), Jeanne Puritch (Camosun College), Julia Black (Capilano University), Violet Jessen (Capilano University,) Rebecca Deane (Selkirk College), Andrea Dawson (Langara College), Georg Melzer (University of the Fraser Valley), Carla MacGillivray (Sprott Shaw College), Pat Bates (Stenberg College), Lisa Nicholson (Delta Continuing Ed), , Marketa Soldat (Burnaby School District #41), Terry Breck (Capital College), Janet Webster (Capital College), Erin Higginbottom (Montessori Training Centre of BC), Adrienne Klassen (Montessori Training Centre of BC), Iris Berger (UBC), Kristie Krisher (College of the Rockies), Terri Russell (Okanagan College), Robin Cull-Hewitt (Douglas College), Hanako Shimamuu (Douglas College), Karen LeSage (Ridge Meadows School District #42), Amanda Nelson (Pacific Rim), Katarina Jovanovich (Vancouver Community College), Karolyn Hendra (Thompson Rivers University), Jungsun Park (Native Education College), Aziza Jiwan-Rehmat (Western Community College)

GUESTS:

Ali Morrow (Educator - Capilano University Children's Centre), Sara Sutherland (Director - Capilano University Children's Centre), Adrienne Argent (Faculty/Educator - Capilano University Children's Centre), Sylvia Kind (Faculty Atelierista - Capilano University Children's Centre), Kathleen Kummen (ECPN), Michelle Gilmour (Mgr for Child Care Policy, Quality and Workforce), Erin Mirau De Vera (ECE Program Coordinator – ECE Registry), Rob Hicks (Director of Student Transitions), Nurie Alpurie (Acting Director – Post Secondary Education and Future Skills), Daniel Lindskog-Wilson (Guest Speaker on A.I.), Michael Winsemann (BCCAT), Amanda Rossiter (Metis Nation of BC), Pawandeep Mann (Metis Nation of BC), Kirsten Bevelander (BCACCS), Emily Mliczko (ECEBC),

Note Taker: Pat Bates

MINUTES – DAY ONE (May 9, 2023)

- Welcome by Julia Black and Violet Jessen (Capilano University)
- Land Acknowledgement
- *Approval of Agenda* seconded and passed
- *Approval of Last Year's Minutes* seconded and passed

1. **Transferability Report** (Michael Winsemann - BCCAT)

- The Transfer Matrix has not been updated for some time
- New technology has allowed them to release new features on the website
- There is now a reciprocity tool (eg: Course A to B – but may not transfer back)
- There are opportunities to transfer from one way to two way
- Institutions create transfer agreements and the new system allows institutions to create more direct transfers
- The new Transfer Guide's "deployable widget" can be used so institutions can use their own website or the BCCAT website
- The Search Tool has largely been used for University Transfers and Adult Basic Education Credits
- They have begun a Research Program where they are collecting data information on race, ethnicity etc. as well as doing a survey of the impact of COVID 19
- The summaries of surveys are done across Canada
- The BCCAT Annual Conference this year will be held at the Paradox Hotel on Nov 2nd and 3rd and will be both online and in-person (hybrid)

- Q: is there expiry of the transfer credit? A: agreements are ongoing but there is a 5 year anniversary review date and there are a lot of agreements that haven't been reviewed for 10 – 15 years and may need reviewing because of how courses may change
- Q: if the name and course # are the same but if the course content may have changed how can transfers be accurate? A: end dates and effective dates can be put on transfer agreements but this is one of the challenges
- Any questions, concerns or confusion with using the Matrix you can email Michael at mwinsemann @bccat.ca

2. Introductions and Group Discussions

- Everyone in attendance introduced themselves and identified what institution they were there representing
- Broke in table groups to discuss major issues or areas of concern
- Three areas of major concern were discussed and questions created
 - Concerns/ Questions regarding the ECEA
 - How is the ECE Registry giving ECEA certificates without recognition of practice? There needs to be a monitored practicum for ECEAs – not just a theory course.
 - How is the ECE Registry accountable for recertification of ECEAs?
 - How can an ECEA with a “scattered mishmash of courses” be compared to a fully qualified ECE?
 - How does the Registry ensure that places only employing RAs are safe and caring?
 - Retention, additional strategies needed with recognition of the “educators” value
 - There needs to be an accountability – is there a better format for accountability than is currently being demonstrated?
 - By flooding the field with ECEAs, we are not getting enough fully qualified ECEs in the field to create the much needed quality in the field. The ECE field is being undermined with the number of ECEAs and RAs that are now working in centres with exemptions from Licensing
 - Concerns/ Questions regarding Practicum
 - Needs to be greater accountability – the education profile must be linked to the competencies as well as the BC ELF and the Indigenous ELCC Framework
 - The number of hours for Professional Development need to be increased and determination of where those hours are allocated needs to be addressed
 - The number of hours that a sponsor teacher has should be important when sponsoring a practicum student – many sponsors only in the field 1 year
 - Sometimes centres are unable to sponsor practicum students because of the lack of qualified ECEs
 - How is the Registry supporting new grads? (Peer Mentoring, using pedagogists, the ECEBC Code of Ethics)
 - Improvements needed in system to support educators and ensure increasing quality
 - There are more international students graduating and going into the field and increased support in most cases would be critical help
 - Instructors in institutions could be the pedagogists if the institutions were funded to allow that
 - Practicum Faculty Advisors need to be able to spend more time with students in centres and act as their pedagogist
 - The Peer Mentoring Program and the ECPN (Early Childhood Pedagogy Network) should be government supported to help with increasing quality as well as much needed support for educators
 - Concerns/Questions regarding Dual Credit
 - Dual Credit programs are not consistent. Should they be?

- Following high school there are some in-person programs the dual credit students go to and some on-line programs they go to
- The ECE Registry should have greater accountability for renewal of ECEA certificates
- Should Dual Credit students be their own cohort?
- What is the point of Dual Credit? Where does it take us at the end of the day?
- The RA (Responsible Adult) Program does not have the same age requirements as ECE programs. Why?
- We have many Dual Credit high school students that only move on to get their RA Certificate and not continue to take the whole ECE Program? Why?
- Recruitment – where are students being recruited from? And, are they ready to enter the full ECE program?
- Entrance requirements to full programs sometimes cannot be met due to age of Dual Credit students
- More careful recruitment is necessary (eg: students that come into the program require an EA?)
- Generally, there needs to be more respect for our field (by government and others) acknowledging the best ways to bring new recruits into our programs without jeopardizing quality and respecting fully qualified ECEs

3. Kathleen Kuppen (ECPN)

- This project came out of the work done by Alan Pence
- Focus was thinking about curriculum in particular
- They were given funding to support ECEs around curriculum
- There were two streams, the community stream and the post-secondary stream
- The Community Stream ...
 - 52 Communities, 25 Host Agencies, 47 Community Pedagogists, 177 ECE Sites, and 430 ECE Programs involved
 - Statistics gathered from meeting with BCACCS and the BC First Nations Pedagogy Network
 - We talked to 30 pedagogists from across BC and we found in every case they wanted to be able to sit with other educators in their classroom
 - 74% or more said they valued:
 - One on one conversations with their pedagogist
 - Team and group conversations with their pedagogist
 - Site visits from their pedagogist – joining their program during the day
 - Introducing materials and other possibilities for the classroom’s indoor and outdoor space
 - Introducing ideas about curriculum and pedagogy
 - Leading conversations and engagement with Pedagogical Narration
- The Post-Secondary Stream ...
 - In the Post-Secondary Stream we have faculty pedagogists work with pre-service (students) and in-service educators. The heart of ECE is relationships
 - We want training institutions to have an opportunity to create ‘relationships’ and walk alongside educators being part of children’s lives. Dedicated practicum sites are ideal so students can stay in the same site for all practicum
 - How can we get educators to create relationships with the institution and the students as well as have students create relationships with the educators, the centre and the children?
 - We want to become a “collective community” and encourage the idea of having students become part of a centre and their curriculum

- We want to help students honour the field of ECE
- Centres are more willing to welcome students who have been with them for two years
- Our goal is that all Post-Secondary Institutions be funded for dedicated centre practicums – a long practicum because the most important course in their program is Practicum
- We should focus on walking an ethical, committed relationship path with the children and their families
- Data shows that students who have gone through the “long practicum” model typically will get a job and stay at the centre they did their long practicum at. So we want to look at what makes sense provincially, regionally, centre to centre
- Our hope is that the ECPN will become part of the Early Childhood Education field – our long term goal

4. Emily Mliczko (ECEBC)

- ECEBC is continually evolving
- Want to activate decision makers to recognize the importance of ECE
- Want them to go deeper into the meaning and work of ECEBC
- Our vision was a 5 year plan. We are now into a new 3-5 year plan
- Trying to decide “what to do next”
- Been out engaging with the community on what it means to be part of a professional organization
- Now have over 2000 members
- The government allocated over 2 million dollars per semester for bursaries and they have approved all applications to date (4 million)
- Have had a great response from and good partnership with BCACCS
- Have done Professional Development (either hosted or partnered with others)
 - 51 opportunities with a total of 4967 participants
- Have partnered with the Peer Mentoring Program and ECPN
 - In 2021-2022 had 17 COP groups, 20 facilitators and 200 educators
 - At present we have 25 COP groups that have started
 - We go into rural communities
- We are bringing sector concerns to the government
- The sector is feeling “burned out” and not respected
- The Federal C-35 Bill (An Act respecting Early Learning and Child Care in Canada) was read the second time and has been referred to the Standing Committee on Human Resources, Skills and Social Development and the Status of Persons with Disabilities
- If we can get something like this approved, this will be a big positive step
- The Wage Grid – we have to understand what its’ key principles are, what would it look like?
- We want it to honour the educator for the education they invested in
- The hope is the wage grid will start at \$30.00 per hour
- Trying to elevate the sector
- Billions has been invested in Early Learning
- ECEs feel less valued now than they did five years ago
- We need to build a system before the election
- ECEBC’s Five key areas looking forward
 - Qualifications
 - Inclusion and Reconciliation
 - Policy and Practice
 - The Profession
 - Organization
- The work we do as Early Childhood Educators is far more than a service provider and we need to be recognized for that

- The Terrace Branch looked at the Code of Ethics etc. and made some videos
- As the \$10.00 per Day initiative continues to move forward, there are ongoing concerns that need to be addressed as well. ECEBC is bringing the sector's concerns to government. Concerns regarding ...
 - Responsible Adult (RA) and ECEA certification pathway to ECE
 - Bill C-35 (the Act respecting Early Learning and Child Care in Canada)
 - The ECE Wage Grid
- With regards to ECEBC's work with the Ministry of Education and Childcare. We want to consider ...
 - How we can ensure further embedding the role of the Early Childhood Educator?
 - What can we learn from each other?
 - What is needed to create a system that acknowledges equal partners for children and families?

5. Licensing Outdoor Programs

- There is a need to get a special licensing category for outdoor childcare programs
- This would impact Post-Secondary programs as there would be a need to educate educators to operate in an outdoor environment
- The stumbling block is that currently to be a licensed program you need to have a very particular type of facility
- One of the thoughts is to apply for an outdoor program and then apply for exemptions?
- Government is spending so much on building new facilities when outdoor programs are becoming more popular
- Washington State has licensed outdoor programs
- Here we have outdoor programs but they are just outdoors ~ their licensed facility is mostly unused
- It's a shift in thoughts – the well-being of the educator is also impacted and we need to reimagine our role as an educator
- There are innovation solutions that can be looked into – if anyone has any ideas, email them to Sheila or Enid

6. Lab Schools

- The International Association of Lab Schools is one area to investigate as they have lively pedagogical spaces
- The idea is not to not only benefit students but also to benefit the educators and the centre
- There can be a consistency of mentor and a consistency of student

Guest Speakers: Capilano University and Cap U Children's Centre, Sara Sutherland (Manager), Sylvia Kind (Faculty Atelierista), Adrienne Argent (Faculty ECCE), Ali Morrow (Educator and Student)

Sara Sutherland –

- The Cap U Children's Centre is a non-profit with a cap of 69 children (ages 0-5)
- It is a Lab School model with a very immersive space
- The educators and faculty work in partnership to develop the curriculum
- We follow a Reggio approach and offer a Pedagogista and Atelierista

Sylvia Kind –

- The centre provokes artistic ways of knowing and understanding
- We encourage artistic experimentation
- Our studio space is a place for experimenting, and is a collective inquiry space

Adrienne –

- We want to re-envision practicum
- We feel that competency happens in educators when students can be immersed in the 'life' of the centre
- Good questions should generate new insights

General Discussion ... with a 'long practicum' becoming recognized for its' value

- Marketa – we see push back from the Registry
- Jungsun – if we're offering a differing philosophy, we should challenge the Registry's requirements for practicum. Those are based on old competencies
- The E.L.F. is only a few years old
- Having a variety of practicum sites allows students to experience multiple options and find the right fit for them; they also have job offers when graduating
- Katarina – we do have students that will express a desire to do practicum in a variety of different programs
- Jeanne – the Work Integrated Practice allows students to have the same mentor educator
- Cap U also has the same mentor educator
- Jungsun – there are few Indigenous centres so a long practicum would benefit them

Day Wrap Up ...

- Enid emailed Advanced Education and the Ministry so they could be prepared to provide a response to our questions and concerns tomorrow.

Day Adjourned 4:20 pm

MINUTES – DAY TWO (May 10, 2023)

7. Metis Nation Presentation (Pawandeep Mann and Amanda Rossiter)

- Introduced the Metis Nation E.L.F.
- Metis pedagogists partnered with the ECPN and worked with Metis Elders, educators, children and families across BC to create stories that value Metis culture
- By incorporating the BC Early Learning Framework as well as the Indigenous Early Learning and Child Care Framework a specific curriculum can be formed to see things through the Metis lens
- The Metis Recruitment and Retention plan included STEPS wrap around services which equaled \$2400.00 per month
- They also partnered with Capilano and Kwantlan
- They received a one-time Metis ECE Supplement (\$500.00 ECEA and \$1000.00 ECE) and an ECEBC Membership
- They did a workshop (Maachii Kashkitow Mamawii) to have others learn about the Metis culture
- Community of Practice – was 5 sessions ... 1 evening every other month where they had Elders join and teacher more about the Metis culture and practices
- The Pathways to ECE is a 20 minute presentation that includes a Cultural Resource Kit. The Ministry of Education put together resources specific to the Metis culture.
- All CCRRs will get a resource kit to lend out
- Their pedagogists work with centres and work with VIU to help students and other educators appreciate the Metis ways and how to incorporate it into their programs
- Current Child Care projects include creating new child care spaces, looking at how quality ECE's can be retained, how do we make educators feel valued for their work, and how can we disrupt the daily unquestioned practices of ECE professionals that are perpetuating colonization
- A 10 minute video was shown to the group summarizing the Metis Nation's work (available on the Metis Nation website as well as the BC Family Childcare site)

8. BCACCS Presentation (Kirsten Bevelander)

- Started with an introduction to Call 12 which is a call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families
- Indigenous programs have only been funded for the past 25 years
- Carole James (from MCFD) provided the seed money to get BCACCS started
- On reserve and off reserve Head Start Programs are different – they have different funding streams, different designs
- A fractured systems makes it challenging for people to understand the complexity of Indigenous Learning and Childcare in BC
- There are three programs
 - Indigenous Child Care Services
 - IELCC (Indigenous Early Learning and Child Care)
 - Jordan’s Principle Services
- Jordan’s Principle Services are funded by Indigenous Services Canada
- They have support training (30-40 service coordinators support families to apply for support services)
- The last fiscal, they raised training hours to 10,000 from 3,000 in person and online
- BCACCS, ECEBC and Metis Nation collaborate on a lot of projects
 - “Learning Outside Together”
 - “Anti-Racism Training” (8 month training)
 - “Responsible Adult in Indigenous Context”
 - VIU and BCACCS – “Culturally Safe and Appropriate Screening”
- There are many more training opportunities and workshops listed on the BCACCS Website
- There are workshops on Indigenous Documentation
- The exhaustion of Indigenous managers is so obvious and community visits are valuable to help educators
- They are looking at all different funding options and working with government to make things easier to find and access
- The FNPN (First Nations Pedagogy Network) has different members with varying responsibilities within the network
- One member (Liz) has a puppet that is gender fluid and she goes into centres with the puppet to work with the children (a video will be available soon)
- They are working with the Ministry of Education and Childcare

9. Dual Credit (Violet Jessen and Enid Elliot)

- Review of what was discussed yesterday
- Dual credit students shouldn’t be offered courses that would qualify them to be an ECEA
- George – there was the perfect storm 10 years ago they needed to fill necessary ECE spaces with staffing and they used the ECEA to do that
- Jeanne – we are letting down people by putting them into stressful environments without being appropriately trained
- Summary of concerns/comments from yesterday for the Registry were made as follows ...
 1. Dual Credit for high school students creates challenges
 - There is a danger of students becoming assistants and being in charge of a group of children while they are only 16 or 17 years old
 - It may provide high school students with a career option as an assistant but it does not serve the field well
 - We need ECEs not assistants and for a high school student there is a danger of becoming stuck in the ECE-A job

- Introductory courses that invite students into a program after graduation seems more beneficial for everyone
- We are all aware that all students have a right to education while the field sets the competencies which must be met
- Students have a chance to mature
- They can become an ECE which will provide a better wage
- School Districts may go from institution to institution to get what they want
- The Dual Credit “hands-off” approach is not ideal; we need to move to more of a “hands-on” involvement

2. ECEA and RA Concerns/Comments

- We are all in agreement that children should have good and caring child care situations. As post-secondary faculty, we are concerned with the growing dependence on ECEAs and RAs.
- While we realize there is a child care crisis, it is important that we don’t let it dictate measures that could cause later regret

Our recommendations ...

- ECEAs should be of legal age (otherwise who is responsible if something happens?)
- ECEAs need to have a monitored practicum along with a course
- ECEAs need to continue to upgrade their status

3. Practicum and Other Concerns/Comments

- There needs to be greater accountability for finding of centres – ones that are following the core competencies, licensing, etc.
- The mentor must have specific Educator certification
- There needs to be support for new students entering the field (eg: pedagogical support, peer mentoring program, pedagogists, etc.)
- Practicum Faculty Advisors should be able to spend more time with students in centres
- Practicum is key to practice and understanding a student’s skills and competence
- Code of Ethics
- How to utilize both ECPN/FNPN and the Mentoring Project
- What’s happening with the Core Competencies

10. Michelle Gilmour (Manager for Childcare Policy, Quality and Workforce)

- All three of the Articulation Committee’s concerns are things they’ve heard before so it’s not a surprise conversation
- Practicum question of having 3 different environments for each student or one long term placement
- The ECEA will always be around, so how can we fix what needs to be fixed to make it work better and more effective?
- They are bringing back the SPOC (Standards of Practice and Occupational Competencies)
- The Child Care Human Resource Service Council – has progressed with three goals...
 1. New Standards of Practice (SOP)
 2. Updated Competencies
 3. Post-Secondary Program Level outcomes – outcomes that still allow Post-Secondary Institutions to have some flexibility
- They have looked at comparing cross jurisdictional reviews of the competencies
- In addition to the pandemic they have struggled with updating the competencies and program standards

- How can they continue their work without disrupting current needs in the sector or putting challenges on current ECEs?
- Their purpose is to develop options for updating and modernizing the Early Childhood Educator occupational competencies with the objectives of
 1. Ensuring consistent educational standards
 2. Enhancing quality, inclusive child care practices across the province
 3. Helping stabilize the child care workforce
- The next steps are to revisit the standards and competencies, have internal and external engagement and do some research and engagement in order to develop their options
- Perhaps 'flip-it' and look at how to update programs ~ have an exit point to help with current needs
- They are looking at cross occupations, looking at the broader "care economy" to help inform what they are doing
- They have to recognize that although they have a core document, they now have to intertwine new practice ideas (eg: outdoor play initiatives) as well as Truth and Reconciliation
- They want to keep the Post Secondary's involved
- After question about the terminology of "License" vs "Certificate, they cannot go back to using "License" because of the Regulations saying they issue 'certificates' and the categorization of the "para-professional"
- How can the Post-Secondary Institutions support with pre-service education, upgrading etc.?
 - Jeanne - making sure the education is competency based, there are creative delivery models, plus an opportunity to fit in with meeting the new competencies
 - Question ... Jeanne – what is the intent behind curriculum?
 - Are we bringing theory into practice?
 - Fairness and Equity is a question only having the 3 site option because that's hard for small communities.
 - Perhaps it should be community based? ECE Practicum faculty are not seeing practices that we want modeled and those things that students learn in class
 - There's a need for more checks and balances for accountability
- **Erin Mirau De Vera** (ECE Program Coordinator, ECE Registry)
 - We are looking at what's working within the ECE Registry's policies and what needs to be further looked at
 - There have been changes within the Registry ... Darla Faulkner (the Director of the Registry) has left and there are now two new Registry employees
 1. Jennifer Fletcher – the Director of Certification
 2. Karen Bayliss – Director ECE Registry

11. **Rob Hicks** (Director of Student Transitions – Ministry of Education and Child Care)

- Dual Credit
 - Primary purpose is to increase the number of secondary students moving into Post-Secondary
 - All parties have to see the benefit to this for it to be successful
 - Their approach is to create delivery agreements between districts/schools and post-secondary partners to determine offerings which can be
 - On campus, in school or online
 - Single courses through full time programs
 - Student supports from both systems
 - Student loans and other funding for part time or for one or two courses isn't as easily accessible

- The government is looking to make investments to help the sector
 - Jeanne - why is the money going to the school districts (High Schools) and not the Post-Secondary Institutions
- The Ministry has relationships with the school districts so can hold them accountable
- The project ends at the end of 2025
- Their hope is to get 50 of the 60 school districts in the province involved. Currently they have 30 school districts involved
- Deanna Elliot does ongoing communication with districts and students to help with any issues
- They are interested in monitoring how many ECE Dual Credit students who intend to go into ECE actually do
- Once a month “Community of Practice” meet with partners to get honest feedback (Post-Secondary Institutions and School Districts)
- The summary is that Dual Credit is a bridge to further post-secondary study, looking at what’s offered and how it is locally determined
- This project inspired ECE offerings of all kinds
- They can continue under revised policy with related supports
- Monitoring and evaluation is underway and plans are to go deeper into this
- Early data is encouraging where student focus appears to be on full certification
- If there are concerns, they should be addressed in real time with the school district partner
- Attend the collaborative “Community of Practice” to ensure you have input
- Reach out to Student Transitions at dualcredit@gov.bc.ca

12. Nurie Aliperti (Ministry of Post-Secondary Education)

- The goal of government is to provide more childcare spaces
- In November 2022 we got a new Premier (David Eby)
- The new Minister for Adult Learning is Selina Robinson
- They continue to expand public post-secondary seats for ECE
- 400 seats per year have been added (in addition to the current) for the Public Post-Secondary Institutions
- WIL – Work Integrated Learning and ELCA (Early Learning and Childcare Agreement) evaluation will be launched in September
- They are looking to incorporate part of funding into ECE ongoing funding
- The hope for a turnaround is between applications and results would be to late June (4-5 weeks)

13. Maintaining Academic Integrity in the age of A.I. (Daniel Lindskog-Wilson)

- What is Chat GPT?
 - Chat bots are powered by large amounts of data
 - They can compute and predict and string word together in a meaningful way
 - They tap into a vast amount of vocabulary and information
 - They understand words in context which allows them to mimic speech patterns while they give encyclopedia knowledge
 - Students are already using A.I. when they use “Google Translate”, “Speechify”, “Grammarly” and “Open AI”
 - ‘Prompt Engineering’ is a technique to help refine the output of the A.I.
 - Chat GPT 3.5 was released in Nov 2022 and is currently available to everyone for free
 - Chat GPT 4.0 was released in Mar 2023 and is currently available to everyone but for \$20. Per month
 - Microsoft and Google are going to build their A.I. language models into Word, Google Docs, etc. so soon A.I. is going to be everywhere

- The question now is how do we spot plagiarism and maintain academic integrity
- There's no reliable way to spot AI and trying to ban the using of AI is really a losing game
- GPT Zero is an app that spots AP generated content and does a good job of spotting content produced in GPT 3.5 but isn't good at GPT 4.0
- Students that are most likely to use AI even when not allowed are those who struggle with writing, including immigrant students
- Instead of banning the use of A.I. we may need to redesign our assignments and assessments.
- Try to incorporate the use of A.I. into some assignments and in others make it difficult to use A.I.
- It is possible to create assignments that allow for the incorporation of AI and some that make it difficult to use AI.
- A.I. also creates positive opportunities – it gives inclusive support to those who need help with reading or focus, it can be used as a brainstorming activity, it can assist with writing (eg: for those with learning differences of EAL students), and encouraging Socratic questioning and critical thinking
- A.I. is changing and improving quickly but there are still some struggles it has in certain subjects
- GPT may produce inaccurate information about people, places or facts and it may make up quotes, make up situations and write incorrect content (called A.I. hallucination)
- So, when working with students who may want to use A.I instructors may want to teach them about the importance of finding reputable sources and citing those sources accurately

- ECEBC's 2024 Conference will be May 13 - 14, 2024 and location will be announced
- Call for a new Chair for the committee

Thank you to all.

Meeting Adjourned – 3:30 p.m.