

Report Summary

As a significant number of British Columbia's Teachers of the Deaf and Hard of Hearing (ToDHHs) reach retirement eligibility in the coming decade, [this report](#) highlights various educational, economic and workplace-related impediments to attracting and retaining qualified ToDHHs in BC public schools. The report endeavours to inform ongoing dialogue regarding potential recruitment and retention approaches—and strategic improvements to employment and professional development provisions—to ensure the BC public school system continues to fulfill its mandate to provide deaf/hard of hearing (DHH) learners with equitable and inclusive education from qualified specialist teachers.



Key findings

Credentialing and Hiring Practices

- inconsistencies between national, provincial and local policy documents regarding required credentials and qualifications for ToDHHs
- varied understanding and representation of specialist teachers' work in general, and the unique responsibilities of ToDHHs in particular
- potential negative impact of vague employment posting language and content on recruitment of specialist teachers

Recruitment and Retention Barriers

- high cost and lengthy period of initial qualification for ToDHH specialist professional preparation
- limited availability and access to graduate specialist programs in Education of the Deaf/Hard of Hearing
- limited availability and access to Teacher Regulation Branch-approved alternative certification programs and pathways for Deaf/Hard of Hearing candidates to acquire initial teacher certification
- inadequate salaries for both early and later career ToDHHs in BC public schools relative to other Canadian jurisdictions
- precarious employment (i.e. term/part time assignments; unclear assignment conditions)
- limited or inaccessible mentorship and professional development

Employment provisions

- absent, inconsistent and/or untenable caseload limits
- varied administrator/teacher consultation mechanisms for staffing and workload
- inadequate professional development access and funding
- inconsistent transportation/travel compensation and insurance allowances
- varied time allotments for preparation, administrative tasks, staff meeting attendance, and collaboration/consultation time with classroom teachers

Full report can be accessed at: <http://bctf.ca/publications.aspx?id=5630#Special>