



BRITISH COLUMBIA
COMMISSIONER FOR
TEACHER REGULATION

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ANNUAL
REPORT

2023/2024



BRITISH COLUMBIA
COMMISSIONER FOR
TEACHER REGULATION



February 12, 2025

The Honourable Lisa Beare
Minister of Education and Child Care
Email: ECC.Minister@gov.bc.ca

Dear Minister Beare:

It is my honour to present to you the 2023-2024 Annual Report for the Office of the Commissioner for Teacher Regulation. This report covers the period from July 1, 2023 to June 30, 2024.

This report has been prepared and submitted in accordance with section 5 of the *Teachers Act*.

Sincerely,

Donnaree Nygard
Acting Commissioner

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Commissioner's Message



It is my honor to serve as the Acting Commissioner for Teacher Regulation. As the mother of two children who were educated in the kindergarten to grade 12 school system in British Columbia, I recognise the vital role that teachers play in the development of our children. Teaching is a challenging profession, but I know firsthand the positive difference that dedicated professional teachers can make in the life of a child.

In the Acting Commissioner role, over several weeks in the summer of 2024 and again since mid-September 2024, I have had the opportunity to become immersed in the important work of the Commissioner for Teacher Regulation. I have reviewed over 200 unique files, many at more than one stage of the disciplinary process, and this has provided me with a broad view into the work of the Teacher Regulation Branch in the Ministry of Education and Child Care, as well as the role of the

Commissioner. Having worked as a litigator with the Federal Department of Justice for over 28 years, I have a strong background in administrative law, which has greatly assisted me in the Acting role.

British Columbians entrust their children to the kindergarten to grade 12 school system, whether it be at a public or independent school. In doing so, parents and guardians expect that their children will be educated in an environment that fosters the best interests of students, is positive and inclusive, is physically and emotionally safe, and facilitates learning. The majority of British Columbia certified teachers meet and exceed these expectations. While the public understands that teachers, like the rest of us, should not be held to a level of perfection and will inevitably sometimes make mistakes, occasionally a teacher falls markedly short of the standards expected of them. On those occasions, it is important to have a system of accountability. That is the role of the Commissioner for Teacher Regulation.

As an independent officer, the Commissioner oversees the disciplinary process for B.C. certified teachers and provides accountability to the public where there has been teacher misconduct or incompetence. When reports from school boards or complaints from members of the public are received, the Commissioner determines whether action is required. If action is required, the Commissioner will order an investigation, unless there is already sufficient information.

If the provided information, or an investigation, reveals misconduct or incompetence, the Commissioner generally enters into the consent resolution process. Through this process, the teacher and the Commissioner may come to an agreement on the nature of the

inappropriate actions and the consequences. It is in the public interest that most teachers who have been involved in misconduct, or who have not performed their duties competently, learn the skills that they need to improve. To that end, most consent resolution agreements involve some educational aspect to allow teachers to gain the skills they may lack and to move forward. Most matters that are resolved through a consent resolution agreement are published online and recorded in the online registry, providing public transparency. Some consent resolutions may be summarized or anonymized to protect students' identities. Occasionally, the Commissioner may decide not to publish the agreement if making it public would cause significant hardship to a person who was harmed, abused or exploited by the teacher.

If a consent resolution agreement cannot be reached, the Commissioner can issue a citation, and the matter goes to a hearing. The decisions reached by hearing panels are also published online.

Comparing the work of the Commissioner and the Teacher Regulation Branch over the last two years, the overall number of matters dealt with has remained stable. However, the origin of those files has changed somewhat. Comparing the 2023-2024 school year to 2022-2023, reports and complaints in relation to independent school teachers were down approximately 60%, while complaints from members of the public about public school teachers were up approximately 16%. Commissioner-initiated investigations were up more than 60%. Reports from school boards, in relation to public school teachers, remained relatively stable.

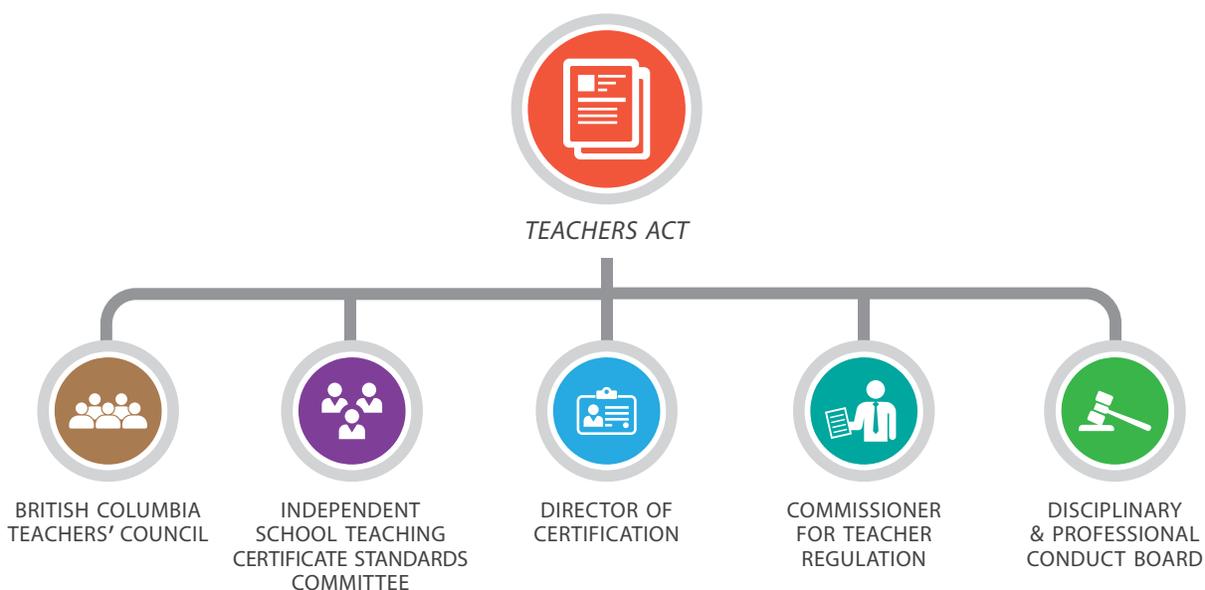
While the disciplinary process is important to maintain public trust in our education system, and it is of the utmost importance to help ensure our students are educated in an appropriate environment, I recognise that the process is often very stressful for the teachers involved. Teachers' reputations, and sometimes their livelihood, can be impacted as a result of disciplinary proceedings, but not all matters that are raised with the Commissioner involve actions that amount to misconduct or incompetence. For the 2023-2024 school year, 88% of cases did not result in disciplinary action, up only slightly from the previous year. For this reason, I believe it is important that the regulatory system does its best to balance the need to conduct a thorough inquiry into reports and complaints, with the need to resolve matters in a timely manner.

As resources are never unlimited, this balance can often be a challenge. However, after having worked with the Teacher Regulation Branch for several months, I know that the dedicated and professional staff are committed to assisting the Commissioner to accomplish this balance to the best of our abilities. The support they have provided has helped me to quickly develop a thorough understanding of the regulatory process under the Commissioner's authority and to work through a large volume of cases. I am truly grateful for the work that they do in supporting the role of the Commissioner.

Respectfully,
Donnaree Nygard, Acting Commissioner

The Regulatory Structure

The regulatory structure for BC certified teachers, administered by the Ministry of Education and Child Care, consists of five separate and distinct bodies. Each plays a unique role under the Teachers Act.



In this report, the term “teacher” refers to an individual who holds a Certificate of Qualification, a Letter of Permission or an Independent School Teaching Certificate. “Teacher” includes superintendents, principals, vice-principals, and classroom teachers.



Commissioner for Teacher Regulation

- Receives reports and complaints regarding teacher conduct and competence.
- Oversees all disciplinary processes for teachers working in the public and independent school systems.
- Conducts preliminary reviews of certification appeals.
- Appoints three-member hearing panels to consider evidence and submissions at discipline hearings.
- Appointed by Lieutenant Governor-in-Council.
- Is supported by the Professional Conduct Unit at the Teacher Regulation Branch of the Ministry of Education and Child Care.



Disciplinary and Professional Conduct Board

- Consists of nine BC Teachers' Council members appointed by the Minister.
- The Commissioner draws from this group as well as a pool of lay people with legal/adjudicative experience to serve on three-member hearing panels.



Director of Certification

- Issues, suspends and cancels Certificates of Qualification, Independent School Teaching Certificates and Letters of Permission.
- Maintains the Online Registry of Certificate Holders, their certificate status, and any disciplinary action, if relevant. This list is publicly accessible on the Ministry of Education and Child Care website.
- Ministry of Education and Child Care staff member.



BC Teachers' Council

- Consists of 17 elected or appointed members, and one non-voting Ministry of Education and Child Care representative, for a total of 18 members.
- Sets certification standards for applicants, sets competence and conduct standards for applicants and certificate holders, sets teacher education program approval standards, and determines if teacher education programs meet these standards.



Independent School Teaching Certificate Standards Committee

- Consists of three members who have been appointed by the Minister of Education and Child Care.
- Sets the certification standards for individuals applying for an independent school teaching certificate and sets the competence and conduct standards for applicants and independent school teaching certificate holders.

The Discipline Process

Complaints and Reports

The School Act, Independent School Act, and Teachers Act consider a range of misconduct and incompetence that may be the subject of discipline at the regulatory level, from behaviour that harms, disadvantages or endangers students, to actions that bring the teaching profession into disrepute. When determining if a teacher's behaviour amounts to misconduct or incompetence, the conduct is measured against established sets of regulatory standards. In the case of teachers holding a certificate of qualification, the conduct is assessed against the Professional Standards for BC Educators (see Appendix A) as established by the British Columbia Teachers' Council under the Teachers Act; for teachers holding an independent school teaching certificate, the conduct is assessed against the Professional Standards for Independent School Teaching Certificate Holders (see Appendix B), as established by the Independent School Teaching Certificate Standards Committee under the Independent School Act.

Under the Teachers Act, the discipline process can be initiated through three different avenues: a report from a school district or independent school authority, a complaint from a member of the public or other education authority about a teacher's misconduct or incompetence, or a Commissioner-initiated investigation upon becoming aware of a possible breach of either of the two sets of standards (Standards for Educators in British Columbia). Legally, a school board or independent school principal must make a report to me when a teacher has been suspended, disciplined for serious misconduct or dismissed. If a teacher resigns, the superintendent or independent school principal must report the circumstances if it is in the public interest to do so. In addition, the superintendent or independent school principal must make a report, if it is in the public interest, when a teacher's conduct or competence is considered to be in breach of the Standards for Educators in British Columbia.

A Commissioner-initiated investigation may be triggered in a variety of ways, including publication of a media report, receipt of a self-report from a teacher or upon notification from the Ministry of Public Safety & Solicitor General or the Ministry of Attorney General.

Examples of reports and complaints that I receive include inadequate or inappropriate classroom management; physical, verbal or sexual misconduct; anger management issues; possession of child pornography; failure to supervise students; and off-duty misconduct.

The Intake Process

Reports and complaints containing allegations of teacher misconduct/incompetence are handled administratively by intake officers in the professional conduct unit (the PCU). Intake officers play an important role as they are the first point of contact with the public, school boards and independent school authorities. Their role is to guide individuals through the complaint and report processes, offer information about any alternative processes and support the complainant to provide as much relevant information as possible. Intake officers ensure that all the necessary documentation and information is available to allow me to conduct a preliminary review of the report or complaint.

Preliminary Review

Each report or complaint that is submitted to me undergoes a preliminary review. During this process I examine any material that accompanied the complaint or report, and any additional information that was received by PCU. The Teachers Act provides that I must determine whether:

- the matter is not within my jurisdiction (for example, whether the matter relates to a current or previously certified teacher),
- the matter is frivolous or made in bad faith,
- the matter has no reasonable prospect of resulting in an adverse finding by a hearing panel,
- it is in the public interest to take any further action, and
- the matter has been pursued in a timely manner.

Based on these factors, I may decide to take no further action and provide reasons for that decision to the complainant, or reporting school district, and to the teacher involved. During the 2023-2024 school year, 29 percent of complaints and reports were dismissed

at this stage in the disciplinary process. If additional information is required following a preliminary review, I may direct the matter to the investigation process for further evidence gathering.

Deferral

In some cases, I may defer a misconduct or incompetence matter while another process, such as a criminal court process, is concluded. With the conclusion of the other process, if there is sufficient information to allow me to proceed with the regulatory discipline process prior to that conclusion, or if there is another change in circumstances that makes it appropriate, I may refer the file to investigation, propose a consent resolution, issue a citation or take no further action.

Investigation

An investigation determines and records the facts pertaining to a complaint or report; it does not provide recommendations for resolution. The investigative report that is generated may be shared with the teacher who is under investigation. Where that occurs, the teacher is provided the opportunity to identify errors or to explain any facts included in the report, which may prompt further examination. After the investigation process, I review the matter further to determine whether further action is required. In doing so I take great care to try to ensure that legitimate concerns are appropriately addressed, while also not unnecessarily using the disciplinary process where that is not required to ensure the wellbeing of students. In the 2023-2024 school year, 59 percent of the files ordered to an investigation or other process resulted in a decision to take no further action. I may take no further action for a variety of reasons, including that the teacher's actions do not amount to misconduct or conduct unbecoming, that sufficient remedial action has already been taken by the teacher to address any concerns, or that the matter

involves employment issues that do not impact students. In the latter two cases, it is not in the public interest to expend resources to engage the disciplinary process. Where I determine that further action is required, the matter typically enters the consent resolution stage.

Consent Resolution

As an alternative to a hearing, the Teachers Act provides for a consent resolution process. Most of the cases resulting in disciplinary action are resolved through this voluntary process. At any time after a preliminary review and before a hearing, I may offer or accept a consent resolution agreement. When I propose a consent resolution, an agreement is drafted and provided to the teacher or the counsel representing the teacher with a time limit. The time limit is meant to encourage the prompt resolution of the matter and to move the matter to a citation and hearing in a timely way if a consent resolution cannot be reached. The agreement contains:

- the terms agreed upon by the Commissioner and the teacher;
- one or more admissions of professional misconduct or incompetence related to a report, complaint or a Commissioner-initiated investigation; and
- the discipline consequences.

The disciplinary outcome of the consent resolution process varies depending on the misconduct or incompetence of the teacher. Outcomes can include a reprimand, a suspension, the placement of limitations or conditions on a teaching certificate, or the cancellation of the teaching certificate. A record of all disciplinary matters and outcomes is maintained and is available at <https://teacherregulation.gov.bc.ca/ProfessionalConduct/DisciplineOutcomes.aspx>.

Some consent resolutions are published in a summarized or anonymized form. It is important to note that where this is done, it is not to protect the

teacher, but to protect students who may be further harmed by publication which could identify them.

Citations and Hearings

Reports and complaints that are not resolved after a preliminary review or the investigative process, or that cannot proceed further with consent resolution, move ahead to a citation and hearing.

The Teachers Act provides that I establish a panel to conduct a hearing and that each panel consists of three members. Two individuals are selected from a pool of nine Disciplinary and Professional Conduct Board members, and one individual is selected from a pool of lay people with legal experience and/or experience participating in administrative hearings.

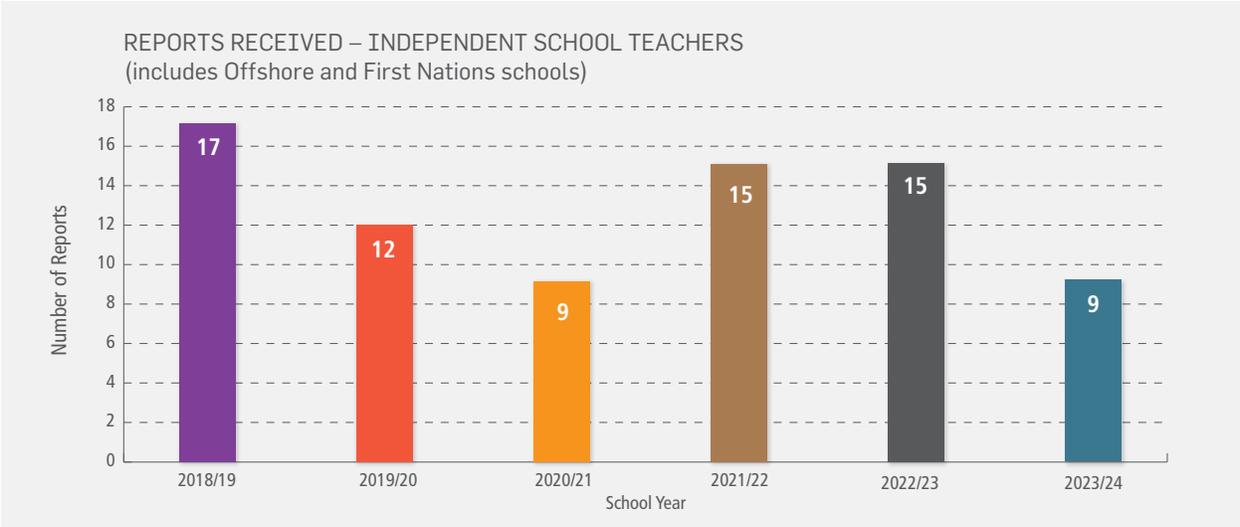
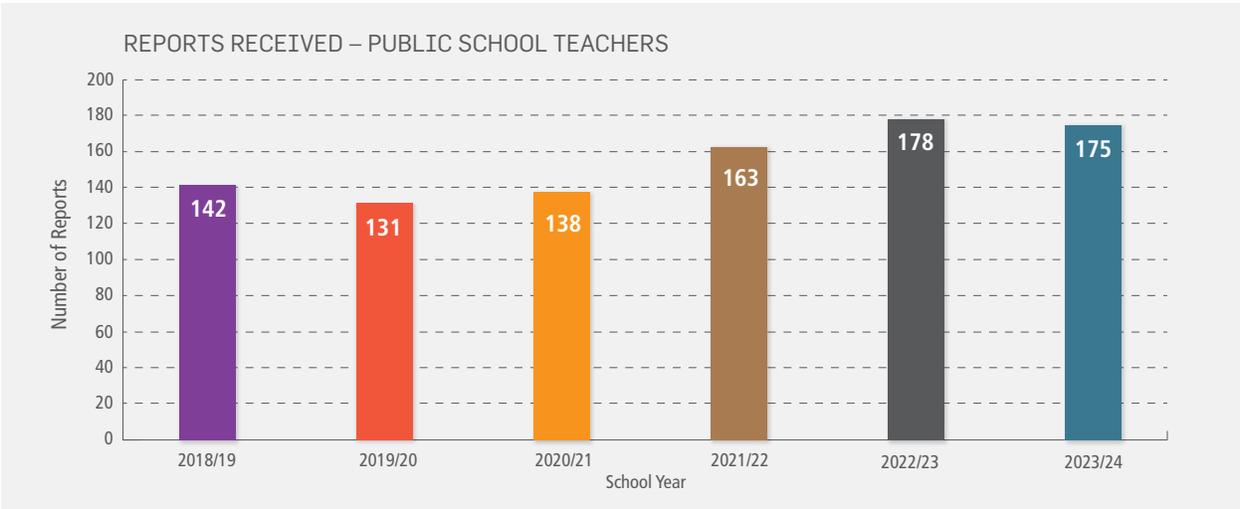
Unless a panel determines otherwise, all hearings are open to the public. Under the Teachers Act, the panel can decide to close all or part of a hearing if it determines that the interests of a person affected by the proceedings or the public interest outweigh the benefits of a public hearing.

After a hearing is held, a panel must decide if the teacher is guilty of professional misconduct, conduct unbecoming or incompetence, or whether a citation should be dismissed and no further action taken. If misconduct or incompetence is found, the panel determines the consequences, which could include a reprimand, a suspension, the placement of limitations or conditions on a teaching certificate or the cancellation or no reissuance of a teaching certificate. The panel is required to give written reasons for its decisions. These decisions are published and are available online, unless the panel determines that doing so would cause significant hardship to a person who has been harmed by the teacher. The hearing panels' reasons for decision provide guidance in the resolution of other disciplinary cases and may encourage those cases to be settled by consent.

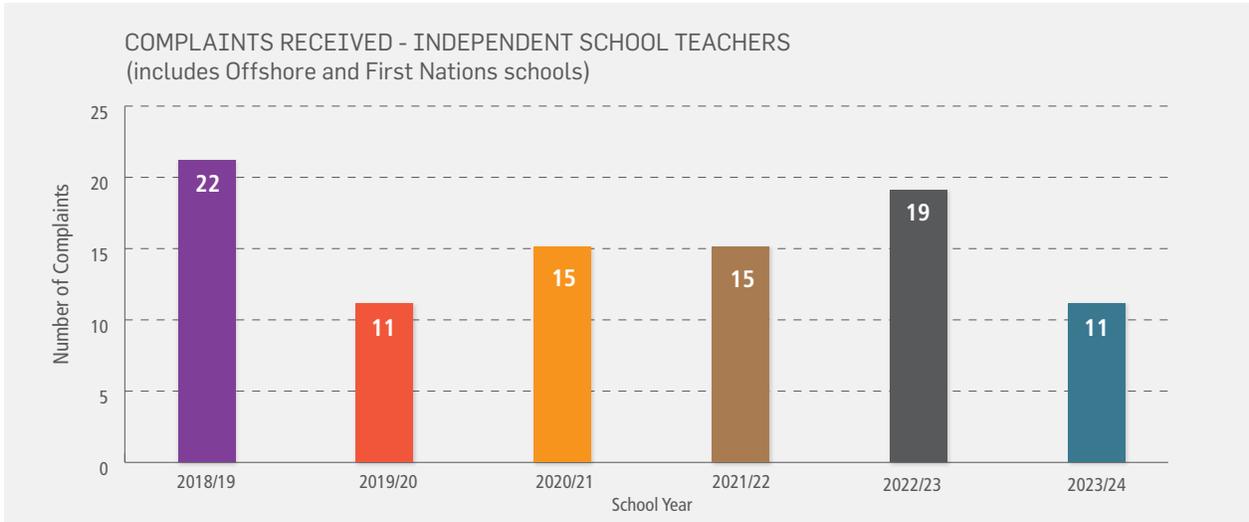
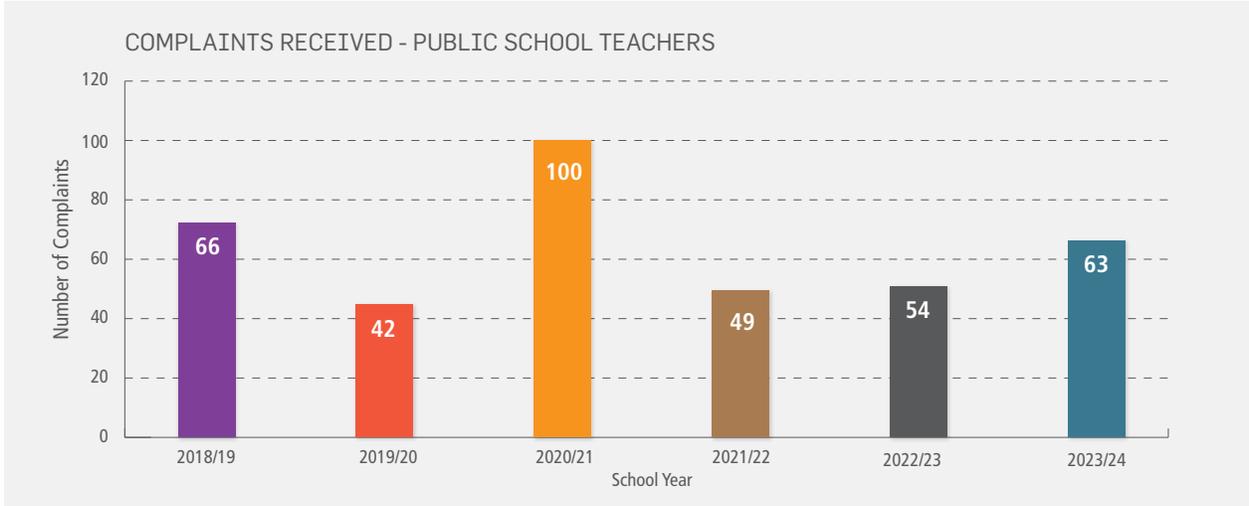
Statistical Review 2023-2024

Reports, Complaints and Commissioner-Initiated Investigations

The statistical review for 2023-2024 presents the statistics by school year.

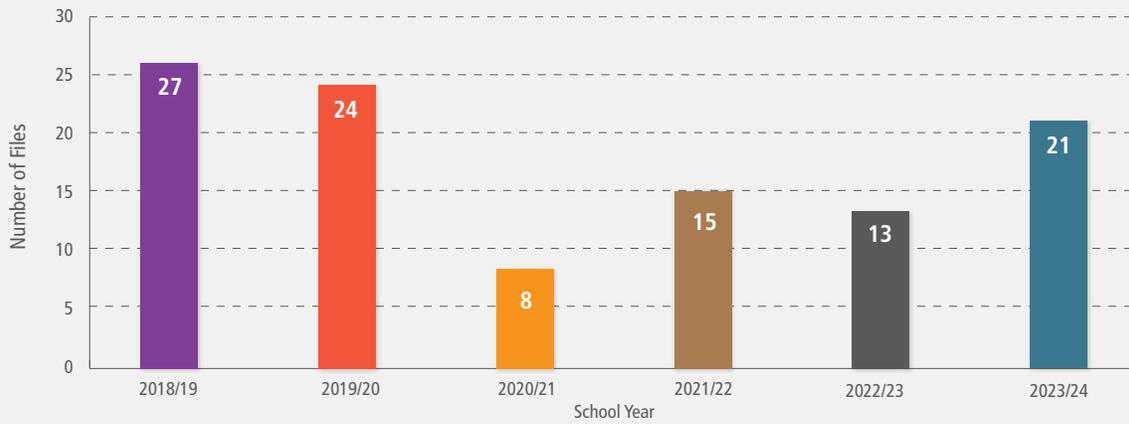


REPORT: a written report to the Commissioner about a teacher who has been suspended, dismissed, disciplined for misconduct that involves physical harm to a student, sexual abuse or sexual exploitation of a student, has caused significant emotional harm to a student, or is believed to have breached the Standards for Educators in British Columbia.

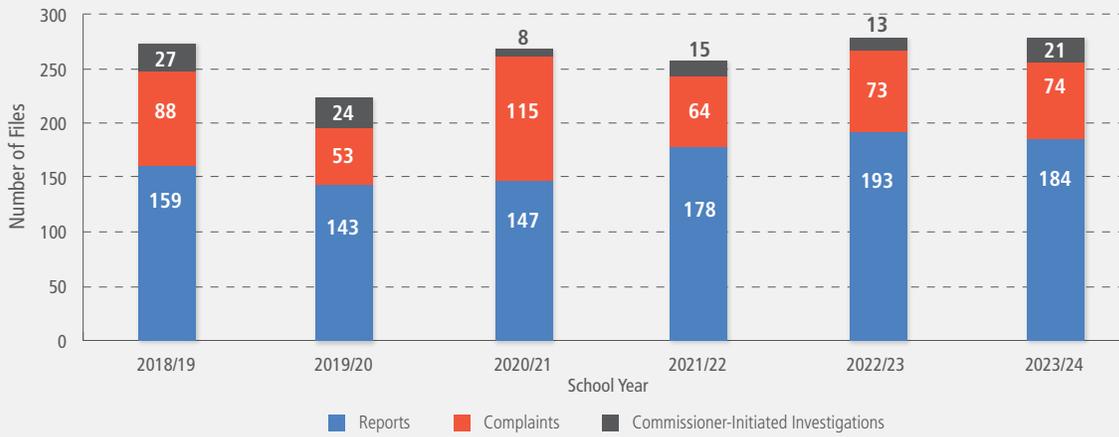


COMPLAINT: a written complaint, usually from a member of the public, to the Commissioner regarding the conduct or competence of a teacher.

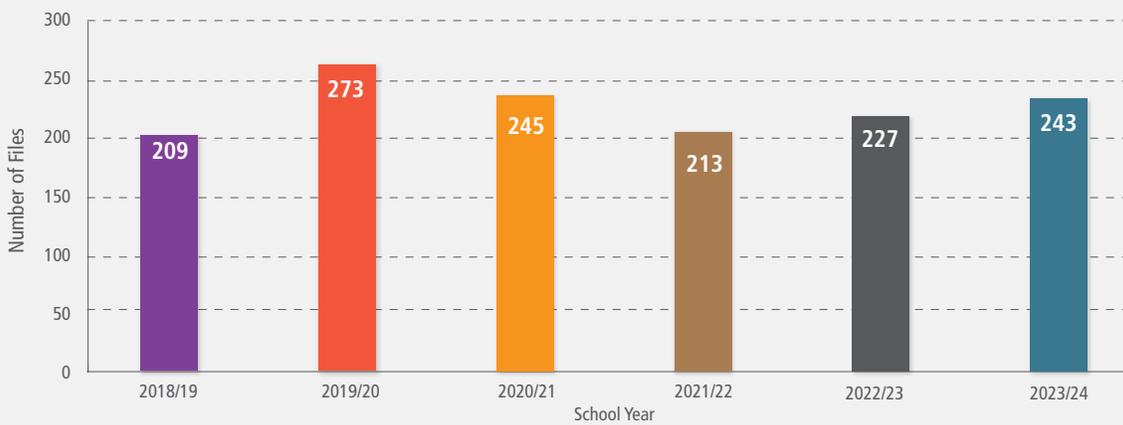
COMMISSIONER-INITIATED INVESTIGATIONS



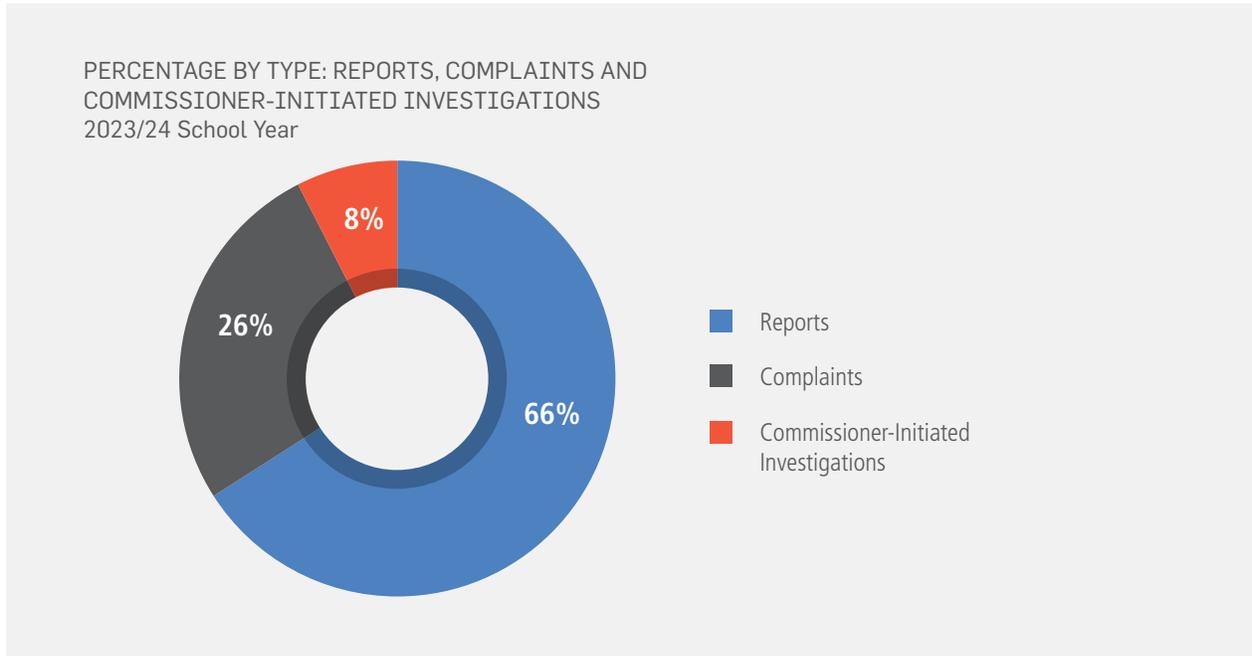
TOTAL REPORTS, COMPLAINTS AND COMMISSIONER-INITIATED INVESTIGATIONS



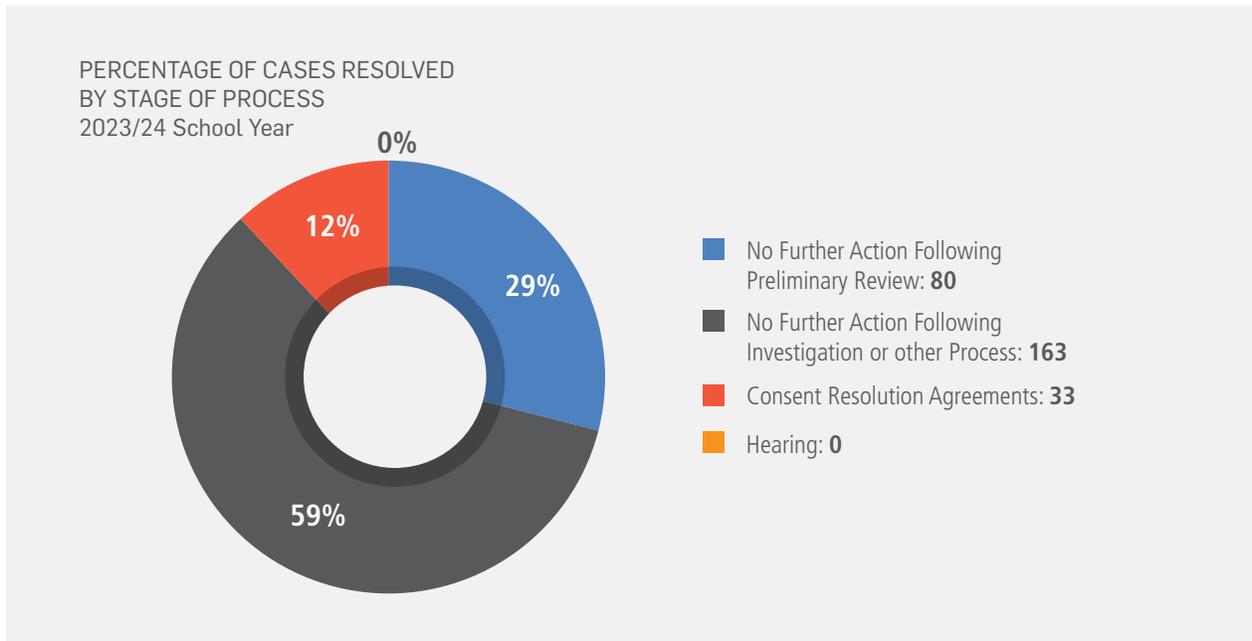
FILE CLOSURES



Who Initiated the Disciplinary Action?



What was the Resolution of the Disciplinary Action?

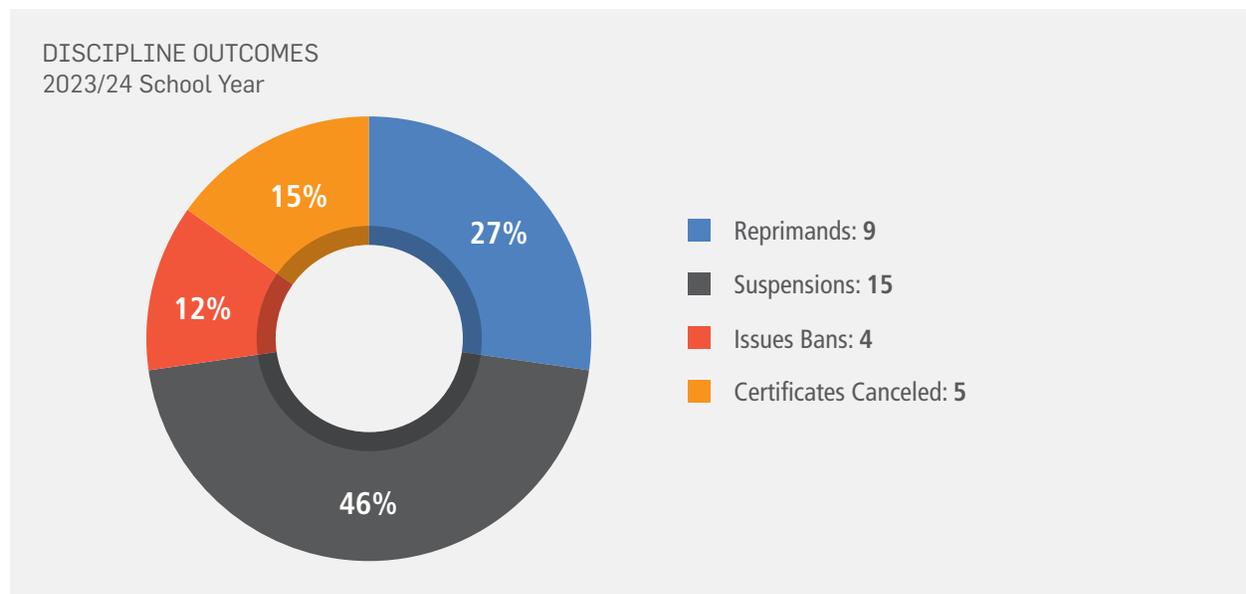


The Discipline Outcomes

Discipline at the regulatory level is separate and distinct from discipline by a teacher’s employer. The types of sanctions that may be imposed on a teacher at the regulatory level, either through a consent resolution agreement or as a result of a panel hearing, are provided in the Teachers Act. The sanctions vary depending on the severity of the breach and may include:

- a reprimand;
- suspension of a teaching certificate for a fixed period, until certain conditions are met, or until an individual shows he/she is capable of teaching;
- the placement of limitations and conditions on a certificate;
- cancellation of a teaching certificate; or
- a ban on issuance of a teaching certificate for a fixed or indeterminate period of time.

The most commonly imposed sanction in the 2023-2024 school year was a suspension followed by a reprimand. In many cases, there was also the imposition of a requirement that the teacher complete a training course. The Ministry of Education and Child Care has contracted the Justice Institute of BC to provide training courses in classroom management and professional boundaries (see Appendix C). Teachers have been referred to these and other courses as part of discipline outcomes. The least common sanction this year was a ban on reissuance of a teaching certificate, where the teacher did not hold a certificate at the time of the discipline sanction.



The Commissioner ensures that concerns about the competence and conduct of teachers are addressed independently, fairly, transparently, in a timely manner, and in the public interest.

Categories of Misconduct

The following tables show the categories of misconduct and the number of reports or complaints that fall into each category. Categories are bolded and the examples of the types of misconduct included in each category are included to the right. In some circumstances, a report or complaint of misconduct by a teacher falls into one or more categories. As a result, the percentages showing may exceed 100 percent.

Sexual misconduct is extremely serious and will usually result in the cancellation of the teacher’s teaching certificate and a ban on teaching children. Misconduct causing physical harm or significant emotional harm to students is also among the most serious misconduct and results in the most serious discipline outcomes.

Tracking of the categories started in January 2017. Previously, misconduct was more broadly categorized.

The following information reflects the 279 reports, complaints or Commissioner-initiated investigations received in the 2023-2024 school year.

DIRECTLY STUDENT RELATED

Category Descriptor	Examples	Number	Percent
Emotional harm – student	<ul style="list-style-type: none"> Yelling at students Humiliation Demeaning comments Embarrassing students 	143	24%
Inappropriate behaviour before the class	<ul style="list-style-type: none"> Showing inappropriate videos Angry outbursts Swearing Yelling Talking about inappropriate subjects Thoughtless actions and statements 	112	19%

Category Descriptor	Examples	Number	Percent
Breach of school rules	<ul style="list-style-type: none"> Failure to follow critical incident protocols False reporting of student marks Failure to show up for duty Failure to attend to student medical emergencies Failure to follow shop safety rules Under the influence of alcohol or drugs at school Breach of student confidentiality 	109	18%
Physical harm – student	Physical violence of any nature toward student	17	3%
Failure to supervise students	<ul style="list-style-type: none"> Losing track of students Prolonged absence from classroom Leaving student(s) unattended 	16	3%
Failure to plan, manage, implement or record	<ul style="list-style-type: none"> Lack of daily and long-term planning Fails to accommodate different learning styles Fails to present new content clearly Reporting of student progress inadequate 	14	2%
Boundary violation – non-sexual – students or minors	Inappropriately befriending student	18	3%
Boundary violation – sexual – students or minors	<ul style="list-style-type: none"> Overt sexual advances Grooming behaviour Sexual innuendo Sexual touching 	13	2%
Social media violation	<ul style="list-style-type: none"> Posting inappropriate material on social media Inappropriately communicating with students on social media Disclosing private student information on social media 	12	2%
Students with disabilities / diverse abilities	<ul style="list-style-type: none"> Failure to follow Individual Education Plans Failure to create an inclusive learning environment 	2	0.3%

NOT DIRECTLY STUDENT RELATED

Category Descriptor	Examples	Number	Percent
Harassment – colleague	Harassing behaviour toward colleagues Sexual harassment of colleague	14	2%
Fraudulent behaviour	Creation of fraudulent documents Fraudulent claims of sick leave or other leave	19	3%
Misappropriation of school property		0	-
Theft of School Monies		1	0.2%
Failure to supervise – colleague	Principal fails to supervise teacher Teacher fails to supervise education assistant	1	0.2%
Other	Issues not school related Failure to communicate with parents Insubordination Harassment – parent Has received previous direction/discipline on similar issue ¹ Terminated without cause ²	104	17%

¹ This category is always in conjunction with another category of behaviour.

² When such files are initially received, there is no other indication of any specific behaviour that resulted in the termination.

Appendices

A | Professional Standards for BC Educators

Established by the British Columbia Teachers' Council for individuals who hold a certificate of qualification.

1. Educators value the success of all students. Educators care for students and act in their best interests.

Educators have a privileged position of power and trust. Educators are responsible for the physical and emotional safety of students. Educators respect and value the diversity in their classrooms, schools and communities, inclusive of First Nations, Inuit and Métis, and other worldviews and perspectives. Educators foster students' positive personal identity, mental and physical wellbeing, social and personal responsibility, and intellectual development. Educators engage students in meaningful participation in their own learning. Educators treat students equitably with acceptance, dignity and respect. Educators understand the importance of confidentiality, and protect student privacy, unless disclosure is required by law. Educators do not abuse or exploit students or minors for personal, sexual, ideological, material or other advantage.

2. Educators act ethically and maintain the integrity, credibility and reputation of the profession.

Educators are role models. Educators are held to a higher standard and are accountable for their conduct on duty and off duty. Educators understand the law as it relates to their duties. Educators' individual conduct contributes to the perception of the profession as a whole. Educators know and recognize the importance of the Professional Standards for BC Educators.

3. Educators understand and apply knowledge of student growth and development.

Educators are knowledgeable about how children and youth develop as learners and social beings. Educators demonstrate an understanding of individual learning differences and needs. Educators recognize the importance and connection of cultural identity, ways of being and worldviews to student learning. Educators use this knowledge to inform decisions about curriculum, instruction and assessment. Educators work to create a positive, safe and inclusive learning environment to best meet the diverse needs of students.

4. Educators value the involvement and support of parents, guardians, families and communities in schools.

Educators understand, respect and encourage the participation of families and communities in student learning and development. Educators consider the perspectives of parents/guardians regarding their children. Educators communicate effectively and in a timely manner with parents/guardians.

5. Educators implement effective planning, instruction, assessment and reporting practices to create respectful, inclusive environments for student learning and development.

Educators have the knowledge and skills to facilitate learning for students, including learning experiences that reflect individual contexts and local environments. Educators value collaborative practice. Educators recognize and understand the interconnectedness of all aspects of teaching and learning and employ a variety of instructional and assessment strategies. Educators communicate effectively in either English or French. Educators know when to seek support for their practice and for students.

6. Educators demonstrate a broad knowledge base and an understanding of areas they teach.

Educators understand the curriculum and methodologies of areas they teach. Educators teach curricula from Canadian, First Nations, Inuit, Métis, and global perspectives. Educators build upon student capacity for intercultural understanding, empathy and mutual respect. Educators cultivate the values, beliefs and knowledge of Canada's democratic and inclusive society.

7. Educators engage in professional learning.

Educators engage in professional learning and reflective practice to support their professional growth. Educators recognize and meet their individual professional needs through various learning opportunities. Educators develop and refine personal philosophies of education, teaching and learning that are informed by research, practice and the Professional Standards for BC Educators.

8. Educators contribute to the profession.

Educators honour the profession by supporting, mentoring or encouraging other educators and those preparing to enter the profession. Educators contribute their expertise in a variety of ways, including opportunities offered by schools, districts, school authorities, professional organizations, post-secondary institutions and communities. Educators contribute to a culture of collegiality.

9. Educators respect and value the history of First Nations, Inuit and Métis in Canada and the impact of the past on the present and the future. Educators contribute towards truth, reconciliation and healing. Educators foster a deeper understanding of ways of knowing and being, histories, and cultures of First Nations, Inuit and Métis.

Educators critically examine their own biases, attitudes, beliefs, values and practices to facilitate change. Educators value and respect the languages, heritages, cultures, and ways of knowing and being of First Nations, Inuit and Métis. Educators understand the power of focusing on connectedness and relationships to oneself, family, community and the natural world. Educators integrate First Nations, Inuit and Métis worldviews and perspectives into learning environments.

B | Professional Standards for Independent School Teaching Certificate Holders

Established by the Independent School Teaching Certificate Standards Committee for individuals who hold an independent teaching school certificate.

1. Educators value the success of all students. Educators care for students and act in their best interest.
2. Educators act ethically and maintain the integrity, credibility and reputation of the profession.
3. Educators understand and apply knowledge of student growth and development.
4. Educators value the involvement and support of parents, guardians, families and communities in schools.
5. Educators create respectful and safe learning environments through the implementation of effective practices in planning, instruction, assessment and reporting.
6. Educators demonstrate a broad knowledge base and an understanding of areas they teach.
7. Educators value and participate in ongoing professional learning.
8. Educators contribute to the profession through collaboration, reflective practice and sharing with others.
9. Educators respect and value the history of First Nations, Inuit and Métis in Canada and the impact of the past on the present and the future. Educators contribute towards truth, reconciliation and healing. Educators foster a deeper understanding of ways of knowing and being, histories and cultures of First Nations, Inuit and Métis.

C | Justice Institute of BC Courses

In 2023-2024, the Justice Institute of BC continued to offer the following courses: Reinforcing Respectful Professional Boundaries and Creating a Positive Learning Environment. The JIBC's calendar provides a description for each course:

Reinforcing Respectful Professional Boundaries

Teachers face a multitude of pressures and challenges in the modern classroom. Boundaries between the professional educator and the student can become blurred. With evolutions in social media and "student-centred" education approaches, the potential for the blurring of boundaries increases. Through discussion and scenario analysis, this 3-day, face-to-face course will explore the moral and ethical gray zones that surface in professional relationships. Learners will define and identify the types of behaviours and situations that could threaten professional teacher conduct and stature. Finally, participants will acquire assertive communication strategies to respectfully and clearly articulate professional boundaries when challenged. Teachers will then be able to connect authentically with students while maintaining boundaries.

Creating a Positive Learning Environment

Designed for educators in the K-12 system, in this 3-day course learners will deepen classroom management skills by exploring ways to respond to challenging classroom situations where the pressures are numerous, complex, and potentially contentious. Learners will examine how to deal constructively with teaching content process and student relationship issues, heightened emotion, challenging participant behaviours, and conflict. Scenario-based simulations will provide the opportunity to practice relevant communication and intervention skills. Reflective practice will be encouraged through self-reflection and peer feedback.

Although these courses were developed as remedial courses for teachers as part of the consent resolution process, they were offered in the general course offerings of the Justice Institute of British Columbia. They were available to the public and dealt with topics of interest to most teachers.

D | Duty to Report

Under the Teachers Act, the School Act, the Independent School Act, and the Criminal Records Review Act, teachers and employers are required to report or self-report any instance of misconduct or incompetence of a teacher even if discipline has already been imposed at the employment level. The duty to report to the regulatory level protects the safety of children within the public and independent school systems and ensures that teachers who fail to meet the Standards for competence and conduct are held accountable.

Teachers' duty to report

Under section 38 of the Teachers Act, a teacher must promptly provide to the Commissioner a written and signed report if he/she has reason to believe that another teacher has engaged in conduct that involves any of the following:

- Physical harm to a student
- Sexual abuse or sexual exploitation of a student
- Significant emotional harm to a student

Self-reports of relevant or specified offences

Under section 17.9 of the Criminal Records Review Act, teachers are required to self-report promptly to the Director of Certification if they are criminally charged or convicted in relation to a "relevant offence or specified offence." These are offences listed in Schedule 1 or Schedule 3 of the Criminal Records Review Act.

Employers

Under section 16 of the School Act and section 7 of the Independent School Act, boards of education, superintendents and independent school principals or authorities have a duty to report the following to the Commissioner:

- A suspension or dismissal
- A resignation, if it is in the public interest to report the matter
- Discipline for misconduct involving:
 - Physical harm to a student or minor,
 - Sexual abuse or sexual exploitation of a student or minor, or
 - Significant emotional harm to a student or minor
- Conduct or competence considered to be in breach of the certification standards, if it is in the public interest to do so.

E | Resources

Applicable legislation

[Teachers Act](#)

[Commissioner's Regulation](#)

[Commissioner's Rules](#)

[School Act](#)

[Independent School Act](#)

Other relevant legislation

[Criminal Records Review Act](#)

[Administrative Tribunals Act](#)

Standards for Educators in BC

[Professional Standards for BC Educators](#)

[Professional Standards for Independent School Teaching Certificate Holders](#)

[Understanding Your Duty to Report](#)

Complaints

[Making a Complaint FAQs and Toolkit](#)

[Complaint Form](#)

Contact Information

Commissioner for Teacher Regulation – to make comments

Email: CommissionerTeacherRegulation@gov.bc.ca

Intake area – to ask questions about making a complaint

Email: trb.intake@gov.bc.ca

To obtain a copy of these resources or to get more information on the work of the Commissioner, visit <https://www2.gov.bc.ca/gov/content/governments/organizational-structure/ministries-organizations/boards-commissions-tribunals/commissioner-for-teacher-regulation>



BRITISH COLUMBIA
COMMISSIONER FOR
TEACHER REGULATION

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ANNUAL
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