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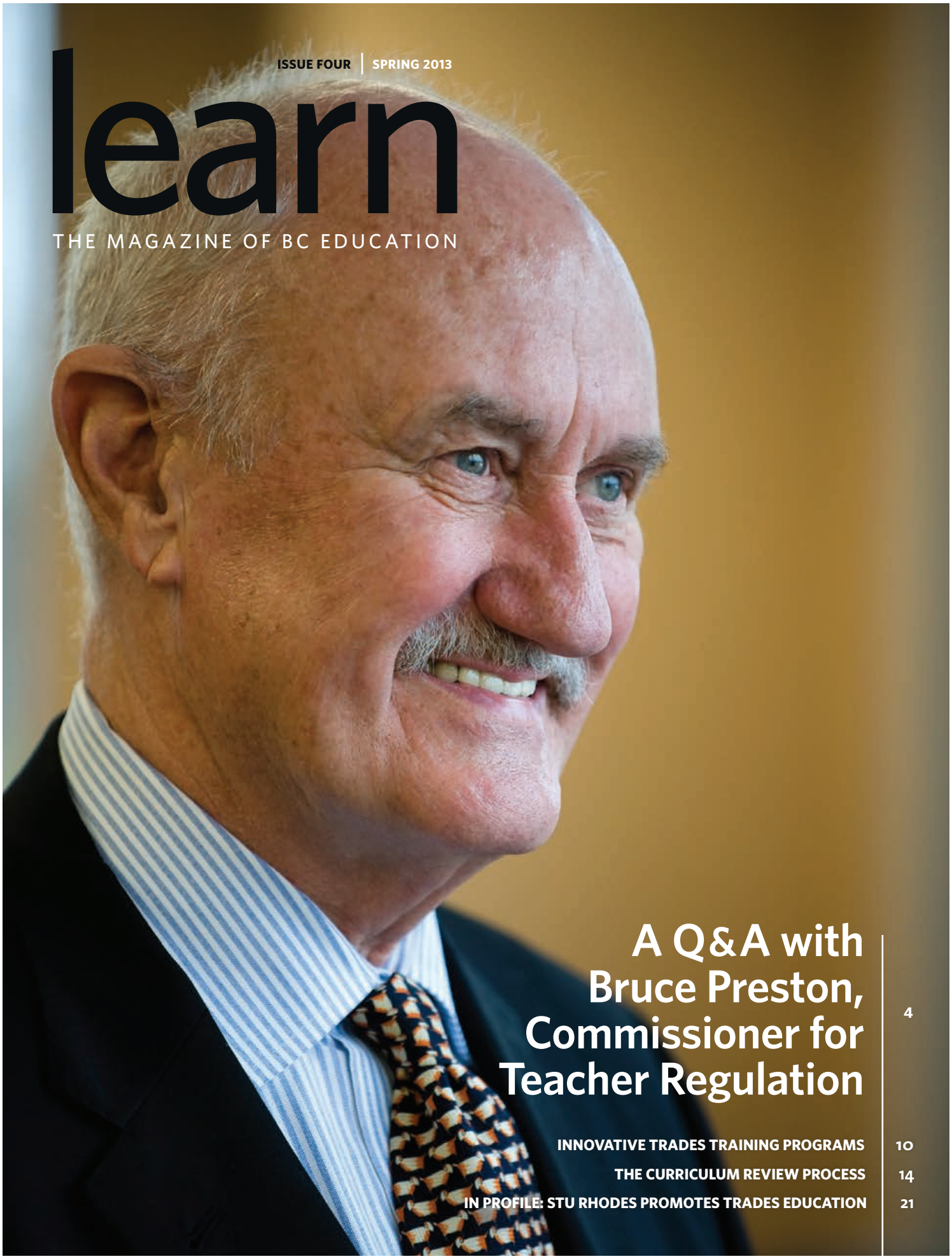

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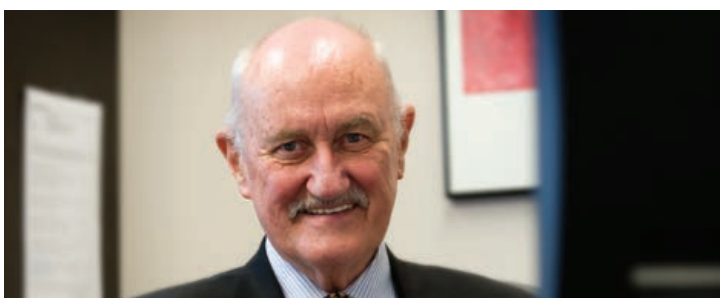

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Photograph by Hamid Attie

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THE MAGAZINE OF BC EDUCATION

THE MANDATE OF THE TEACHER REGULATION BRANCH

The Teacher Regulation Branch is part of the Ministry of Education. Its mandate is to regulate educators and it is empowered through the *Teachers Act* to ensure that educators who work with students in BC classrooms are competent and suitable for the important role they play in society.

KEEP IN TOUCH

Learn and other communications of the Branch are the means by which the Branch informs its certificate holders about professional regulation in BC. Certificate holders are responsible for reading these communications to ensure they are aware of current standards and other professional matters.

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Readers' questions and comments about *Learn* are welcome and may be submitted to **trb.magazine@gov.bc.ca**.

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A Q&A WITH BRUCE PRESTON, COMMISSIONER FOR TEACHER REGULATION

FORMER BC SUPREME COURT JUDGE BRUCE PRESTON WAS APPOINTED COMMISSIONER FOR TEACHER REGULATION IN NOVEMBER 2012. *LEARN* SPOKE WITH HIM ABOUT THE NEW POSITION, HIS BACKGROUND AND HIS TOP PRIORITIES FOR THE FUTURE.

Tell us about the role of Commissioner.

The Commissioner for Teacher Regulation is a new independent position created under the *Teachers Act* responsible for overseeing the process by which reports or complaints about the conduct or competence of certificate holders in both the public and independent school systems are addressed. I am supported in this role by staff from the Teacher Regulation Branch so that I have the necessary administrative resources to carry out this function.

Why did you decide to come out of retirement to take this position?

When I heard about the position, I thought that I would find it interesting and engaging. I have not been disappointed.

Can you tell us a bit about your career leading up to this appointment? What skills and strengths do you bring to this position?

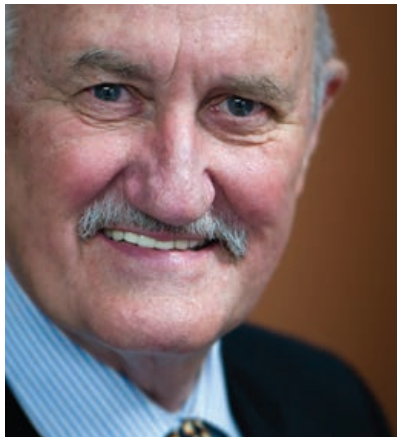
I studied economics at UBC, the University of Toronto and Johns Hopkins University. After working briefly for the federal government as an economist, I concluded that the actual working life of an economist would not be a good fit for me. I attended UBC law school, practised law in Prince George and Penticton, and in 1987 was appointed to the County Court of Cariboo and in 1990 to the Supreme Court of British Columbia. I retired in 2010 after 22 years on the bench. I have extensive experience in adjudicative systems and I am committed to ensuring a fair system of teacher regulation in the areas of conduct and competence.

How do you see the new regulatory system created by the *Teachers Act* helping to restore public confidence?

Appointing an independent Commissioner was a start. I am independent of both government and union influence. My sole job is to ensure that concerns about the competence and conduct of certificate holders are dealt with fairly and expeditiously, and that the public interest is served.

I also see the public demanding transparency from regulated professions, and the *Act* speaks to that. All of the significant decisions that are made with respect to certificate holders are going to be public. If it's a negotiated settlement then the full agreement or a summary of it will be posted on the Teacher Regulation Branch website. If a matter goes on to a hearing, the hearing is public, and the hearing panel is required to give reasons for judgment, and those are public. →→

Bruce Preston



What are your top priorities in this role?

To reduce delay in the regulation process. Delay is the cancer of adjudicative processes. It is frustrating for complainants and very stressful for the educators who are caught up in it.

What would you say to employers who are unsure if they should report an issue to you at the regulator level or if they should deal with it at the employer level?

One of the key messages I would like to emphasize for those struggling with their statutory duty to report is to keep in mind that the Commissioner is in a different position than the employer. One of the primary functions of the Commissioner and the Teacher Regulation Branch is to act as a central repository of information on all significant conduct or competence matters, and to make sure that information is available as a basis for assessing any future complaints or reports. So part of the function of the reporting process is to avoid situations where information exists only at an employer level.

How do you anticipate addressing competency issues, which have traditionally been difficult to deal with?

Teacher competence has a direct effect on students in our schools. Not everyone is cut out to be a teacher and those who are unable to fulfill the role need to be given opportunity and assistance to change that. But at the end of the day, a responsible regulator cannot continue to certify teachers who are unable to discharge their professional duties.

Is there anything else you'd like to share with our readers?

My impression of the teaching profession in British Columbia is that it is of very high quality. The ratio of complaints and reports to the number of certificate holders employed in our schools is very low when measured against comparable professions. We are very well served by our teachers and I intend to make whatever contribution I can to maintaining the standards that the profession has set. ←

"My impression of the teaching profession in British Columbia is that it is of very high quality. The ratio of complaints and reports to the number of certificate holders employed in our schools is very low when measured against comparable professions." — Bruce Preston

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NEWS + NOTICES FROM THE BRANCH

ANNUAL FEE FOR 2013-2014

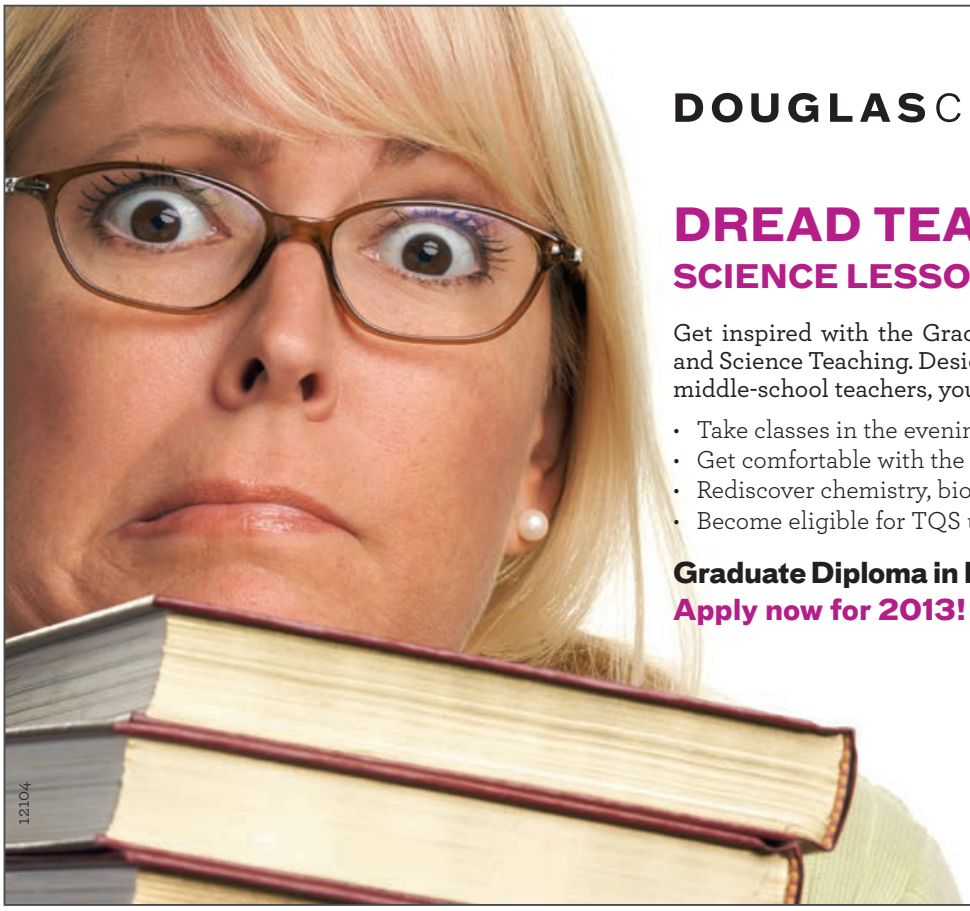
To teach in BC's K-12 public and independent school systems, an individual must have a current, valid teaching certificate from the Ministry of Education issued by the Teacher Regulation Branch (TRB). In order for certificate holders to maintain their certificates for 2013-2014, an annual fee of $80 must be paid by May 31, 2013. Those employed by a school board or independent school authority will have their annual fee deducted from their earnings and remitted on their behalf, as mandated by the *Teachers Act*. Those who are not employed by a board or authority can pay their annual fee directly to the TRB. More information on the annual fee and methods of payment can be found at **www.bcteacherregulation.ca/CertificateServices/FeeInformation.aspx**. ←

RETIRING OR RELINQUISHING YOUR CERTIFICATE

If you are retiring or no longer want to be certified, or if you are not teaching and do not plan to return to teaching, you may choose not to pay your annual fee and have your certification cancelled for non-payment of fees. Alternatively, you may choose to submit a formal notice of relinquishment that states you are surrendering your certificate(s), which will discontinue your privileges of voting in BC Teachers' Council elections, stop delivery of all correspondence from the Teacher Regulation Branch to you and result in the cancellation of your certificate(s). For more information on retiring or relinquishing your certificate, please visit **www.bcteacherregulation.ca/CertificateServices/RetirementRelocationReassignment.aspx**. ←

BC TEACHERS' COUNCIL MEETING

The BC Teachers' Council next meets on Thursday, April 18, 2013. To read the agenda or to register to attend the meeting, please visit **www.bcteacherregulation.ca/AboutUs/MeetingDates.aspx**. ←



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WORKING WITH HEAD AND HANDS: OPPORTUNITIES IN THE TRADES

One of the goals of personalized learning is to provide students with greater freedom to explore their individual interests and passions. Many students enjoy working with their hands and excel when their learning connects to practical real-world applications.

"Personalized learning is about outcomes, and we want the right outcomes for everyone," says Glenn Rowan, Education Officer in E-Learning and Graduation at the Ministry of Education. "Part of that is ensuring we expose students to trades opportunities and offer strong vocational counselling so that young people can discover if these careers align with their passions and interests."

The trades are in high demand. As many have noted, while manufacturing and much of the work of "white collar" professionals can be outsourced abroad, it's impossible to outsource electrical wiring, plumbing, pipefitting, haircutting, heavy machinery maintenance and other essential services.

Economic projections suggest that by 2020 there will be one million new job openings in the province, with just under half requiring trades and technical training. To meet this demand for skilled workers, says Rowan, "we need to do a better job of raising students' awareness of the wide range of career options available to them and support them with a more seamless transition into the world of post-secondary technical training and work."

Rowan says that about 3,300 secondary students are enrolled in the Accelerated Credit Enrolment in Industry Training (ACE-IT) technical training programs and formally registered with the Industry Training Authority (ITA) as an apprentice or trainee. These students will graduate with both their high school diploma and their first level of trades training. The target is to increase the number of students taking advantage of this dual credit option by at least 50 percent over the next three years.

There are many successful examples of trades training in BC's schools that provide models for districts looking to expand their offerings in this area.

Northern Opportunities is one such program. Now in its tenth year, the program is a partnership of the Peace River South, Peace River North and Fort Nelson school districts, industry and businesses, First Nations communities, BCIT and Northern Lights College.

Students can start one of 16 trades training programs in grade 11 or 12. Through agreements with Northern Lights College and BCIT, they take the classroom component of an apprenticeship program, alongside adults, in trades that include carpentry, welding and cooking. They also gain hands-on experience in school programs or by working in their trade through the Secondary School Apprenticeship program.

Successful students graduate with both their Dogwood diploma and their first level technical training – launching them on the apprenticeship journey to high-demand careers.

Brian Campbell, District Principal of Careers & International Education for the Peace River North School District, says that joint advisory committees have been central to the program's success. "Partnerships are what it's all about. We bring together the community, schools and industry to see what each partner can do that's best for kids."

In addition to having partnerships and programs in place, Campbell and other leaders in trades training say students need opportunities from an early age to learn about and explore a range of career options. →→

Electives and work experience programs can help students discover their particular aptitudes, skills and interests. "The trades training programs are competitive," says Greg Howard, District Principal of the Trades and Transitions Program of the Kamloops/Thompson School District. "In our carpentry apprenticeship program, for example, we have four seats at Thompson Rivers University for the technical training. To make sure we get the right kids in those seats, we need to create opportunities for younger students to learn about the trade, get some work experience and take introductory classes to build up skills. It also means we can help them chart out the academic progress that will enable them to get the credits and courses they need."

In Kamloops, the Heavy Metal Rocks program has proved particularly popular with students considering careers in mining or heavy duty mechanics. Each year 26 students get the chance to operate 22 types of equipment – including rock trucks, graders and excavators – in a large gravel pit. Before they can participate in the program, students need to complete their Workplace Hazardous Materials Information System training and Occupational First Aid Level 1 certificate – two credentials that give them a leg up after graduation.

"This program would easily cost us $700,000 to run," says Howard. "But we have more than 50 companies and sponsors involved who donate equipment and fuel and pay for more than 20 operators to work alongside our students for three days as they learn to operate this heavy machinery."

Howard says that some students have been approached by businesses offering them a job after graduation. "We've had students go on to pursue a career in heavy duty mechanics or take the heavy equipment operator course at TRU. And others say 'hey, that was fun, but it's not the career for me.' All outcomes are valid – it simply helps students figure out where they want to go."

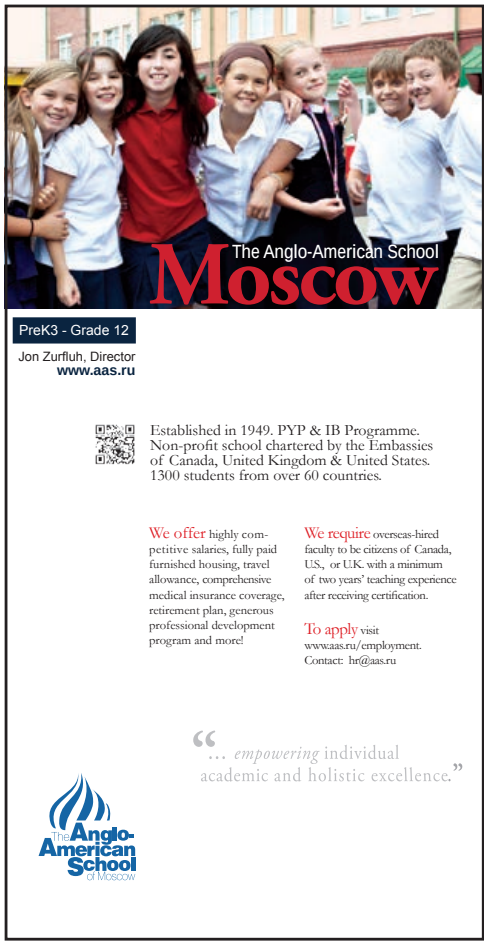
Other career exposure programs in Kamloops include the seven-day RCMP Youth Academy, which introduces students to everything from forensics to dog training (all while getting them to do a lot of push-ups and sit-ups) and summer camps offered in partnership with the DigiPen Institute of Technology, a leader in animation technology and video game design based in Redmond, Washington.

Brian Campbell of the Peace River North School District says that hands-on programs and work experience are essential for helping students make informed choices. "We've also found that having coordinators in the school is really important, providing that day-to-day contact along the way so students can check in."

Campbell, Howard and Rowan agree that while there are still some negative preconceptions about careers in trades, these are solid careers that, as Campbell says, "require strong academic and technical skills – the ability to work with your head and your hands."

Howard adds that the culture has shifted, and that more students and parents see the value in trades education, particularly after the fallout from the economic crisis of 2008 and persistently high unemployment or underemployment levels for recent university grads.

"This is where education needs to go," says Rowan. "When we can help students find their interests so that they are intrinsically motivated to learn, we're allowing them to fly." ←



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www.itabc.ca/youth-trades/programs

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www.itabc.ca/youth-trades/programs

YES 2 IT

Targeting students in grades six to nine, YES 2 IT (Youth Exploring Skills to Industry Training) increases student awareness of the trades and allows youth to meet tradespeople and participate in hands-on activities.

www.itabc.ca/youth-educators/yes-2-it-program

DISCOVER TRADES BC

This resource for students, teachers and parents provides a helpful overview of the trades, the many programs available, pathways to becoming certified in a trade and useful links.

www.discovertradesbc.ca

SKILLS CANADA

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TRANSFORMING BC'S CURRICULUM

By the Learning Division, Ministry of Education

Curriculum redesign is under way in BC. Responding to the needs of teachers, students and parents, future curricula will provide the school system with a mandate better suited to educating citizens of the 21st century. Teachers will have more flexibility and choice in the content areas, freeing them to creatively plan for and teach big ideas and essential understandings rather than the vast content currently mandated. Students will experience learning more directly linked to their individual needs and interests and will undoubtedly respond to the pedagogical variety this freedom enables.

While there is still much work to be done – with many opportunities for teachers and district leaders to become involved – the following progress has been made to date.

In November 2011, a Curriculum and Assessment Framework Advisory Group was formed to provide advice on directions for curriculum and assessment. In the spring of 2012, the province held 12 regional working sessions to present ideas from the Advisory Group and gather feedback from participants. See *Enabling Innovation: Transforming Curriculum and Assessment (August 2012)* (available at **www.bced.gov.bc.ca/irp/docs/ca_transformation.pdf**) for more information.

GUIDING PRINCIPLES FOR FUTURE CURRICULA

The discussions and consultations led to the following set of guiding principles for developing future provincial curricula, designed to be concept based and competency driven:

- Make curricula more flexible to better enable teachers to innovate and allow for personalized learning.
- Reduce the prescriptive nature of current curricula while ensuring a solid focus on essential learning.
- Focus new curricula on higher-order learning, giving emphasis to the key concepts and enduring understandings (big ideas) that students need to succeed in their education and lives.
- Make explicit the cross-curricular competencies that support lifelong learning.
- Respect the inherent logic and unique nature of the discipline while supporting efforts to develop cross-curricular units.
- Integrate Aboriginal worldviews and knowledge.
- Develop assessment and evaluation programs that align with the changed emphases in curricula.

These guiding principles were used to develop a sample curriculum prototype with five design elements (curriculum organizers, big ideas [enduring understandings], learning standards, competency links and implementation links).

In the summer and fall of 2012, teams of educators and academics met to explore the design possibilities and content of provincial curricula in a number of subject areas and to build more prototypes. Curriculum consultants and Ministry of Education staff reviewed these models and synthesized key elements into an overall curriculum model.

Draft prototypes of several subject areas are now available for review. The prototypes illustrate how the curriculum could focus on building knowledge, skills and understanding, promote deeper learning, and offer teachers greater flexibility. These draft prototypes are available online at **www.bced.gov.bc.ca/irp/welcome.php**.

NEXT STEPS

After this review is completed, the next phase of development will begin. The Ministry is striving for an open and collaborative approach to curriculum development, which will involve working collaboratively with educators and other key partners in districts and regions around the province. Ministry staff will coordinate, facilitate and provide support and guidance as necessary. Educators interested in being a part of this work are encouraged to contact the Ministry of Education at **curriculum@gov.bc.ca**. ←

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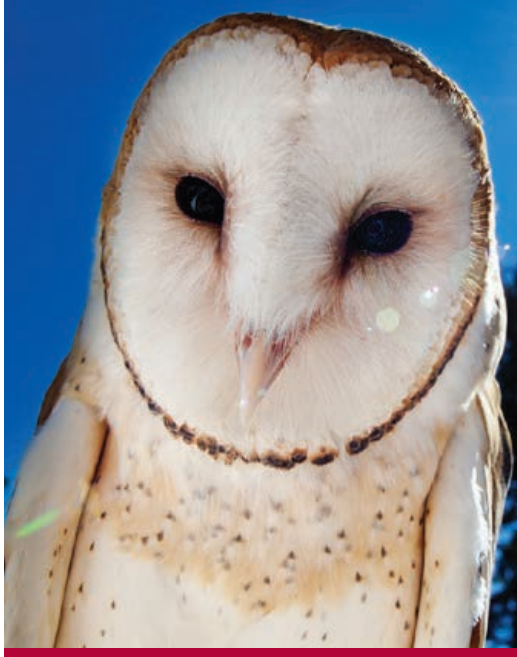

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Leanna Garner with Qualicum Beach Elementary School students

THE CHILDREN'S GARDEN

If you visit Qualicum Beach Elementary in the mid-afternoon, you may come across a small group of students and seniors reading to each other or tending the plants in one of 26 raised planter boxes – each in the shape of a letter of the alphabet.

An initiative of the Oceanside Building Learning Together Society (a partnership of schools, businesses, service organizations and government agencies to support early learning for children under six), Alphabet Garden is a unique space that brings together children, educators and community members to share in the experience of learning about plants and creating a thriving garden.

Leanna Garner, principal of Qualicum Beach Elementary School, says that Alphabet Garden reflects the strong links between the school and the surrounding community. "Each of the letters was sponsored by a business, organization or individual," she says. "Volunteers from all walks of life then built the planters and they continue to tend the plants, vegetables and flowers in their box." →→

Garner often takes children out to Alphabet Garden to identify and care for plants and play scavenger hunt games. When she takes younger students on field trips, she points out the library, seniors' centre and other organizations that sponsored the planter boxes, so that the children understand the web of relationships that make up their community.

"The garden connects children to the town and people of Qualicum Beach, and it offers many learning opportunities," she says. "The children love to see the plants as they grow, and they are learning what's involved in caring for a garden throughout the year. It's beautiful to see the connections that have developed between our students and local seniors."

Garner credits her district's Building Learning Together team as being instrumental in launching the project three years ago. She also applauds the work of parent Alice DeBoer, who runs the school's Gardening Club and who has nurtured the green thumbs of many students and established working relationships with local gardening clubs.

Plans are now in the works to develop a community garden in a fenced-off area safe from deer. Here the children will grow vegetables that they will then sell at a local farmers' market, sharing the proceeds with a partner school in Mexico where students are also learning to grow their own food and be ecologically responsible.

"For me, the garden is about the values of partnership," says Garner. "It creates a space that is very welcoming to children, their families and our neighbours; and it extends our learning community beyond the walls of the school." ←

"For me, the garden is about the values of partnership," says Garner. "It creates a space that is very welcoming to children, their families and our neighbours; and it extends our learning community beyond the walls of the school." — Leanna Garner

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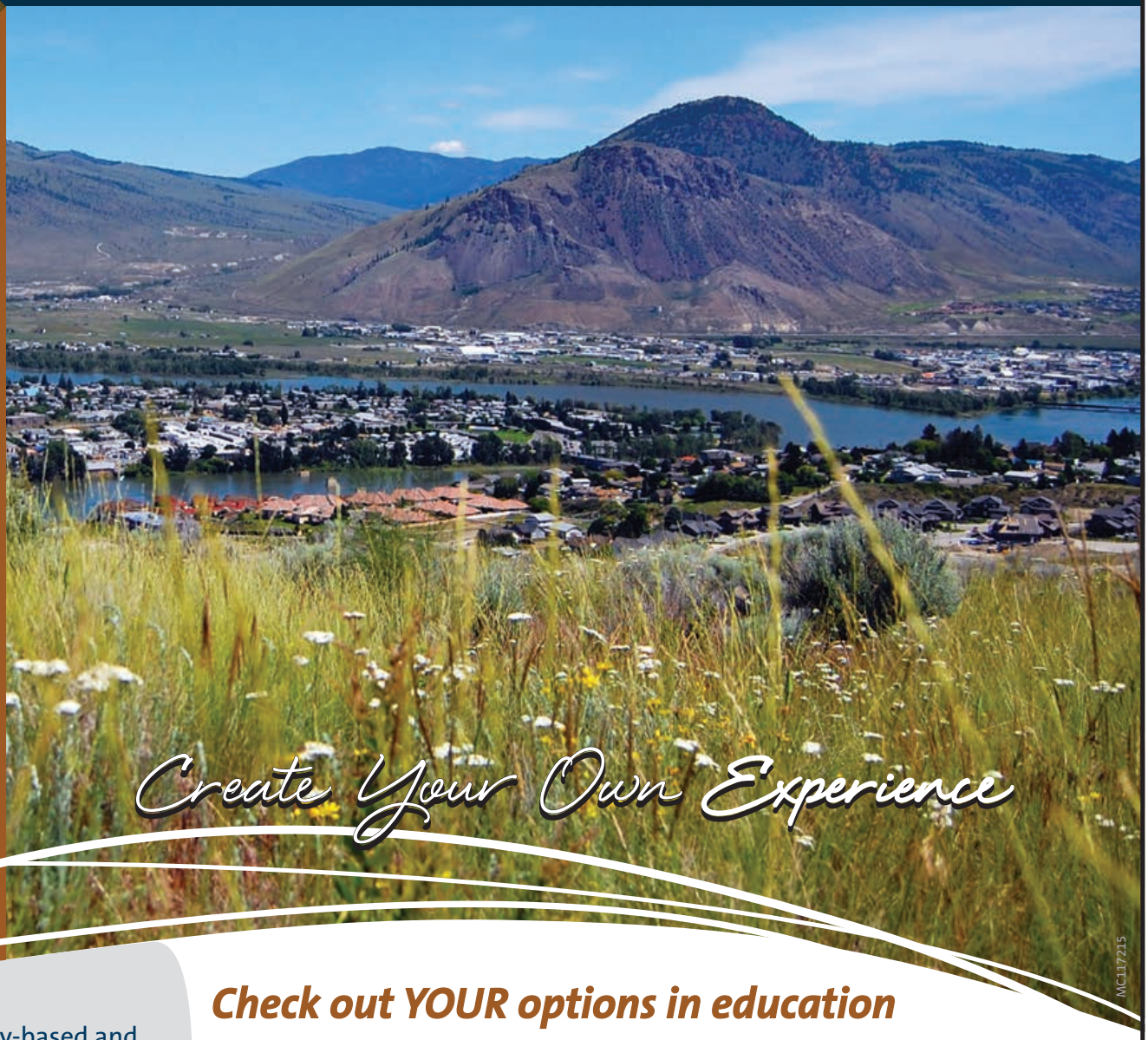

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Stu Rhodes

TRADE MISSIONS

As a career counsellor and apprentice coordinator with the Saanich School District, Stu Rhodes is a strong advocate for trades education. He vividly remembers what it was like to be in grade 11, with, as he says "no idea of what I wanted to do." Rhodes ended up with a heavy load of math and science courses when his guidance counsellor suggested a career as a wildlife biologist given Rhodes' love of the outdoors.

"I did just fine in the classes," he says, "but I wasn't having fun." What he did enjoy was working as a carpenter's helper on weekends and holidays. He was offered an apprenticeship by his employer, and four days after graduating from grade 12 he found himself in a level-one carpentry class at trade school.

Rhodes obtained his Red Seal certification in 1979 and began a successful career in carpentry, ultimately working as a foreman, superintendent and business owner in charge of up to 40 employees. "I was told I was good with the apprentices and that I should get into teaching," he says. "So I went to Camosun College to see what was involved. I guess my question was misunderstood, because I ended up with a job offer to teach evening carpentry classes at Camosun rather than getting my teaching certificate!"

After falling off a scaffold and undergoing a series of back operations, Rhodes decided he wanted a job that was less physically demanding. He returned to school and obtained a degree in education and a master's in administration, ultimately securing a job as a technology education teacher at Reynolds Secondary School in Victoria.

At Reynolds he developed a program called Building Trades Technology. Students gained knowledge and skills in the program and worked with community-based employers in the trade of their choice on Fridays. "For some of these students, it made education relevant for the first time. There's nothing like being asked to calculate and place an order for concrete to make math skills meaningful."

Five years ago, Rhodes took on his current position in the Saanich School District at Stelly's Secondary School, providing guidance to students for a full suite of trades programs offered throughout the district. He ensures →→

"As we look to the future, the trades will provide secure, high-paying positions that depend on technology, problem-solving skills, analysis and technical expertise."

— Stu Rhodes

students are aware of what the trades have to offer and helps them map out the pathway for their academic and technical training.

He says that the district's three-prong vision for trade-bound students includes graduation, level one trade certification and sponsorship by a community-based employer as an apprentice in their chosen trade. "This guarantees a seamless transition from school to work with an ongoing commitment to continuing education."

In 2011, he and colleague Wendy Walker, of the Individual Learning Centre, created the Trade Awareness, Skills and Knowledge (TASK) program. The goal was to expose students to seven different trades under the umbrella of residential construction so they could develop their technical skills and gain course credits towards their graduation diplomas. Rhodes and Walker approached the Pauquachin First Nation, who agreed to host the training program on their reserve to reduce barriers for First Nations students who wished to participate.

Ranging in age from 15 to 51, the TASK students completed the program, gaining employment experience and academic credits as well as certificates in first aid, the Workplace Hazardous Materials Information System, forklift operation, fall arrest and traffic control.

The program received a national award from Ashoka Changemakers as the top "workplace and career education program in Canada for First Nations, Inuit and Metis" as well as top honours and a $10,000 award from Urban Systems in the BC Ideas competition for its innovative approach to addressing the complex issues facing First Nations communities.

Rhodes is always creating new opportunities for students – from building up the district's hairdressing program in partnership with Vancouver Island University to creating a first-ever marine service technician apprenticeship program in partnership with Quadrant Marine Institute. "I used to build houses," he says. "Now I build futures." ←

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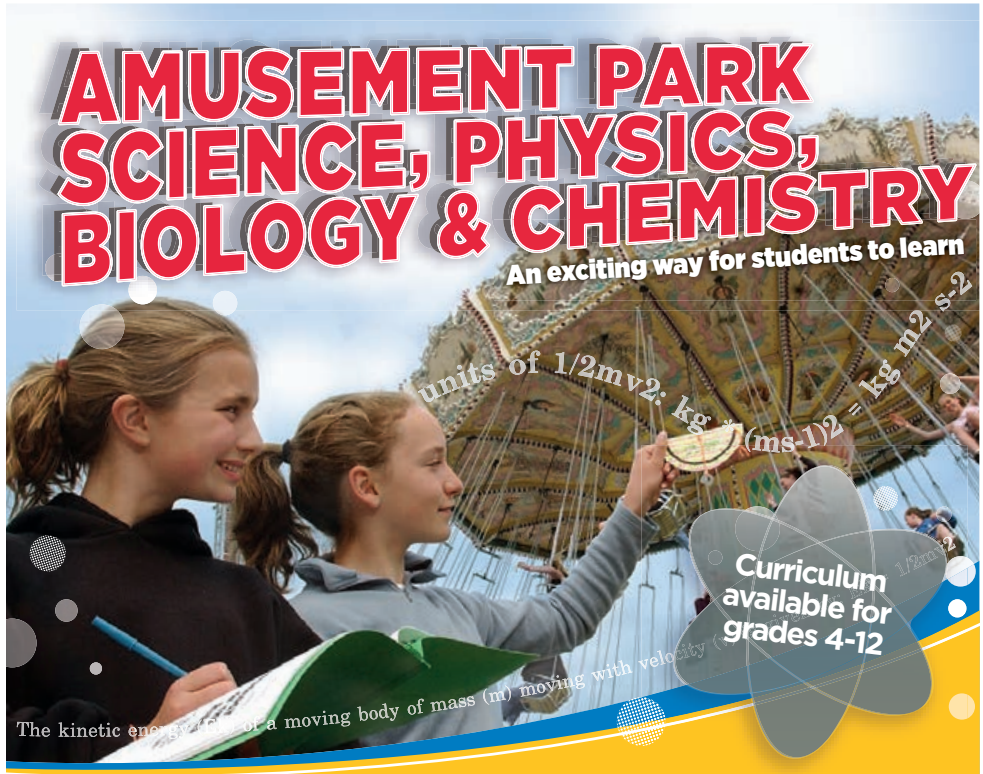

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THREE BC PRINCIPALS RECOGNIZED FOR OUTSTANDING WORK

Three BC administrators were recognized in February 2013 by the Learning Partnership as some of Canada's outstanding principals for 2013. Kathleen O'Sullivan of Queen Mary Public School in Vancouver, Raminder Randhawa of Strawberry Hill Elementary in Surrey and Kevin Reimer of Ecole Puntledge Park Elementary in Courtenay received the award, along with 48 other educators from across Canada. The Learning Partnership is a national not-for-profit organization that champions public education. ←

BC GRADE FOUR STUDENTS AMONG TOP READERS

The recently published results of the 2011 Progress in International Reading Literacy Study (PIRLS) show that BC students in grade four are reading at a very high level internationally. The PIRLS assessment uncovered a wealth of factors linked to the reading achievement of BC students and students around the world. You can learn more about how teaching practices in other jurisdictions are linked to reading achievement, literacy activities outside the classroom and the types of material children read in their spare time. For more information, visit www.bced.gov.bc.ca/assessment/nat_int_pubspirls.htm. ←

TEACHING BLIND AND VISUALLY IMPAIRED CHILDREN

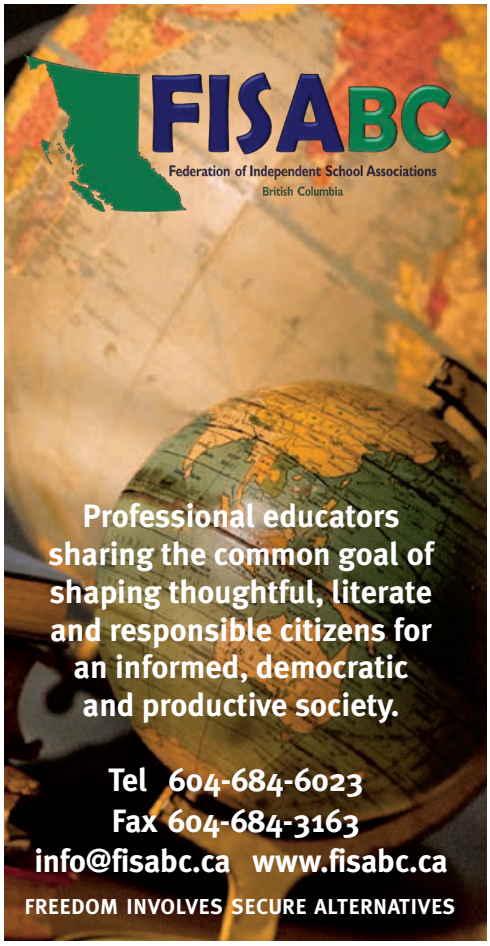
Blind or visually impaired children require specific support from teachers, and the province is facing a critical shortage of teachers of the visually impaired (TVI). These teachers work one-on-one with children and help classroom teachers adapt lesson plans and instructional techniques to meet students' needs. See www.youtube.com/watch?v=ofIt3So1dJU for a short video on the important work of TVIs. If you are interested in working in this area, UBC offers a master's degree in the education of students with visual impairments that can be completed through a mix of online and on-campus learning. Email VIProgram@ubc.ca for more information. If you would like to learn about the resources available to you and your students, the Provincial Resource Centre for the Visually Impaired provides alternate formats of learning resources that are suitable for blind and visually impaired students and offers professional development support to BC teachers. Visit www.prcvi.org for more information. ←

ERASE BULLYING WEBSITE LAUNCHED

On November 13, 2012, the ERASE Bullying website and reporting tool was launched at the ERASE Bullying Summit in Vancouver. The ERASE (Expect Respect and A Safe Education) Bullying strategy is part of the Province's efforts to help prevent, identify and stop harmful behaviours online, at school and in the community. The site includes an anonymous reporting tool for students and resource sections to help parents and schools. To learn more, visit www.erasebullying.ca. ←

STUDY BUDDIES BUILDING GIRLS' SELF-ESTEEM

Now in its twelfth year, Big Sisters of BC Lower Mainland's Study Buddy Mentoring Program provides over 180 girls with out-of-school support each year. This free program is offered to Lower Mainland girls between the ages of 7 and 17 who need academic support and are unable to access other tutoring services due to financial constraints. Each girl is matched with a volunteer tutor who spends one hour a week assisting her with homework and building her academic skills. The girls are encouraged and equipped to meet their educational goals, which contributes to their overall sense of self-esteem. For more information, visit www.bigsisters.bc.ca. ←



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FROM THE OFFICE OF THE COMMISSIONER FOR TEACHER REGULATION: DISCIPLINE CASE DECISIONS AND CASE SUMMARIES

The Commissioner for Teacher Regulation oversees the process by which reports or complaints about the conduct or competence of certificate holders in both the public and independent school systems are addressed. As the operational arm of the regulatory structure, the Teacher Regulation Branch (TRB) provides administrative support to the Commissioner.

Together, we are committed to ensuring a safe learning environment for students and that all educators are fit and competent for the important role that they play. By publishing the outcomes of discipline cases, we enhance the transparency of the processes and decisions made with respect to complaints and reports about educators. Publication is also a means of ensuring accountability for the educators involved, as well as articulating the standards expected of all certificate holders.

Discipline decisions are summarized below and will appear on the TRB website at www.bcteacherregulation.ca/ProfessionalConduct/DisciplineDecisions.aspx.

The Standards for educators in British Columbia can be found on the TRB website at www.bcteacherregulation.ca/Standards/StandardsOverview.aspx.

Consent Resolution Agreements

CERTIFICATE HOLDER Marta Jolan Adamovich
AGREEMENT Professional Misconduct/Standard 2
DISPOSITION Reprimand

Marta Jolan Adamovich admitted to professional misconduct and agreed that her conduct was contrary to Standard 2. Ms. Adamovich was employed as a secondary school teacher when, in March 2011, she and 11 other teachers and the school principal participated in an amateur competition in Toronto. While at the airport after the competition, Ms. Adamovich informed the principal that she was not returning with the group but was instead taking an international flight to go on a cruise. She further advised that, in order to do so, she had received approval from Human Resources to take off two days as stress leave. However, school records indicated that, on the final day of the competition, Ms. Adamovich had requested the two-day sick leave through the school secretary and that Human Resources had neither considered nor approved the leave. On August 3, 2012, the Commissioner executed the consent resolution agreement in which Ms. Adamovich agreed to receive a reprimand pursuant to section 64(a) of the *Teachers Act*.

CERTIFICATE HOLDER Alexander Henry Bender
AGREEMENT Professional Misconduct/Standard 1
DISPOSITION Reprimand/Counselling

Alexander Henry Bender admitted to professional misconduct and agreed that his conduct was contrary to Standard 1. A district report indicated that while employed as an elementary school teacher, Mr. Bender confronted an eight-year-old female grade two student, saying he wanted to take her to the office. The student had passed on a note that she received from another student. Mr. Bender took the student's right arm and pulled with enough force that she fell to the floor of the hallway. He continued to hold her by the arm, directing her physically until they reached the school office. These actions left red marks on the student's arm. The child was shaken and upset by the incident. On August 3, 2012, the Commissioner executed the consent resolution agreement in which Mr. Bender agreed to receive a reprimand pursuant to section 64(a) of the *Teachers Act*, as well as to complete a course of anger management counselling.

CERTIFICATE HOLDER Stephanie Elyse Freeman
AGREEMENT Professional Misconduct/Standard 2
DISPOSITION Reprimand

Stephanie Elyse Freeman admitted to professional misconduct and agreed that her conduct was contrary to Standard 2. In September 2011, the district reported that while Ms. Freeman was employed as an elementary school teacher, she was disciplined for misuse of sick leave that took place in May 2009. A district investigation indicated that Ms. Freeman asked for and received permission to attend a "Yoga for Students" workshop instead of attending the school's professional development activities on May 15, 2009. She failed to advise her principal that the workshop was in New York City. On May 13, 2009, Ms. Freeman left a staff meeting early because she was feeling ill. She flew to New York City later that evening. The district's absence dispatch system indicated that, on April 28, 2009, Ms. Freeman entered an absence due to illness/medical for May 14, 2009. Ms. Freeman attended the "Yoga for Students" workshop and returned home on May 18, 2009. However, on May 15, 2009, she entered May 19, 2009 as another illness/medical absence. Ms. Freeman attended work in the afternoon of May 19, 2009 for a pre-arranged meeting with a parent. On September 19, 2012, the Commissioner executed the consent resolution agreement in which Ms. Freeman agreed to receive a reprimand pursuant to section 64(a) of the *Teachers Act*.

CERTIFICATE HOLDER Robert Raymond Kerr
AGREEMENT Professional Misconduct/Standards 1, 3 and 5
DISPOSITION Certificate of Qualification suspended for three days/Counselling

Robert Raymond Kerr admitted to professional misconduct and agreed that his conduct was contrary to Standards 1, 3 and 5. In September 2011, the BC College of Teachers received a district report describing Mr. Kerr's inappropriate conduct during two separate incidents that occurred on the same day in April 2011. Mr. Kerr was teaching a grade nine/ten girls' physical education class. After one student became disruptive, Mr. Kerr had her run up and down stairs as a consequence. Later in the class, the same student instigated other students to push over heavy mats being used in class. In a loud and angry tone, Mr. Kerr told her to again run up and down stairs. At a break in the class, when the student attempted to leave with the other students, Mr. Kerr detained her and said words to her that made her cry. According to students who were present, Mr. Kerr then said she was being "whiney," a "baby" and "just seeking attention." After the break, Mr. Kerr remained angry and told a student, whom Mr. Kerr was aware had self-esteem and body issues, to perform the class activities. The student became upset and began to cry. Mr. Kerr responded by saying words to the effect that her tears "would not do anything for him" as he had seen enough tears that day. On August 16, 2012, the Commissioner executed the consent resolution agreement in which Mr. Kerr agreed to a three-day suspension of his certificate of qualification effective August 20, 2012, pursuant to section 64(b) of the *Teachers Act*, as well as to complete counselling to address his anger management and sensitivity issues.

CERTIFICATE HOLDER Robert Raymond Kerr
AGREEMENT Professional Misconduct/Standard 2
DISPOSITION Certificate of Qualification suspended for two weeks

Robert Raymond Kerr admitted to professional misconduct and agreed that his conduct was contrary to Standard 2. In September 2011, the BC College of Teachers received a district report indicating that Mr. Kerr attended an out-of-town rugby coach training session in January 2011. Prior to attending, Mr. Kerr's union agreed to pay up to $900 for his registration, accommodation and travel expenses. The principal at the school

where Mr. Kerr was teaching agreed to pay for certain expenses that the union would not reimburse. Following his attendance at the training session, Mr. Kerr submitted expense receipts to his school and to his union. After he had been reimbursed by both his school and union, it was determined that Mr. Kerr had submitted his conference registration and accommodation expenses twice, for which he had been reimbursed by both the school and the union. He had also sought reimbursement from his school before receiving reimbursement from his union, which was contrary to his agreement with the school. Mr. Kerr admitted to the board of trustees that he was negligent in not keeping proper records in requesting reimbursement for his conference expenses. On August 16, 2012, the Commissioner executed the consent resolution agreement in which Mr. Kerr agreed to a two-week suspension of his certificate of qualification effective August 23, 2012, pursuant to section 64(b) of the *Teachers Act*.

CERTIFICATE HOLDER Kai Allan Kristiansen
AGREEMENT Conduct Unbecoming a Certificate Holder/Standard 2
DISPOSITION Reprimand/Counselling

Kai Allan Kristiansen admitted to conduct unbecoming a certificate holder and agreed that his conduct was contrary to Standard 2. In July 2011, the district reported to the BC College of Teachers, pursuant to section 16(6) of the *School Act*, that Mr. Kristiansen had been charged with impaired driving and fraud. The impaired driving charge was later changed to a charge of driving without due care and attention. In October 2009, Mr. Kristiansen was pulled over while driving. He refused to take a breathalyzer test. After being charged with impaired driving, Mr. Kristiansen was given a 24-hour driving prohibition and an administrative driving prohibition, which ran from November 8, 2009 to February 6, 2010. On December 4, 2009, Mr. Kristiansen applied for and subsequently received an interim driver's license using his brother's identification, without his brother's knowledge. The driver's license obtained by Mr. Kristiansen listed the particulars of his brother but bore Mr. Kristiansen's own photographic likeness. In September 2010, Mr. Kristiansen pled guilty to the charge of driving without due care and attention. In March 2011, Mr. Kristiansen pled guilty to the charge of fraud. At sentencing, Mr. Kristiansen's counsel explained that Mr. Kristiansen had used his brother's identification in order to secure a driver's license as he wanted to continue working as a volunteer firefighter. On September 19, 2012, the Commissioner executed the consent resolution agreement in which Mr. Kristiansen agreed to receive a reprimand pursuant to section 64(a) of the *Teachers Act*, as well as to complete a program of alcohol counselling.

CERTIFICATE HOLDER Miko McGrady
AGREEMENT Professional Misconduct/Standard 1
DISPOSITION Certificate of Qualification suspended for two weeks

Miko McGrady admitted to professional misconduct and agreed that his conduct was contrary to Standard 1. In August 2010, a district report advised that while employed as a secondary school teacher, Mr. McGrady made a comment about sexual orientation to an openly gay student that was inappropriate and insensitive to that student. It was also reported that Mr. McGrady would permit students in his charge to leave class during instructional time to purchase food and beverages from a nearby convenience store. When he received a notice of investigation from his employer relative to the above-noted misconduct, Mr. McGrady shared the notice with several of his students and held a discussion with them about it. With respect to the comment about sexual orientation, Mr. McGrady says that the phrase used was not motivated by homophobic intentions nor was it designed to be hurtful to the student in question. However, Mr. McGrady acknowledges that the comment was insensitive and should not have been made under any circumstances. In May 2011, a citation was issued. On October 30, 2012, the Commissioner executed the consent resolution agreement in which Mr. McGrady agreed to a two-week suspension of his certificate of qualification effective November 3, 2012, pursuant to section 64(b) of the *Teachers Act*. As a result, the citation was rescinded.

CERTIFICATE HOLDER Mark Norman McQueen
AGREEMENT Professional Misconduct/Standards 1 and 2
DISPOSITION Reprimand

Mark Norman McQueen admitted to professional misconduct and agreed that his conduct was contrary to Standards 1 and 2. While Mr. McQueen was employed as a teacher-on-call at a secondary school, a district investigation indicated that, in January 2012, two students in his classroom were throwing pieces of erasers. He instructed the students to pick up the eraser pieces and told them to stay after class. One student responded that she could not stay because she had an appointment with another teacher. At the end of the class, in an attempt to prevent this student from leaving, Mr. McQueen grabbed her backpack, which was on her back, and pulled her backwards. The student held onto a post in

an effort to stop Mr. McQueen from pulling her. When the student became distressed and upset and demanded that Mr. McQueen release her, he did. On August 31, 2012, the Commissioner executed the consent resolution agreement in which Mr. McQueen agreed to receive a reprimand pursuant to section 64(a) of the *Teachers Act*.

CERTIFICATE HOLDER Stephen Alan Soames
AGREEMENT Professional Misconduct/Standard 2
DISPOSITION Certificate of Qualification suspended for five days/Counselling

Stephen Alan Soames admitted to professional misconduct and agreed that his conduct was contrary to Standard 2. A BC College of Teachers' investigation concluded that, between December 2009 and June 2010, Mr. Soames had inappropriate interactions with Teacher A and made an inappropriate comment to the school principal. In one incident, Mr. Soames entered Teacher A's office, closed the door and yelled at her, saying that she was "a danger to students," referring to a difference of opinion they had had at a prior meeting. In another incident, Mr. Soames blocked the path of Teacher A as she was attempting to move a box, stepping into her path in such close proximity that he almost made physical contact with her. When Teacher A tried to move out of the way, Mr. Soames blocked her path a second time. Other incidents included Mr. Soames going to Teacher A's office, leaning across her desk and speaking in a raised voice, as well as challenging Teacher A in a raised voice at a school-based team meeting. On another occasion, the school principal observed Mr. Soames with a chainsaw. When the principal asked him about the chainsaw, Mr. Soames told him that he was "going postal and giving everyone a few seconds head start." The chainsaw did not actually work, and Mr. Soames' statement was a poorly phrased attempt at humour concerning the conflict he was experiencing with Teacher A. Mr. Soames admits that his conduct, as described above, was intemperate and resulted from his frustration that school administration had not intervened as he had expected. On August 31, 2012, the Commissioner executed the consent resolution agreement in which Mr. Soames agreed to a five-day suspension of his certificate of qualification effective November 5, 2012, pursuant to section 64(b) of the *Teachers Act*, as well as to complete anger management counselling. The latter condition was completed on November 6, 2012.

CERTIFICATE HOLDER Derek Anthony Swain
AGREEMENT Professional Misconduct/Standard 2
DISPOSITION Reprimand

Derek Anthony Swain admitted to professional misconduct and agreed that his conduct was contrary to Standard 2. In August 2011, the BC College of Teachers received a district report indicating that in February 2011, Mr. Swain booked a trip to France for May/June 2011. He used all eight days of compensatory leave time that were available to him to book the time off between May 25 and June 3, 2011. He did not have any additional compensatory leave and was unable to include May 24, 2011 as one of his days off. May 23, 2011 was a statutory holiday. In the evening of May 21, 2011, Mr. Swain left a voicemail message on the school secretary's telephone, indicating that he would be taking May 24, 2011 as sick leave and asking the secretary to enter this into the electronic time management system. On May 24, 2011, Mr. Swain travelled to Paris, France. On September 19, 2012, the Commissioner executed the consent resolution agreement in which Mr. Swain agreed to receive a reprimand pursuant to section 64(a) of the *Teachers Act*.

CERTIFICATE HOLDER Timothy John Michael Trylinski
AGREEMENT Professional Misconduct/Standards 1 and 2
DISPOSITION Certificate of Qualification suspended for five days

Timothy John Michael Trylinski admitted to professional misconduct and agreed that his conduct was contrary to Standards 1 and 2. In or about April or May 2011, Mr. Trylinski was teaching a grade nine social studies class in which a female student, then aged 14, had with her a large, multicoloured lollipop. During the class, Mr. Trylinski said, on at least one occasion, words to the effect of "someone should take a picture of [the student] – it would be a cute picture." After class, Mr. Trylinski suggested that the student step outside the classroom. Mr. Trylinski then took a photograph with his mobile phone camera which showed her looking at the camera with the lollipop in her mouth, wearing a low-cut and somewhat revealing top. At the end of the school year, Mr. Trylinski asked the student to come see him because he had something for her. When she went to his office, he was not present. In or about September 2011, on the first day of the new school year, the student went to Mr. Trylinski's office. Mr. Trylinski gave her a mug with the photograph on it, saying that she should keep it and make sure to show it to her mother. The student's parents were upset by the photograph. On September 19, 2012, the Commissioner executed the consent resolution agreement in which Mr. Trylinski agreed to a five-day suspension of his certificate of qualification, effective September 19, 2012, pursuant to section 64(b) of the *Teachers Act*.

CERTIFICATE HOLDER Cosmas Quirinus Ignatius Van Wermeskerken
AGREEMENT Professional Misconduct/Standard 1
DISPOSITION Reprimand

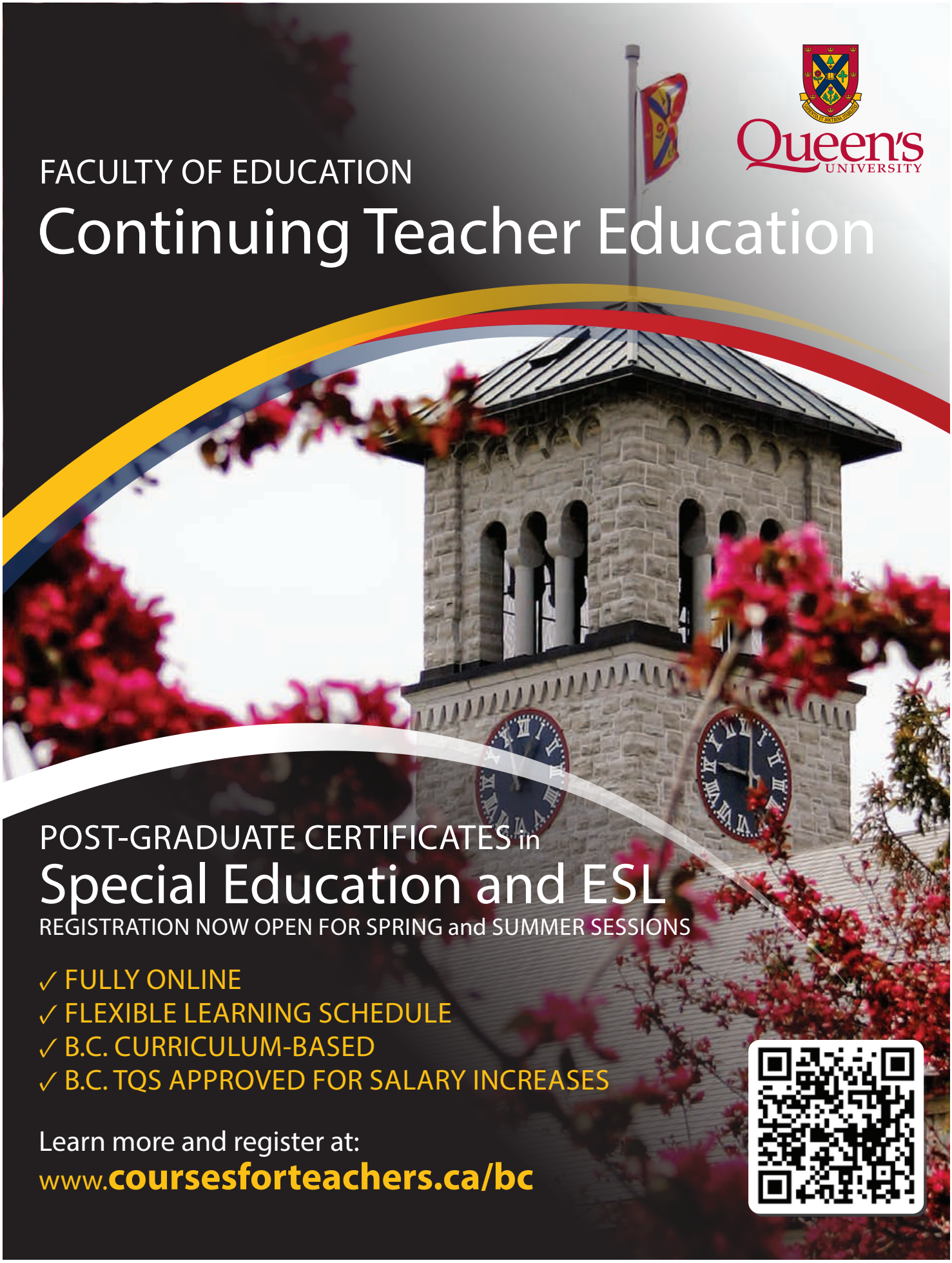
Cosmas Quirinus Ignatius Van Wermeskerken admitted to professional misconduct and agreed that his conduct was contrary to Standard 1. In June 2010, the BC College of Teachers received a district report indicating that, while Mr. Van Wermeskerken was employed as a teacher-on-call, he used inappropriate language in his class. When teaching middle school students about sex education and discussing ways to prevent sexually transmitted diseases, he included sexually graphic details and referred to oral sex in an overly colloquial manner. He also failed to adhere to appropriate language boundaries with students. A citation was issued on May 3, 2011. On September 19, 2012, the Commissioner executed the consent resolution agreement in which Mr. Van Wermeskerken agreed to receive a reprimand pursuant to section 64(a) of the *Teachers Act*. As a result, the citation was rescinded.

CERTIFICATE HOLDER Gertrudis Henricus Maria Vossen
AGREEMENT Professional Misconduct/Standard 2
DISPOSITION Certificate of Qualification suspended for one month

Gertrudis Henricus Maria Vossen admitted to professional misconduct and agreed that his conduct was contrary to Standard 2. Mr. Vossen was employed as an automotive/power mechanics high school teacher when, in January 2008, the school principal requested that the district conduct an investigation after she noticed an unusual number of financial reimbursement requests submitted by the school's automotive program. The district retained a chartered accountant and an investigator to review various areas of the program's activities. In regards to two "car detailing" fundraising events that took place in March and October 2007, the investigation found that, with both events, there were shortfalls between the total amounts donated/collected and the amounts delivered by Mr. Vossen to a local food bank. Mr. Vossen had also improperly received receipts in his own name from the food bank for the amounts contributed, instead of in the school's name, and had failed to issue receipts to staff for cash donations received. The investigation also found that with respect to a November 2007 field trip, there was a shortfall of roughly $485 to $815 between the funds collected by Mr. Vossen and those he submitted to the school, and that Mr. Vossen sought and obtained reimbursement of claimed personal expenses without providing detailed receipts or proof of payment. In addition, it was found that Mr. Vossen purchased snow tires using his own credit card and had been reimbursed, but a financial audit was unable to associate the purchase of snow tires with any existing work order. Although Mr. Vossen had stated that he was unable to recall what had happened to them, it was discovered that the snow tires had been installed on Mr. Vossen's own van. On September 19, 2012, the Commissioner executed the consent resolution agreement in which Mr. Vossen agreed to a one-month suspension of his certificate of qualification, effective September 20, 2012, pursuant to section 64(b) of the *Teachers Act*.

CERTIFICATE HOLDER David Victor Wiens
AGREEMENT Professional Misconduct/Standards 1 and 2
DISPOSITION Agreement that the former certificate holder would never re-apply for a certificate or letter of permission

David Victor Wiens admitted to professional misconduct and agreed that his conduct was contrary to Standards 1 and 2. Mr. Wiens was employed as a secondary school social studies teacher when a district investigation concluded that Mr. Wiens had engaged in an inappropriate relationship with a female student, Student A, which did not include sexual misconduct. In March 2010, the Preliminary Investigation Sub-Committee of the BC College of Teachers approved a consent resolution agreement in which Mr. Wiens agreed to relinquish his certificate of qualification and not make any statement that contradicted the terms of the agreement. In November 2010, the Ministry of Attorney General notified the College that Mr. Wiens had been charged with sexual exploitation and sexual assault contrary to sections 153(1)(a), 153(1)(b) and 271 of the *Criminal Code* with respect to conduct that occurred with Student A. Court documents indicated that Mr. Wiens had engaged in sexual activity with a 14-year-old female grade nine student at the school who was no longer in Mr. Wiens' class. Conduct included kissing and petting, Mr. Wiens touching Student A's breasts through her clothing and skin-to-skin, and the student fondling Mr. Wiens' penis on at least two occasions. In February 2011, Mr. Wiens pled guilty to one count of sexual exploitation and was sentenced in June 2011 to one year in jail and two years' probation. On October 5, 2012, the Commissioner executed the consent resolution agreement in which Mr. Wiens agreed to never re-apply for a certificate or letter of permission and in which he acknowledged that the Director of Certification will not issue a certificate or letter of permission in accordance with section 64(g) of the *Teachers Act*. As a result, the citation was rescinded.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