A Focus On Mental Wellbeing

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The Teacher Regulation Branch (TRB), part of the Ministry of Education, provides operational support to BC’s teaching profession regulatory structure. The regulatory structure includes the Director of Certification, the Commissioner for Teacher Regulation, the BC Teachers’ Council, the Disciplinary and Professional Conduct Board, and the Independent School Teaching Certificate Standards Committee.

The regulatory bodies of BC’s teaching profession work within a legislative mandate to ensure that educators in the K-12 school systems in BC meet and maintain the standards of competence and conduct required to provide quality education to students in a safe and nurturing environment and foster public trust and confidence in the teaching profession.

**KEEP IN TOUCH**

*Learn* and other communications of the TRB are the means by which the TRB informs educators who hold BC teaching certificates, and other interested stakeholders, 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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**Learn’s EDITORIAL POLICY**

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ON THE COVER
Counsellor and teacher Lisa Baylis — Esquimalt High School, Victoria, BC
Photographer: Daniel Baylis
“In Grade 9, I decided that it just didn’t make sense for me to be in school. There was no point in going because I couldn’t see myself accomplishing anything in the future academically. I had fallen so far behind that I thought my teachers would be upset if I showed up and I didn’t want to deal with that.”

Struggling academically, dealing with depression and anxiety, and facing challenges with her parents, Joanna dropped out of school in Grade 9 and moved out of her family home in Grade 10.

Through an incredible effort, however, she managed to turn her life around. It was a phone call from a school counsellor that started her on the path to finding support in her community. Joanna switched to an alternative school and learned to prioritize her mental health and put her wellness first. She graduated from high school a year early, and she’s currently planning to take a community support worker program at Vancouver Island University next fall.
Looking back on her experience, Joanna says that things started to unravel in middle school while she was still involved in competitive swimming at the provincial and national levels. “I was very involved with sport, but I was also going to school and wanted to be with my friends. I had so much on my plate that it was difficult for me to manage everything and take care of myself in the way I needed. I felt constantly overwhelmed.”

Initial attempts to reach out to her parents for help hadn’t gone well, making her reluctant to seek support elsewhere, and she says she felt too ashamed to reach out to her teachers. She simply stopped going to school for over six months.

The call from the school counsellor marked a turning point. “She told me she was worried about me and asked if I would come in and just talk with her. So I did. And we chatted about how I was struggling at home, in my swimming and academically.”

Over time, the counsellor connected Joanna to the resources available in her community, and they talked about her academic options, including attending an alternative school.

Joanna returned to school in November of what would have been her Grade 10 year. She enrolled in the new school and began thriving. “The difference between my first school and the alternative school was black and white,” she says. “Being at the alternative school gave me the time I needed to take advantage of resources in my community. I was able to connect with my teachers one-on-one so they really understood what I had going for me. We made a plan for how I could achieve my academic goals while making sure I was putting my health first. They made it a priority to get to know me and to empower me to raise my standards for myself.”

Joanna excelled in this new environment and graduated from high school at the end of her Grade 11 year. She’s now working, living with her boyfriend and has firm plans for her future.

A new model for mental health support

Unfortunately, Joanna’s struggles are not unique. Yet as she found, reaching out to others and finding sources of support can be difficult, allowing small problems to quickly escalate into something larger. In 2014, the Canadian Mental Health Association estimated that while one in seven teens will experience a mental illness, only one in four of those experiencing mental illness will get the help they need.

There are many barriers preventing young people from seeking assistance – including a fear of reaching out, a lack of community resources or support services, and the cost of counselling.

In an effort to address some of these barriers, the provincial government is forging ahead with a new integrated model of mental health support for young people.

“Historically, services for young people evolved independently of one another – in schools or in the community,” says Steve Mathias, the executive director of Foundry. “This has meant that young people often have to go to multiple doors for multiple services.”
appointments, not really knowing how to navigate the system and are sometimes left scrambling if they didn’t quite fit with what was offered at that particular silo. And in the meantime, life is happening: they are going to school, showing up at their job, dealing with stress at home and seeing their friends. We kept hearing that things were way too complex, so we stepped back to see what we could do to make navigation and access that much easier.”

The result is Foundry: a network of centres that brings together local partners to offer integrated health and social services for youth between the ages of 12 and 24 across the province. These services include mental health care, substance use services, primary care, social services, and youth and family peer support as well as connections to community-based employment and housing resources. It’s an ambitious partnership of local agencies and several government ministries that are responsible for children. Six Foundry locations are now open – in Vancouver, Abbotsford, Campbell River, Kelowna, the North Shore (West and North Vancouver) and Prince George. Locations will soon open in Ridge Meadows (Maple Ridge and Pitt Meadows), Penticton and Victoria.

Any young person can show up at a Foundry location (no appointment needed) and speak with an intake counsellor, who will do an assessment and direct them to the resources they need. “We’re trying to change the narrative around seeking help, to make it appropriate and easy,” says Dr. Mathias. “If you’re struggling, there’s no need to try and self-diagnose – just come in to Foundry, meet with someone, and from that conversation potential solutions will emerge.”

Joanna was not able to benefit from Foundry’s one-stop shop model – it wasn’t in place when she was looking for resources – but she recognizes its value. “It was tedious to try and find mental health support,” she says. “There aren’t a lot of resources in my community, and they can be hard to find. You have to go through so many people and it gets very tiring. The Foundry model sounds so much better.”

Complementing Foundry’s physical locations is a comprehensive online platform with a wealth of resources on topics ranging from anxiety and body image to substance use and psychosis. There are links to telephone and online counselling, apps and other tools to help young people, with profiles of youth who have faced challenges providing context and inspiration.

“We want to share the message with young people that you should remain hopeful,” says Dr. Mathias. “Resilience is there, and through that resilience, wellness will come.”

**Educators can play an essential role**

Dr. Mathias recognizes the important work that many schools and school districts are doing to support the mental health of their students, particularly around early intervention. Foundry complements that work, and school districts have been invited to participate in local leadership tables associated with each Foundry centre.

He also notes the power each of us holds in being able to make a difference in the life of a young person, and, in particular, the potentially transformative influence of educators and others who work with children on a daily basis.

“Teachers play an incredible role in the lives of our children,” he says. “Those interactions with a caring adult will often guide a young person through their most challenging moments. Never be afraid to ask a young person how they are doing and if they have the help they need to get through the day. So many kids are hoping a caring adult will ask them a question that allows them to open up.”

Joanna’s story affirms this – while many factors were involved in her journey to wellness, the contact from the former school counsellor was in itself life-changing.

“I honestly think there is so much potential for schools to reach out to their students and acknowledge that each individual is likely to have a rough patch at some point,” she says. “My advice to teachers is to see your students as unique individuals. Everyone has their own story, struggles, insecurities and ways of coping and learning. It’s important to acknowledge those differences and to create the space for you to have conversations with your students.”

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**LEARN MORE**

Visit foundrybc.ca for information and tools, links to community services, and advice on supporting others.
A group of Saanich students is taking steps to have their school designated the first "stigma-free zone" school on Vancouver Island. At the beginning of the school year, members of the Spectrum Community School philanthropy club were exploring the local causes and organizations they wanted to support. "I had watched a presentation from the Stigma-Free Society, which was formerly the Bipolar Babe Project, and I loved it," says Grade 12 student Jalen. "I thought this would be a great fit for our school.”

The other members agreed and decided to invite Robyn Thomas, the society’s community development manager, to speak to their school about her personal story and the stigmas that prevent us from understanding others and accepting ourselves. The students then pledged to organize activities and events each month throughout the school year to attain the stigma-free zone designation.

Despite changing societal attitudes, mental illness remains one of the most pervasive stigmas.

“I think as a society we are becoming more accepting of mental health issues, but lots of biases remain,” says Kate, a student in Grade 11. “People assume that if you have depression, you’re always sad. But some people with depression don’t mind coming to school – it’s when they are alone that they are affected. Others get depressed at school, where there’s more pressure to be around others. There are different sides to every mental illness and we need to recognize that.”

The students would ideally like to see some specific changes adopted school-wide to make it easier for youth to get support. Jalen advocates for having an educational assistant in every class. “I wouldn’t be in school without my EA,” he says. “But they provide support even for kids who aren’t struggling.”

Grade 12 student Kara notes that “a quiet room that’s a designated spot where you can go to calm down if you’re stressed out” would be of use. She says that “while some teachers will let you leave class if you’re struggling, there’s often nowhere to go and other staff members will often ask you to return to your class.”

The club members hope that their planned activities will raise student awareness of biases and encourage them to celebrate the many differences – whether in physical ability, religious beliefs, mental health or any other currently stigmatized area – that make us human.

Their work is complemented by a teacher-led focus on promoting a culture of respect and kindness that focuses on sharing the message through assemblies, posters and “coffee coupons” to acknowledge positive actions. “We’re encouraging students to be kind to one another and emphasizing the importance of being inclusive and respectful,” says club sponsor and teacher Nora Havelaar. “It’s all connected.”

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LEARN MORE
Visit stigmafreezone.com for resources and information on becoming a stigma-free school.
GET TO KNOW BC’S EDUCATION PARTNERS

BC’s education system is strengthened by the significant contributions of our many education partner groups. In this ongoing feature, we profile BC’s education partners to learn about the work they do to enhance education throughout the province.

In this issue, Glen Hansman, president of the BC Teachers’ Federation, and Carl Post, director of evaluation at the Teacher Qualification Service, replied to questions.

British Columbia Teachers’ Federation

Founded  The BC Teachers’ Federation (BCTF) was formed as an organization in 1917 and incorporated as a benevolent society in 1919.

Structure  The BCTF is made up of 60 autonomous locals that each elects its own executive committee. Approximately 670 voting delegates attend the annual general meeting to, among other things, establish priorities for the next year and make significant policy decisions of the Federation.

Members  All public school teachers belong to the BCTF. In many locals, membership also extends to associated professionals such as speech and language pathologists, school psychologists, occupational therapists and others. There are approximately 43,000 BCTF members.

Mission  To advance the status of the teaching profession, advocate for students, defend and promote public education and address other issues identified by BCTF members through decision-making bodies.

Website  bctf.ca

Phone  604-871-2283 | 1-800-663-9163

Learn spoke with BCTF President Glen Hansman.

What does the BCTF do?

The BCTF offers a broad range of supports and services to members. We are the official bargaining agent for all public school teachers, with bargaining handled by the provincial body on some matters and locals on others. Locals are supported in their work by the staff at the BCTF provincial office.

The BCTF provides professional development supports and leadership training for members, including workshops delivered in locals, our provincial specialist associations, TeachBC (a clearing house of free curricular resources created by BC teachers) and a summer leadership training week in Kamloops.

Additionally, we provide mediation and peer support, and provide advice and supports around pensions, WCB claims and appeals, health and safety, wellness and much more.

Our research department has produced a number of important studies, with the latest looking at how curriculum implementation is being rolled out across the province, and we also produce print and online publications. →
What are some important milestones in the history of your organization?

Two important milestones are the recent celebration of our 100th year as a union and our Supreme Court of Canada win in November 2016, which restored thousands of collective agreement provisions related to class size and composition that had been unconstitutionally legislated away in 2002.

What are some of your successes as an organization?

The victory teachers had when the Supreme Court of Canada ruled that the contract language removed from collective agreements was done so illegally, in contravention to the Charter, was a success 14 years in the making. It was important that the language be restored to improve learning and working conditions in our schools. This success also meant that funding levels increased significantly, although more is needed to fully restore these important conditions.

We have long advocated for the inclusion of content and courses that reflect the contributions of the various Aboriginal communities across the province and so were happy to see some of these changes reflected in the new curriculum.

How does the BCTF work with other education partner groups?

The Federation sits at a number of provincial tables with education partners to discuss issues that impact the education system. We also work directly with the education partner groups on issues that impact our associations directly. An example of this work is the ongoing K-12 Aboriginal Education Partners Table, which has been meeting since 1999, with a focus on improving the school experience and success of Aboriginal learners.

Why is it important that the BCTF be involved in the education system?

Teachers are on the front lines of education services and have an important voice in speaking out about what is working in our system and the changes needed to ensure all students receive a high-quality education, regardless of how they identify, their particular challenges or where they live in the province.

Teachers have an important voice and perspective both provincially and locally in their districts and schools. From participating in local school-based teams to serving on provincial curriculum committees, teachers have vast experiences and expertise that informs the education system at all levels.

What are the most significant challenges facing our students, and how does the BCTF contribute to positive solutions?

All students in the BC education system have a right, under the BC Human Rights Code (HRC), to an inclusive system that is responsive regardless of how they identify or what special needs they may have. The BCTF advocated for, and was strongly in support of, the changes the HRC made a number of years ago to include gender identity and gender expression, and we have partnered with government and other organizations to ensure supports and resources are available for teachers, students and families.

The restoration of our collective agreement language has returned important school-based processes and classroom protections to ensure needed resources are available. Although challenges remain, education funding has increased and our system now has 3,500 more classroom and specialist teachers to deliver services to students.

What do you wish people knew about your organization?

We offer supports and services beyond bargaining and contract enforcement. For example, we work with many non-profit community groups in BC to promote issues, such as child poverty, that have profound impacts on families and the education system. And beyond our work within BC, the Federation also has a national and international presence as we belong to the Canadian Teachers’ Federation and Education International. We have an International Solidarity Committee and for many years have worked with teacher unions from Africa and Latin America, focusing on leadership training and non-sexist and inclusive pedagogy.
Teacher Qualification Service

**Founded** The Teacher Qualification Service (TQS) was founded in January 1969 to administer the assignment of provincial pay categories for public school teachers. The government decided that teacher pay categories should be determined at arm’s length from the employer.

**Structure** The TQS Board is composed of representatives from its parent organizations, the British Columbia School Trustees Association (BCSTA) and the British Columbia Teachers’ Federation (BCTF). The Board implements the policies and regulations of the TQS, which are carried out by the TQS staff of four. While the TQS is co-governed by its parent organizations, the TQS does not represent them.

**Mission** The TQS is an advisory service that places teachers into pay categories based on their schooling and teacher qualifications.

**Website** tqs.bc.ca

**Phone** 604-736-5484

Learn spoke with TQS Director of Certification Carl Post.

**What does the TQS do?**
The TQS defines categories of qualification for pay purposes and places teachers into those categories upon application. We work with existing and prospective teachers in the elementary and secondary public schools of British Columbia, and we function as an advisory service for teachers, teachers’ associations and school boards.

**What are some important milestones in the history of your organization?**
In recent years, the single most significant milestone was the province-wide implementation of the five plus pay category. The TQS was asked to administer that category from September 2007 on, whereas before that time the five plus category was available in only about half the school districts. Implementing a new salary category was a significant event for the public school system and the TQS.

**What are some of your successes as an organization?**
The TQS equates a teacher’s qualifications according to a single salary category system, whether those qualifications were completed in BC, Canada or elsewhere in the world. The public school system can be confident that everyone is treated fairly and on a consistent basis.

**How does the TQS work with educators and other education partner groups?**
The TQS, upon request, provides advice to teachers about the category system, often through information sessions to new graduates of education programs. Individual advice/information is also given through phone calls, our website and letters. Universities also seek information to ensure that their programs meet our requirements for category placement. School district and local union personnel can contact us to request clarification regarding a teacher’s category placement.

**Why is it important that the TQS be involved in the education system?**
The TQS provides a transparent system of salary categories that ensures fairness and consistency throughout the public schools in the province.

**What are the most significant challenges facing our students, and how does the TQS contribute to positive solutions?**
The TQS’s regulations and policies encourage the development of a high level of professionalism and teacher education that is relevant to the public school system in BC. Highly trained and professional teachers are the bedrock of a successful school system.

**What do you wish people knew about your organization?**
The TQS is not a government agency, but rather is a successful collaborative effort between the BCTF and the BCSTA.
The Supreme Court of Canada decision in November 2016 that restored smaller class sizes brought many of BC’s long-standing recruitment and retention challenges into focus. Districts suddenly had several thousand new teaching jobs to fill at the start of the 2017/18 school year, on top of the usual number of teachers they typically hire into positions each fall.

While districts were able to meet the short-term spike in demand, the process highlighted some of the systemic issues in the education sector labour market. “The hard-to-fill positions remained the same as they have always been,” says Kris Magnusson, dean of education at SFU and a member of a Ministry of Education taskforce examining recruitment and retention issues. “Rural and remote districts continue to be challenged to recruit educators,” explains Janet Stewart, chief operating officer of the BC Public School Employers’ Association (BCPSEA). “Other regions were able to fill generalist positions, but struggled to find people for specialist positions, like French immersion, senior-level math and science, and counselling. And many districts now face an even more severe teacher teaching-on-call shortage – although rural and remote districts have grappled with this for years.”

The province’s ability to fill an unprecedented number of new positions is largely due to the hard work of frontline human resource managers in districts and the support of BCPSEA in recruiting educators to BC and connecting people to employment opportunities in the sector. Since 2008, BCPSEA has hosted an online platform, Make a Future, which is used by all 60 districts to advertise positions and by job seekers to apply for positions online.

Robust social media initiatives promote specific positions and communicate the message that there are many exciting opportunities in the province’s education sector. BCPSEA representatives also attend job fairs and visit teacher education programs across Canada, supporting districts in their recruitment work and saving districts time and expense. “Basically, we do whatever we can to reduce any barriers preventing districts from finding the qualified teachers they need,” says Stewart.

With more teaching jobs available, there was also a parallel increase in the number of educators from BC, Canada and other countries applying for teaching certificates. Andrew Crawford, the acting director of certification, and his team at the Teacher Regulation Branch strove to certify individuals in a timely manner leading up to the start of the school year. Through a prioritization strategy, the team also expedited the processing of over 600 teaching certificate applications from educators confirmed for teaching positions by employers in BC schools. The team is working hard to ensure that applicants who receive certification meet the high expectations and standards for the teaching profession in BC.

Other education partners also play important roles in addressing recruitment and retention challenges and ensuring a better match between supply and demand.
Dr. Magnusson sees opportunities for partnerships among the teacher education programs. “Greater planning and collaboration among the teacher education programs could also make a real difference,” he says. “For example, we’ve seen that students are more likely to take positions in rural and remote districts if they have experience there. If the universities got together to share resources and costs for remote supervision, we could really have an impact.”

“Each of BC’s nine teacher education programs is actively pursuing interventions to influence the supply side,” says Dr. Magnusson. He says that even small initiatives can help to address the current gaps in the system.

He provides the example of the work SFU is doing to increase the number of students in the French language cohort of its professional development program. This involves reaching out to high school students in French immersion programs and letting them know of the opportunities that exist in the teaching profession. A tighter collaboration between SFU’s faculty of education and the university’s French department has also boosted the number of qualified students applying for the French teacher education stream, with the university adding 20 more students into the cohort in January 2018 and a further 17 in the fall of 2018.

Dr. Magnusson sees opportunities for partnerships among the teacher education programs. “Greater planning and collaboration among the teacher education programs could also make a real difference,” he says. “For example, we’ve seen that students are more likely to take positions in rural and remote districts if they have experience there. If the universities got together to share resources and costs for remote supervision, we could really have an impact.”

Judy Maranda, BCPSEA’s director of the sustainable workforce project, emphasizes that it’s important to pursue strategies to retain teachers – and to help them enhance their skills throughout their professional careers. “There’s such a demand for specialized educators,” she says. “We need to find more ways to make it easier for teachers who are already practising to pursue training in specialty areas.”

She notes that BCPSEA currently administers a fund provided by the Ministry of Education to enhance the recruitment and retention of educators in rural and remote districts. “There are some interesting projects being done through this program,” she says. “Districts have received funding to help with relocation costs and to support teachers pursuing additional education for specialist positions, and Trail, for example, applied for funds to develop a training module for learning assistance teachers.”

Maranda is currently heading up a labour market partnership agreement project that involves multiple education partner groups. She and her team will be “deep diving into the data” to develop a robust labour market forecast upon which to propose more systemic recommendations – making sure BC has the talented and vibrant workforce to fill positions with qualified individuals who are the best fit for each job.

LEARN MORE

Visit makeafuture.ca for more information about employment in British Columbia’s public schools and First Nations schools.
There’s no doubt that being an educator can be challenging. Classroom teaching is high-intensity, focused and complex work, and over time this can lead to educators feeling overwhelmed and exhausted at the end of the day. But it doesn’t have to be this way, says Lisa Baylis, who has dedicated her professional life to helping educators find ways to feel well, valued and supported.

“Educator well-being has a ripple effect on our students,” says the counsellor and teacher at Esquimalt High School. “We are better educators when we are healthy and well. But often, we care about the kids so much that we overlook caring for ourselves, or we get caught up in the daily demands of our work and don’t pay attention to our own needs.”

For Baylis, finding authentic ways to care for ourselves – whether through a mindfulness practice, self-reflection, physical exercise or something else – is the first step we must take if we want to authentically care for others and enhance social-emotional learning in our professional roles.

Her work in several district-wide initiatives is building a positive and supportive culture within classrooms and schools on Vancouver Island. In the 2017/18 school year, she helped launch a pilot program within the Greater Victoria School District to implement a Social-Emotional Well-being Ambassador Program.

“We have so many changemakers in our schools, yet they often feel as though they are working in silos or not connected with others who are also working to support well-being,” she notes. “We realized we could have one or two district experts in this area, or we could nurture 88 experts – or ambassadors – among those who are already working within the schools.”

Social-emotional well-being ambassadors work to create a positive school culture. This can include everything from leading mindfulness exercises for students and educators (as Baylis does at her own school) to intentionally and regularly engaging with students through the 2x10 strategy – committing to spending two minutes a day for 10 days talking with a particular student.

Since the spring of 2015, Baylis has overseen a Mindfulness for Educators program offered through the Greater Victoria School District for its staff. This district-funded initiative invites educators to attend eight weeks of mindfulness practice led by Victoria-based meditation teacher and acupuncturist Stephanie Curran. Each weekly mindfulness-based stress reduction session lasts two hours, and participants are encouraged to develop a personal mindfulness practice to deepen self-awareness, lower stress and increase their overall well-being. The program includes a full-day retreat, and the eight sessions are followed by three two-hour sessions with Baylis, where educators explore how to take the work that they’ve done and bring it back into the classroom.

“Even in the early weeks of the program, participants told us that they saw changes in their classroom practice and students,” says Baylis. “Through the mindfulness training, they’d taken a moment for themselves to find pause, be less reactive, and give themselves some compassion and understanding. What we do matters. Our kids are so attuned to us – and if we are stressed, this emotional contagion reaches them. We can self-regulate from a place of calm by paying attention to our breath, our senses, our thoughts and feelings; this is what we communicate.”

Baylis and Curran are now working with their sixth cohort of district staff and teachers, and Royal Roads University has been researching the impact of the program through qualitative interviews with participants. The results have been overwhelmingly positive.

The growing demands for an opportunity to integrate a mindfulness practice with educational practice led Baylis to begin offering daylong retreats she calls AWE (Awaken Wellbeing for Educators). The private workshops include restorative yoga, meditation, self-care reflection and, perhaps most importantly according to Baylis, a time for sharing.

Building a sense of community is crucial, she says. “It’s quite rare for us as teachers to have opportunities to collaborate with each other. These retreats provide a restorative element, and also offer opportunities to talk, reflect and connect with others who share our passion for working with kids.”

Her message is ultimately a simple one – educators should find ways to nurture compassion and kindness. “Give yourself permission to acknowledge that your well-being is important. Put this first. And let’s do what we can to support each other and remind each other that we care. Those small actions that show we value and hear our students and colleagues go a long way.”

RESOURCES

• Wellahead.ca provides an extensive list of educator-specific resources on social and emotional well-being in schools.

• Baylis also lists resources for educators interested in mindfulness and well-being on her personal website at lisabaylis.com.
2017 INCOME TAX RECEIPTS FOR CERTIFICATE HOLDERS

If you paid your annual practice fee directly to the Teacher Regulation Branch (TRB) in 2017, your 2017 tax receipt will be available for you to download and print from Your Account on the TRB website. If your employer deducted the annual fee from your pay in 2017, this amount will be shown on your T4 slip. In this case, you will not be able to download and print a tax receipt from Your Account.

ANNUAL PRACTICE FEE 2018-2019

For certificate holders to retain valid BC Ministry of Education certification, the annual practice fee of $80 must be paid by May 31, 2018. Under the Teachers Act, boards of education and independent school authorities must deduct this fee from the pay of the certificate holders they employ. If you are a certificate holder employed in these systems, you do not need to submit a fee. If you are a certificate holder not employed in one of these systems, please visit the Fee Information section under the Certificate Services tab on the TRB website for details on how to pay the fee.

CONFIRMATION OF ANNUAL PRACTICE FEE PAYMENT FOR CERTIFICATE HOLDERS

Beginning in July, after your annual practice fee has been paid and the TRB has processed it, your Confirmation of Annual Practice Fee Payment will be available for you to view, download and print through Your Account on the TRB website. The Confirmation acknowledges that the TRB has received the payment.

RETIRING OR RELINQUISHING YOUR CERTIFICATE

If you are a certificate holder and you are retiring, no longer want to be certified or you are not teaching and do not plan to return to teaching, you may choose to not pay your annual fee and have your certificate cancelled for non-payment of fees. Alternatively, you may choose to submit a notice of relinquishment that states you are surrendering your certificate. Both actions will result in:

- the Director of Certification cancelling your certificate,
- your eligibility to vote in BC Teachers’ Council elections being withdrawn, and
- you no longer receiving TRB correspondence.

If you want to cancel your certification but have already paid your annual practice fee for the upcoming year, or if your annual practice fee has been payroll-deducted by your employer, you may be eligible for a refund. Please visit the Retire or Relinquish section under the Certificate Services tab on the TRB website for more information on how to relinquish your certificate or how to get a refund for annual fees paid.

BRITISH COLUMBIA TEACHERS’ COUNCIL MEETING DATES AND ANNUAL REPORT

The meetings of the British Columbia Teachers’ Council are open to the public and are held at the TRB offices at 400-2025 West Broadway in Vancouver. The BCTC receives its mandate from the Teachers Act. It is responsible for setting standards for teachers in the areas of teacher education, certification, conduct and competence. Visit the TRB website to learn more about the Standards for Educators in BC and the mandate, composition and future meetings of the BCTC, and to read its 2016-2017 annual report.

COMMISSIONER FOR TEACHER REGULATION ANNUAL REPORT

The Commissioner for Teacher Regulation is an independent statutory decision maker appointed under the Teachers Act. The Commissioner ensures concerns about teacher competence and conduct are addressed fairly and in the public interest. Visit the TRB website to learn more about the Commissioner’s role, and to read the Commissioner’s 2016-2017 annual report.

You can find more services for certificate holders at bcteacherregulation.ca.
THINKING ABOUT THE STANDARDS: A CASE STUDY

Exploring a case study can help us better understand how the Standards apply to the practice of teaching and the work and conduct of educators. We encourage you to read the scenario below and reflect on the questions and the Standards.

Scenario

A teacher noticed that a group of three students in his Grade 10 Science class were behaving in a noisy and disruptive manner. The teacher asked the group several times to quiet down, which had little effect. He eventually became frustrated and began yelling loudly at the three students in front of the entire class.

The following day, a parent of one of the three students contacted the school and explained that her child felt embarrassed and was afraid of the teacher as a result of the incident. The teacher discussed the incident with the school principal and expressed regret for allowing his frustration to get the better of him and admitted that there were more appropriate steps he could have taken to effectively deal with the students. He acknowledged that his reaction created a negative learning environment for the entire class. Although this was the first time the teacher behaved in a loud, angry manner in front of students, he determined he would look into professional development opportunities on self-regulation and practical ways to manage conflict.

Consider the following questions

• What factors should the principal consider when addressing this situation?
• What steps should the teacher take to rebuild his relationship with the students?
• Is the professional development that the teacher identified appropriate for this situation?
• In your view, have the Standards been breached, and if so, which ones?
• What consequences, if any, do you think are appropriate?

It is important to note that typically employers only submit a report to the Commissioner about a scenario, such as that described above, after the matter becomes an ongoing concern that breaches the Standards and it is in the public interest to make a report. However, employers can use their discretion to submit a report even after a single incident. It is also possible that another educator, parent or member of the public could make a complaint against the teacher, which would initiate a process where the Commissioner would review the matter.

Factors the Commissioner would consider when evaluating this case

• Did the teacher recognize how his conduct might affect the three students specifically and the class in general?
• Had the teacher previously been involved in any similar incidents related to yelling at students?
• Did the teacher complete relevant professional development?
• What steps did the teacher take to improve his relationship with the students?

After reviewing the report, the Commissioner may do one of the following:

• take no further action and provide reasons for this decision to the person who made the complaint or report, the teacher and his employer,
• initiate an investigation,
• make or accept a proposal for a consent resolution agreement or
• issue a citation, which could lead to a hearing.

When considering how to proceed, the certificate holder’s actions will be examined to determine whether the Standards were breached. The Commissioner may take Standard 1 into account when considering this case.

Standard 1: Educators value and care for all students and act in their best interests.

Educators are responsible for fostering the emotional, aesthetic, intellectual, physical, social and vocational development of students. They are responsible for the emotional and physical safety of students. Educators treat students with respect and dignity. Educators respect the diversity in their classrooms, schools and communities. Educators have a privileged position of power and trust. They respect confidentiality unless disclosure is required by law. Educators do not abuse or exploit students or minors for personal, sexual, ideological, material or other advantage.

If the certificate holder is found to have breached the professional standards and the matter is resolved through the consent resolution process or a formal disciplinary hearing, there are several options available including placing limits or conditions on a certificate; issuing a reprimand, suspension or cancellation of a certificate; or banning the issuance of a new certificate for a period of time.

The Standards for Educators communicate to certificate holders, letter of permission holders and the public a description of the work of educators – what they know, what they are able to do, and how they conduct themselves as they serve the public. The Standards provide the foundation and stability on which educators can grow, articulating both the values and characteristics that distinguish their work. Read about the BC Teachers’ Council and the Independent School Teaching Certificate Standards Committee that establish these Standards at www.bcteacherregulation.ca/Standards/StandardsOverview.aspx.
FROM THE OFFICE OF THE COMMISSIONER FOR TEACHER REGULATION: DISCIPLINE OUTCOMES 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 that all educators are fit and competent for the important role that they play and that students have a safe and nurturing learning environment. 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 outcomes are summarized below and appear in full on the TRB website. These summaries do not contain all the details of the published outcomes, which may include discipline imposed by the employer. The Standards for educators in British Columbia can be found on the TRB website and on the last page of this issue of Learn.

Ensuring that concerns about the competence and conduct of certificate holders are addressed independently, fairly, expeditiously and in the public interest.

Consent Resolution Agreements (CRA)

CERTIFICATE HOLDER A Teacher (T-AH-2017)
AGREEMENT Professional Misconduct/Standard 2
DISPOSITION Former certificate holder will not apply for a teaching certificate or letter of permission for one year

This summary is published under section 54(3) of the Teachers Act to protect the identity of a student who was harmed, abused or exploited by the teacher. In August 2016, a district made a report about a teacher under section 16(6) of the School Act. The following events occurred when the teacher was a high school principal. The teacher provided unfair assistance and advantage to particular students to scholastically advance them, acted arbitrarily in constituting a class of over 30 students to benefit a family acquaintance, and acted in an arbitrary and biased fashion when he created a department head position, which he awarded to a family friend without allowing other teachers to apply. The teacher resigned in 2016. The teacher entered into a consent resolution agreement with the Commissioner in which the teacher agreed that he would not apply for, and the Director of Certification will not be required to issue to him, a certificate of qualification, an independent school teaching certificate or a letter of permission for one year from the date he relinquished his certificate of qualification. The teacher relinquished his certificate on September 21, 2016.

CERTIFICATE HOLDER A Teacher (T-AI-2017)
AGREEMENT Professional Misconduct/Standard 1
DISPOSITION Former certificate holder will not apply for a teaching certificate or letter of permission

This summary is published under section 54(3) of the Teachers Act to protect the identity of a student who was harmed, abused or exploited by the teacher. In November 2015, a principal made a report under section 7 of the Independent School Act about a teacher. The teacher was charged with one count of sexual interference of a person under the age of 16, one count of sexual exploitation of a young person under the age of 18 and one count of sexual assault. In July 2016, the teacher pleaded guilty to the two latter counts; the first count was stayed. In July 2016, the Commissioner suspended the teacher’s certificate under section 50 of the Teachers Act. In December 2016, the teacher was sentenced to 18 months in prison and two years of probation on conditions related to the second count. At this time count three was also stayed. The court also ordered the teacher to comply with the Sexual Offender Information Registration Act for 20 years. The teacher entered into a consent resolution agreement with the Commissioner in which the teacher agreed that he would never apply for, and the Director...
of Certification will never issue to him, a certificate of qualification, an independent school teaching certificate or a letter of permission. The teacher's certificate of qualification was cancelled in 2016 for non-payment of fees.

CERTIFICATE HOLDER  A Teacher (T-BF-2017)
AGREEMENT  Professional Misconduct/Standard 1
DISPOSITION  Former certificate holder will not apply for a teaching certificate or letter of permission

This summary is published under section 54(3) of the Teachers Act to protect the identity of a student who was harmed, abused or exploited by the teacher. In 2012, the Commissioner received a district report about a teacher under section 16 of the School Act. In 2013, the teacher self-reported to the Director of Certification that he had been charged with one count of sexual interference, one count of sexual exploitation and one count of sexual assault involving a student. These charges were stayed. The teacher engaged in an inappropriate sexual relationship with a student over a number of years. The teacher entered into a consent resolution agreement with the Commissioner in which the teacher agreed that he would never apply for, and that the Director of Certification will not be required to issue to him, a certificate of qualification, an independent school teaching certificate or a letter of permission. The teacher’s certificate was cancelled in 2015 under section 33(2)(f) of the Teachers Act after the CRRP advised the Director of Certification that the teacher presents a risk of sexual abuse to children.

CERTIFICATE HOLDER  A Teacher (T-BI-2017)
AGREEMENT  Professional Misconduct/Standards 1 and 2
DISPOSITION  Certificate cancelled

This summary is published under section 54(3) of the Teachers Act to protect the identity of a student who was harmed, abused or exploited by the teacher. In October 2016, a district made a report under section 16 of the School Act about a teacher. In May and June 2016, the teacher sent numerous inappropriate and personal Facebook and text messages to a 15-year-old female student at the school. The teacher resigned in September 2016. In December 2016, the teacher signed an undertaking not to teach in any role that requires a certificate of qualification, independent school teaching certificate or letter of permission. The teacher’s certificate of qualification was suspended in July 2017 for non-payment of fees. The teacher entered into a consent resolution agreement with the Commissioner in which the teacher agreed to the cancellation of his certificate of qualification.

CERTIFICATE HOLDER  Gregory Joseph Bitgood
AGREEMENT  Professional Misconduct/Standards 1 and 2
DISPOSITION  Certificate suspended for three months

In September 2016, the chair of a society that runs and funds an independent school made a report under section 7 of the Independent School Act about Gregory Joseph Bitgood. Between October 2012 and September 2016, Mr. Bitgood used society funds for personal expenditures and claimed reimbursement for these expenses as business travel, gifts for staff, and curriculum and consulting. Mr. Bitgood misappropriated $28,888.12. The society terminated his employment and agreed with Mr. Bitgood that he will make monthly payments to repay the misappropriated monies. On July 12, 2017, the Commissioner executed a consent resolution agreement in which Mr. Bitgood agreed to a three-month suspension of his certificate.

CERTIFICATE HOLDER  Hsu Yang Cheng
AGREEMENT  Professional Misconduct and Incompetence/Standards 1, 3, 5, 6 and 7
DISPOSITION  Former certificate holder will not apply for a teaching certificate or letter of permission

In April 2013, a district made a report under section 16(2) of the School Act about Hsu Yang Cheng, who was employed as a high school teacher. Between January and March 2013, Mr. Cheng sent inappropriate text messages to a 17-year-old female student. He also wrote her a note, pretending to be her mother, to excuse her absence from school. Mr. Cheng also bought her gifts worth approximately $4,000. He shared her grades with her before report cards were issued to students, and he used the school database to access the student’s address without permission or consent, and then drove by her house at least twice. He also drove the student to personal appointments at least three times. In June 2013, the Commissioner also received a complaint about Mr. Cheng. In the spring of 2013, Mr. Cheng had placed student projects from previous years on a shared school network drive for students in his class to access. A number of the projects included inappropriate content and he allowed his current students to post inappropriate content that he did not scrutinize. Mr. Cheng resigned in June 2013.
On August 1, 2017, the Commissioner executed a consent resolution agreement in which Mr. Cheng agreed that he will never apply for, and that the Director of Certification will not be required to issue to him, a certificate of qualification, an independent school teaching certificate or a letter of permission. Mr. Cheng’s certificate was cancelled in November 2014 for non-payment of fees.

**CERTIFICATE HOLDER** Ryan George Ferguson  
**AGREEMENT** Professional Misconduct/Standards 1 and 2  
**DISPOSITION** Certificate suspended for one month/Certificate holder to complete a course

In December 2016, a district made a report under section 16 of the School Act about Ryan George Ferguson, who was employed as a high school teacher. The following events occurred during the 2015/16 school year when Mr. Ferguson taught Grade 12 English and was assigned a library block. Student A and Student B were female students in Mr. Ferguson’s English class. Student C attended the library block. All three students graduated in June 2016. In the spring of 2016, Mr. Ferguson sent Student A a private Facebook message telling her he had a crush on Student B. He told her he had to keep his distance but was concerned that his comments on Student B’s report card might upset her and he wanted Student A to tell Student B that he had not intended to be mean. During his library block, Mr. Ferguson shared personal stories with students, including Student C. During the school year, he would periodically compliment Student C on her looks. Mr. Ferguson also had contact with students on social media shortly after they graduated, and one of the students was Student C. She reported to the district that she felt so uncomfortable about the exchanges with Mr. Ferguson that she abandoned plans to take academic upgrading in September 2016 because he was still teaching at the school. On August 30, 2017, the Commissioner executed a consent resolution agreement in which Mr. Ferguson agreed to a one-month suspension of his certificate and to complete a course on boundaries.

**CERTIFICATE HOLDER** Nicholas Michael Graves  
**AGREEMENT** Professional Misconduct/Standard 2  
**DISPOSITION** Reprimand

In May 2017, the Commissioner received a complaint under section 39 of the Teachers Act about Nicholas Michael Graves, who was employed as a principal at a certified British Columbia Offshore School. On January 15, 2017, Mr. Graves logged into the school’s email system and changed its settings so that emails from the managing director to the school’s owner were rerouted to Mr. Graves. He also changed settings so that emails from the admissions office to the school’s owner were rerouted to him. Some of the emails that were rerouted concerned contract negotiations that were not intended for him to see. When he was asked about the rerouting of the emails, Mr. Graves was not initially honest about what he had done. In January 2017, his contract with the school was terminated. On September 5, 2017, the Commissioner executed a consent resolution agreement in which Mr. Graves agreed to a reprimand.

**CERTIFICATE HOLDER** Andrew Kevin Janzen  
**AGREEMENT** Professional Misconduct/Standards 1, 2 and 3  
**DISPOSITION** Reprimand/Certificate holder to complete a course

In October 2016, a district made a report under section 16 of the School Act about Andrew Kevin Janzen, who was employed as a teacher-on-call. One day in May 2016, when Mr. Janzen was working in a technology education classroom, he used his phone for personal purposes several times. He allowed students to work in the exterior welding area of the classroom but did not adequately supervise them. Some students acted in an unsafe manner while out of Mr. Janzen’s sight when they caused two explosions using a welding rod canister. Mr. Janzen left a note for the classroom teacher but did not report the explosions to the school administration. On October 6, 2016, Mr. Janzen resigned. On August 30, 2017, the Commissioner executed a consent resolution agreement in which Mr. Janzen agreed to a reprimand and to complete a course on creating a positive learning environment.

**CERTIFICATE HOLDER** Cheryl Louise Lloyd  
**AGREEMENT** Professional Misconduct/Standard 4  
**DISPOSITION** Reprimand/Certificate holder to complete a course

From May to July 2015, the Commissioner received three complaints made under section 38 of the Teachers Act about Cheryl Louise Lloyd. Ms. Lloyd was employed as an instructional administrator by an independent school. On May 13, 2015, she was consulted by a primary teacher about two male Grade 2 students who had difficulty getting along and occasionally used inappropriate physical contact to resolve conflict. Ms. Lloyd suggested that the two students spend a day tied together at the ankle to help them learn to communicate and work...
co-operatively. She communicated her plan and its purpose to the parent and caregiver of the students, who agreed with the approach based on what Ms. Lloyd told them. The next day, Ms. Lloyd explained the plan to the students and tied their ankles together. She told them they could untie themselves when one needed to use the washroom. The students remained tied together for much of the day, including at lunch hour. The act of tying students together evoked recollections of the experiences of community members in the Indian Residential School system and the Catholic Day School System. Ms. Lloyd’s conduct in tying students together was not appropriately sensitive to this history and the impact the strategy would have in the community. In March 2017, Ms. Lloyd participated in a healing circle with several members of the First Nation community. On August 3, 2017, the Commissioner executed a consent resolution agreement in which Ms. Lloyd agreed to a reprimand and to complete a course on creating a positive learning environment.

CERTIFICATE HOLDER Maple Fun Sun Low
AGREEMENT Professional Misconduct/Standard 1
DISPOSITION Reprimand/Certificate holder to complete a course

In June 2017, a district made a report under section 16 of the School Act about Maple Fun Sun Low, who was employed as a high school teacher. On April 3, 2017, before Mr. Low’s Grade 12 English class started, five female students were playing cards. When he was handing out papers to the class, Mr. Low began yelling and swearing at one of the students, thinking they were still playing cards. He compared them to other students in the class, told them they would get nowhere in life, said they should leave his class and never come back, and that he would give them 50% and they would never have to see each other again. On August 1, 2017, the Commissioner executed a consent resolution agreement in which Mr. Low agreed to a reprimand and to complete a course on managing conflict.

CERTIFICATE HOLDER Justin Robert Morgan
AGREEMENT Professional Misconduct/Standard 1
DISPOSITION Reprimand

In November 2016, a district made a report under section 16 of the School Act about Justin Robert Morgan, who was employed as a high school teacher. In September 2016, when Mr. Morgan was teaching Grade 8 students, he was visibly angry and he swore and used inappropriate language in class. When he was teaching Grade 12 students he also used inappropriate language in class. Some students in both classes reported feeling uncomfortable and intimidated. On August 30, 2017, the Commissioner executed a consent resolution agreement in which Mr. Morgan agreed to a reprimand.

CERTIFICATE HOLDER Stephen Grant Paulgaard
AGREEMENT Professional Misconduct/Standard 1
DISPOSITION Reprimand

In January 2017, a district made a report under section 16 of the School Act about Stephen Grant Paulgaard, who was employed as an elementary school teacher. In the fall of 2015, when Mr. Paulgaard was teaching a Grade 4/5 class, he raised his voice with students, acted in an angry or frustrated manner while interacting with students and had inappropriate physical contact with students, which included pushing them. Contrary to district direction, Mr. Paulgaard spoke to a parent and a staff member about the district’s investigation. On September 21, 2017, the Commissioner executed a consent resolution agreement in which Mr. Paulgaard agreed to a reprimand.

CERTIFICATE HOLDER Alanna Elizabeth Skene
AGREEMENT Conduct Unbecoming/Standard 2
DISPOSITION Reprimand

In April 2015, a complaint was made to the Commissioner about Alanna Elizabeth Skene. In December 2013 and June 2014, when Ms. Skene was employed as a high school teacher, she and her husband hosted two social gatherings for former students at their home. In December, Ms. Skene provided alcohol to former students who were under the age of 19. In June, she permitted a former student who was 18 years old to consume alcohol provided by the student’s father. On July 6, 2017, the Commissioner executed a consent resolution agreement in which Ms. Skene agreed to a reprimand.
CERTIFICATE HOLDER Bradley Allen Skene
AGREEMENT Conduct Unbecoming/Standard 2
DISPOSITION Reprimand/Certificate holder to complete a course

In April 2015, a complaint was made to the Commissioner about Bradley Allen Skene. In February 2010, Mr. Skene, who was employed as a high school teacher, engaged in inappropriate conduct with a former student. Mr. Skene knew the former student as he had taught her and coached her on a school sports team. She had graduated two years before and was 19. One night after a sports event, the former student, Mr. Skene and others went to the residence of another coach. While there, Mr. Skene and the former student spent time in the hot tub alone. As it was late when they got out of the hot tub and had both been drinking alcohol, it was decided they would stay overnight at the residence. They lay down in the same bed, both fully dressed. While lying on the bed, Mr. Skene “spooned” and hugged her with his body touching hers. When this happened, the former student left and walked home alone in the early hours of the morning. Mr. Skene emailed her the next day and apologized. Subsequently, in December 2013 and June 2014, Mr. Skene and his wife hosted two social gatherings for former students at their home. In December, Mr. Skene provided alcohol to former students who were under the age of 19. In June, he permitted a former student who was 18 years old to consume alcohol provided by her father. On July 6, 2017, the Commissioner executed a consent resolution agreement in which Mr. Skene agreed to a reprimand and to complete a course on boundaries.

CERTIFICATE HOLDER Gentle St. Prix
AGREEMENT Conduct Unbecoming/Standard 2
DISPOSITION Reprimand/Certificate suspended for 10 days

In September 2012, the Criminal Records Review Program (CRRP) advised that it had conducted an authorized criminal record check for Gentle St. Prix and found a relevant or specified offence under the Criminal Records Review Act. In February 2015, the Commissioner initiated an investigation into the offence identified. In July 2015, the CRRP advised that Mr. St. Prix was charged with assault in 2008 and received 10 hours of community service and three months’ diversion. The charge was the result of events that occurred on June 1, 2008. Mr. St. Prix was driving with his son and a family friend. When they came to a stop light, somebody in the neighbouring car began throwing French fries at his car. Mr. St. Prix approached the neighbouring car. The passenger in the front seat said the person in the back was responsible and the passenger in the back said the passenger in the front was responsible. Angry and frustrated, Mr. St. Prix punched the person in the front seat, who was a 12-year-old boy. Mr. St. Prix drove off and was later arrested. During the Commissioner’s investigation, Mr. St. Prix denied having been arrested and charged. On June 21, 2017, the Commissioner executed a consent resolution agreement in which Mr. St. Prix agreed to a reprimand and a 10-day suspension of his certificate.

CERTIFICATE HOLDER Clinton Randolph Young
AGREEMENT Professional Misconduct/Standard 1
DISPOSITION Reprimand/Certificate holder to complete a course

In December 2015, a district made a report under section 16 of the School Act about Clinton Randolph Young, who was employed as an elementary school teacher. In the fall of 2015, Mr. Young made inappropriate statements toward a student including “you don’t have any friends” and “you are annoying.” The district initiated an investigation. Mr. Young apologized to the student in front of the class, and he later told his class that someone had been offended by something he said and he was in trouble. He asked his students to provide anonymous statements about how they felt about being in his class and whether he offended them, and that he would be submitting the statements to the district. When the district interviewed Mr. Young, he denied telling his class about the investigation. On August 3, 2017, the Commissioner executed a consent resolution agreement in which Mr. Young agreed to a reprimand and to complete a course on creating a positive learning environment.
STANDARDS for the Education, Competence and Professional Conduct of Educators in British Columbia

1. **Educators value and care for all students and act in their best interests.** Educators are responsible for fostering the emotional, aesthetic, intellectual, physical, social and vocational development of students. They are responsible for the emotional and physical safety of students. Educators treat students with respect and dignity. Educators respect the diversity in their classrooms, schools and communities. Educators have a privileged position of power and trust. They respect confidentiality 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 are role models who act ethically and honestly.** Educators act with integrity, maintaining the dignity and credibility of the profession. They understand that their individual conduct contributes to the perception of the profession as a whole. Educators are accountable for their conduct while on duty, as well as off duty, where that conduct has an effect on the education system. Educators have an understanding of the education system in BC and the law as it relates to their duties.

3. **Educators understand and apply knowledge of student growth and development.** Educators are knowledgeable about how children develop as learners and as social beings, and demonstrate an understanding of individual learning differences and special needs. This knowledge is used to assist educators in making decisions about curriculum, instruction, assessment and classroom management.

4. **Educators value the involvement and support of parents, guardians, families and communities in schools.** Educators understand, respect and support the role of parents and the community in the education of students. Educators communicate effectively and in a timely manner with parents and consider their advice on matters pertaining to their children.

5. **Educators implement effective practices in areas of classroom management, planning, instruction, assessment, evaluation and reporting.** Educators have the knowledge and skills to facilitate learning for all students and know when to seek additional support for their practice. Educators thoughtfully consider all aspects of teaching, from planning through reporting, and understand the relationships among them. Educators employ a variety of instructional and assessment strategies.

6. **Educators have a broad knowledge base and understand the subject areas they teach.** Educators understand the curricular, conceptual and methodological foundations of education and of the subject areas they teach. Educators must be able to communicate effectively in English or French. Educators teach students to understand relevant curricula in a Canadian, Aboriginal, and global context. Educators convey the values, beliefs and knowledge of our democratic society.

7. **Educators engage in career-long learning.** Educators engage in professional development and reflective practice, understanding that a hallmark of professionalism is the concept of professional growth over time. Educators develop and refine personal philosophies of education, teaching and learning that are informed by theory and practice. Educators identify their professional needs and work to meet those needs individually and collaboratively.

8. **Educators contribute to the profession.** Educators support, mentor or encourage other educators and those preparing to enter the profession. Educators contribute their expertise to activities offered by their schools, districts, professional organizations, post-secondary institutions or contribute in other ways.

The Standards for Educators communicate to certificate holders, letter of permission holders and the public a description of the work of educators – what they know, what they are able to do and how they conduct themselves as they serve the public. The Standards provide the foundation and stability on which educators can grow, articulating both the values and characteristics that distinguish their work. Read about the BC Teachers’ Council and the Independent School Teaching Certificate Standards Committee that establish these standards on the TRB website.