IN THIS ISSUE

FEATURES

4 ENHANCING TEACHER-PARENT COMMUNICATION
Teachers, schools and districts explore new ways to communicate with parents

12 THE FUTURE OF LIBRARIES
Vancouver summit addresses the evolving and interconnected world of libraries

EXPLORE

17 FROM RELUCTANCE TO CONFIDENCE
Jinder Dhani’s digital storybook program inspires reluctant readers

IN THE PUBLIC INTEREST

14 THE ONLINE REGISTRY AND EMPLOYERS’ LIST
24 DISCIPLINE CASE SUMMARIES

IN EVERY ISSUE

11 BRANCH NEWS + NOTICES
20 IN PROFILE
23 BITS + BYTES

ON THE COVER  Kelli Lundie - kindergarten teacher at Annieville Elementary School in Delta
Photograph by Hamid Attie
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.

To subscribe to Learn via email, simply edit your profile in the certificate holders area at bcteacherregulation.ca.

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

Learn’s EDITORIAL POLICY

The Branch welcomes ideas and topics of interest for articles. Please send your suggestions by email to: trb.magazine@gov.bc.ca.

The Branch does not necessarily endorse any product advertised in Learn. The Branch takes no responsibility for the content of ads, promises made or the quality/reliability of the products or services offered in the advertising.

Requests for permission to reprint an article may be directed to: trb.magazine@gov.bc.ca.

as per agreement Publication No. 40050835
ISSN 1915-5182

Ministry of Education
Copyright ©2013 All rights reserved

Learn is printed on paper that is Forest Stewardship Council® (FSC®) certified. FSC is an international, membership-based, non-profit organization that supports environmentally appropriate, socially beneficial and economically viable management of the world’s forests.
what you love. Be good at it.

Graduate Diploma in Physical Education
douglascollege.ca/pespecialist
Apply now - start this September!

PROFESSIONAL
DEVELOPMENT
FOR TEACHERS

REGIONAL DELIVERY & ONLINE OPTIONS

M.Ed. Graduate Cohorts
Diplomas & Certificates
Online Courses
F2F Courses
Summer Institutes

Discover your opportunity:
pdce.educ.ubc.ca
@UBC_PDCE

The Anglo-American School
Moscow

PteK3 - Grade 12
Jon Zurfluh, Director
www.aas.ru

We offer highly competitive salaries, fully paid furnished housing, travel allowance, comprehensive medical insurance coverage, retirement plan, generous professional development program and more!

We require overseas hired faculty to be citizens of Canada, US, or UK, with a minimum of two years’ teaching experience after receiving certification.

To apply visit www.aas.ru/employment.
Contact: hr@aas.ru

We require overseas hired faculty to be citizens of Canada, US, or UK, with a minimum of two years’ teaching experience after receiving certification.

To apply visit www.aas.ru/employment.
Contact: hr@aas.ru

Discover your opportunity:
pdce.educ.ubc.ca
@UBC_PDCE

Faculty of Education

We require overseas hired faculty to be citizens of Canada, US, or UK, with a minimum of two years’ teaching experience after receiving certification.

To apply visit www.aas.ru/employment.
Contact: hr@aas.ru

“A place of mind
THE UNIVERSITY OF BRITISH COLUMBIA
Faculty of Education

We require overseas hired faculty to be citizens of Canada, US, or UK, with a minimum of two years’ teaching experience after receiving certification.

To apply visit www.aas.ru/employment.
Contact: hr@aas.ru

Discover your opportunity:
pdce.educ.ubc.ca
@UBC_PDCE

Faculty of Education

We require overseas hired faculty to be citizens of Canada, US, or UK, with a minimum of two years’ teaching experience after receiving certification.

To apply visit www.aas.ru/employment.
Contact: hr@aas.ru

Discover your opportunity:
pdce.educ.ubc.ca
@UBC_PDCE

Faculty of Education

We require overseas hired faculty to be citizens of Canada, US, or UK, with a minimum of two years’ teaching experience after receiving certification.

To apply visit www.aas.ru/employment.
Contact: hr@aas.ru

Discover your opportunity:
pdce.educ.ubc.ca
@UBC_PDCE

Faculty of Education

We require overseas hired faculty to be citizens of Canada, US, or UK, with a minimum of two years’ teaching experience after receiving certification.

To apply visit www.aas.ru/employment.
Contact: hr@aas.ru

Discover your opportunity:
pdce.educ.ubc.ca
@UBC_PDCE

Faculty of Education

We require overseas hired faculty to be citizens of Canada, US, or UK, with a minimum of two years’ teaching experience after receiving certification.

To apply visit www.aas.ru/employment.
Contact: hr@aas.ru

Discover your opportunity:
pdce.educ.ubc.ca
@UBC_PDCE

Faculty of Education

We require overseas hired faculty to be citizens of Canada, US, or UK, with a minimum of two years’ teaching experience after receiving certification.

To apply visit www.aas.ru/employment.
Contact: hr@aas.ru

Discover your opportunity:
pdce.educ.ubc.ca
@UBC_PDCE

Faculty of Education

We require overseas hired faculty to be citizens of Canada, US, or UK, with a minimum of two years’ teaching experience after receiving certification.

To apply visit www.aas.ru/employment.
Contact: hr@aas.ru

Discover your opportunity:
pdce.educ.ubc.ca
@UBC_PDCE

Faculty of Education

We require overseas hired faculty to be citizens of Canada, US, or UK, with a minimum of two years’ teaching experience after receiving certification.

To apply visit www.aas.ru/employment.
Contact: hr@aas.ru

Discover your opportunity:
pdce.educ.ubc.ca
@UBC_PDCE

Faculty of Education

We require overseas hired faculty to be citizens of Canada, US, or UK, with a minimum of two years’ teaching experience after receiving certification.

To apply visit www.aas.ru/employment.
Contact: hr@aas.ru

Discover your opportunity:
pdce.educ.ubc.ca
@UBC_PDCE

Faculty of Education

We require overseas hired faculty to be citizens of Canada, US, or UK, with a minimum of two years’ teaching experience after receiving certification.

To apply visit www.aas.ru/employment.
Contact: hr@aas.ru

Discover your opportunity:
pdce.educ.ubc.ca
@UBC_PDCE

Faculty of Education

We require overseas hired faculty to be citizens of Canada, US, or UK, with a minimum of two years’ teaching experience after receiving certification.

To apply visit www.aas.ru/employment.
Contact: hr@aas.ru

Discover your opportunity:
pdce.educ.ubc.ca
@UBC_PDCE

Faculty of Education

We require overseas hired faculty to be citizens of Canada, US, or UK, with a minimum of two years’ teaching experience after receiving certification.

To apply visit www.aas.ru/employment.
Contact: hr@aas.ru

Discover your opportunity:
pdce.educ.ubc.ca
@UBC_PDCE

Faculty of Education

We require overseas hired faculty to be citizens of Canada, US, or UK, with a minimum of two years’ teaching experience after receiving certification.

To apply visit www.aas.ru/employment.
Contact: hr@aas.ru

Discover your opportunity:
pdce.educ.ubc.ca
@UBC_PDCE

Faculty of Education

We require overseas hired faculty to be citizens of Canada, US, or UK, with a minimum of two years’ teaching experience after receiving certification.

To apply visit www.aas.ru/employment.
Contact: hr@aas.ru

Discover your opportunity:
pdce.educ.ubc.ca
@UBC_PDCE

Faculty of Education

We require overseas hired faculty to be citizens of Canada, US, or UK, with a minimum of two years’ teaching experience after receiving certification.

To apply visit www.aas.ru/employment.
Contact: hr@aas.ru

Discover your opportunity:
pdce.educ.ubc.ca
@UBC_PDCE

Faculty of Education

We require overseas hired faculty to be citizens of Canada, US, or UK, with a minimum of two years’ teaching experience after receiving certification.

To apply visit www.aas.ru/employment.
Contact: hr@aas.ru

Discover your opportunity:
pdce.educ.ubc.ca
@UBC_PDCE

Faculty of Education

We require overseas hired faculty to be citizens of Canada, US, or UK, with a minimum of two years’ teaching experience after receiving certification.

To apply visit www.aas.ru/employment.
Contact: hr@aas.ru

Discover your opportunity:
pdce.educ.ubc.ca
@UBC_PDCE

Faculty of Education

We require overseas hired faculty to be citizens of Canada, US, or UK, with a minimum of two years’ teaching experience after receiving certification.

To apply visit www.aas.ru/employment.
Contact: hr@aas.ru

Discover your opportunity:
pdce.educ.ubc.ca
@UBC_PDCE

Faculty of Education

We require overseas hired faculty to be citizens of Canada, US, or UK, with a minimum of two years’ teaching experience after receiving certification.

To apply visit www.aas.ru/employment.
Contact: hr@aas.ru

Discover your opportunity:
pdce.educ.ubc.ca
@UBC_PDCE

Faculty of Education

We require overseas hired faculty to be citizens of Canada, US, or UK, with a minimum of two years’ teaching experience after receiving certification.

To apply visit www.aas.ru/employment.
Contact: hr@aas.ru

Discover your opportunity:
pdce.educ.ubc.ca
@UBC_PDCE

Faculty of Education

We require overseas hired faculty to be citizens of Canada, US, or UK, with a minimum of two years’ teaching experience after receiving certification.

To apply visit www.aas.ru/employment.
Contact: hr@aas.ru

Discover your opportunity:
pdce.educ.ubc.ca
@UBC_PDCE

Faculty of Education

We require overseas hired faculty to be citizens of Canada, US, or UK, with a minimum of two years’ teaching experience after receiving certification.

To apply visit www.aas.ru/employment.
Contact: hr@aas.ru

Discover your opportunity:
pdce.educ.ubc.ca
@UBC_PDCE

Faculty of Education

We require overseas hired faculty to be citizens of Canada, US, or UK, with a minimum of two years’ teaching experience after receiving certification.

To apply visit www.aas.ru/employment.
Contact: hr@aas.ru

Discover your opportunity:
pdce.educ.ubc.ca
@UBC_PDCE

Faculty of Education

We require overseas hired faculty to be citizens of Canada, US, or UK, with a minimum of two years’ teaching experience after receiving certification.

To apply visit www.aas.ru/employment.
Contact: hr@aas.ru

Discover your opportunity:
pdce.educ.ubc.ca
@UBC_PDCE

Faculty of Education

We require overseas hired faculty to be citizens of Canada, US, or UK, with a minimum of two years’ teaching experience after receiving certification.

To apply visit www.aas.ru/employment.
Contact: hr@aas.ru

Discover your opportunity:
pdce.educ.ubc.ca
@UBC_PDCE

Faculty of Education

We require overseas hired faculty to be citizens of Canada, US, or UK, with a minimum of two years’ teaching experience after receiving certification.

To apply visit www.aas.ru/employment.
Contact: hr@aas.ru

Discover your opportunity:
pdce.educ.ubc.ca
@UBC_PDCE

Faculty of Education

We require overseas hired faculty to be citizens of Canada, US, or UK, with a minimum of two years’ teaching experience after receiving certification.

To apply visit www.aas.ru/employment.
Contact: hr@aas.ru

Discover your opportunity:
pdce.educ.ubc.ca
@UBC_PDCE

Faculty of Education

We require overseas hired faculty to be citizens of Canada, US, or UK, with a minimum of two years’ teaching experience after receiving certification.

To apply visit www.aas.ru/employment.
Contact: hr@aas.ru

Discover your opportunity:
pdce.educ.ubc.ca
@UBC_PDCE

Faculty of Education

We require overseas hired faculty to be citizens of Canada, US, or UK, with a minimum of two years’ teaching experience after receiving certification.

To apply visit www.aas.ru/employment.
Contact: hr@aas.ru

Discover your opportunity:
pdce.educ.ubc.ca
@UBC_PDCE

Faculty of Education

We require overseas hired faculty to be citizens of Canada, US, or UK, with a minimum of two years’ teaching experience after receiving certification.

To apply visit www.aas.ru/employment.
Contact: hr@aas.ru

Discover your opportunity:
pdce.educ.ubc.ca
@UBC_PDCE

Faculty of Education

We require overseas hired faculty to be citizens of Canada, US, or UK, with a minimum of two years’ teaching experience after receiving certification.

To apply visit www.aas.ru/employment.
Contact: hr@aas.ru

Discover your opportunity:
pdce.educ.ubc.ca
@UBC_PDCE

Faculty of Education

We require overseas hired faculty to be citizens of Canada, US, or UK, with a minimum of two years’ teaching experience after receiving certification.

To apply visit www.aas.ru/employment.
Contact: hr@aas.ru

Discover your opportunity:
pdce.edu
Studies show that students are more likely to succeed when parents take an active interest in their children's education. Across BC, teachers, school administrators and district leaders are using communication technology – along with traditional approaches – to improve the flow of information between school and home and forge stronger partnerships with parents.

“We know that parent engagement is key to student success, which for us means helping each student be the best he or she can be,” says Dianne Turner, Superintendent of the Delta School District. “But parent involvement can only happen when they are in the loop about the learning that is happening in class and at the school.”

Traditionally, communication between a school and parents occurred two or three times a year with the distribution of report cards or during parent-teacher conferences. “It’s safe to say that parents now expect more than this,” says Terry Berting, President of the BC Confederation of Parent Advisory Councils. “With easy and instantaneous access to information in our daily life, the tolerance for time delays has dropped. If there are issues that need to be addressed, parents want to know about them sooner rather than later.”

Berting states that what parents want is simple: “plain old information.” This means timely updates about their child’s progress or any areas of concern, but also information about what’s going on in the classroom and larger school community.

USING TECHNOLOGY TO ENHANCE TEACHER-PARENT COMMUNICATION

Kelli Lundie, a kindergarten teacher at Annieville Elementary in Delta, starts the school year by meeting one-on-one with each child and his or her parents to welcome the family and emphasize that the learning environment is a partnership between home and school. She then emails parents throughout the year to share their child’s progress.

“Parents want to know more than just how their child is doing academically – they want to know about the social and emotional aspects as well, to know if their child is acting appropriately or being a good friend,” she says. “I share this information with them by emailing photos and a quick note.”
Kelli Lundie, a kindergarten teacher at Annieville Elementary School in Delta, meets with a parent.
Traditionally, communication between a school and parents occurred two or three times a year with the distribution of report cards or during parent-teacher conferences. “It’s safe to say that parents now expect more than this,” says Terry Berting, President of the BC Confederation of Parent Advisory Councils. “With easy and instantaneous access to information in our daily life, the tolerance for time delays has dropped. If there are issues that need to be addressed, parents want to know about them sooner rather than later.”

Sonia Southam, a kindergarten teacher at Lions Bay Community School in West Vancouver, also regularly emails parents with photos and updates. “I’ve been doing this for a few years now, since I got my iPhone,” she says. “The technology opened up the opportunity, as I can email on the spot and it takes just a few seconds. The parents love it – it gives them an immediate glimpse into the school day.”

One increasingly popular trend is for teachers to keep a classroom blog. With the younger grades, these websites are generally a way to share information with parents and document the class’s learning. Lundie, for example, uses her blog to talk about how she integrates the Reggio Emilia pedagogical approach into her teaching and to document the learning experience from beginning to end.

For the older grades, teachers often use websites to communicate with students and to post resources and assignments online, but the sites also provide useful information for parents. Peter DeConti, a grade seven teacher at Delta’s McCloskey Elementary School, for example, maintains a class website that is “mainly geared to students.” However, he encourages parents to check in to “get a portal into the class and have a better sense of what’s going on from day to day.”

While teachers acknowledge that it takes time to maintain a website or send regular emails to parents updating them about student activities and learning, they see the value in doing so. Many educators find that this proactive approach to communicating with parents means that they are fielding fewer phone calls and emails asking for details about the curriculum or checking up on their child’s progress.

“I believe that when parents are better informed, it’s better for the child in terms of learning,” says DeConti. “It means parents can begin conversations or initiate activities that are linked to the topics we’re studying in class.”

Brooke Moore, an English teacher and IB Coordinator at Rockridge Secondary in West Vancouver, says that taking the time to communicate with parents helps students. “I want to do what I can to shift the conversations at
home from ranking to learning. If parents know what learning is going on, they can move beyond asking ‘what did you get on the test?’ and ask questions that will help their child be a successful learner. I’ve included a parent resource page on my site to share ideas for how parents can better support their child’s learning.”

**SCHOOLS AND DISTRICTS PLAY A ROLE**

Just as classroom teachers are finding more timely and efficient ways to communicate with parents, so too are schools and districts.

Gary Kern, Director of Instruction in the West Vancouver School District, says that parents have long wanted increased levels of communication and that the need to improve parent engagement and communication was historically the top issue identified in school improvement plans in his school district. When the district took a look at how it was communicating with parents, Kern says the first thing that stood out was that “while the world had changed, we were often slow to grasp the opportunities offered by digital communication.” For example, school newsletters were printed and distributed monthly, with many copies likely never emerging from the bottom of a backpack.

As part of the new approach, each school updated its website, which serves as the home base for communication with parents. Each principal has also been asked to keep a blog that has a prominent position on the school’s home page.

As a full-time English teacher, I wondered where I would find the time to return to my studies and continue to work full time. When I first heard about MATE, I knew this program was designed with me in mind. One of the things I appreciate the most is the willingness of the professors to accommodate the needs of working teachers when scheduling the classes and assignments. The coursework is stimulating and challenging, and the structure of the cohort has generated a supportive and encouraging learning environment.

Deborah Stellingwerff, MATE Alumni
Parents can read the principal’s blog to get insight into the workings of the school,” says Kern. “It’s a place where principals can share learning goals and perspectives on pedagogy, highlight upcoming events and recognize accomplishments.”

Once a week, each school also sends out a brief e-bulletin describing what’s happening that week and including links back to the school and district websites.

The new approach to communication is paying off. “Parent engagement and communication is no longer one of the top issues of concern identified in our school improvement plans, and we’re seeing greater levels of engagement in terms of parents offering time and support,” says Kern.

Dianne Turner says that the Delta School District has also seen the benefits of a more proactive approach to communicating with parents. Like the West Vancouver School District, Delta updated all school websites several years ago. Teacher websites are also included on the school pages, giving parents more ready →
access to information about what’s going on in their child’s classrooms – from an overview of the curriculum to homework assignments and online resources.

At the district level, Delta has created two websites that are encouraging conversations about education within the broader community of students, teachers and parents. Deltalearns.ca includes both publicly accessible and private spaces for educators to share their practices of inquiry and collaboration. As part of a pilot project, some high school and elementary students are uploading their work-in-process to online profiles, allowing parents to see evidence of their child’s learning in progress.

“Parents are very excited about the project,” says Turner. “They’ve wanted something like this for a long time.”

A second website, 180daysoflearning.com, invites Delta students, teachers and administrators to contribute blog posts reflecting on learning and inquiry. “We think this is an excellent way to share what’s going on in our classrooms and openly invite the community to see the exciting work that’s being done,” says Turner.

She believes that this open and transparent approach to communication is crucial to student success and creating a more supportive learning community. “When our teachers and schools regularly share information about what is happening in the classroom or school community, parents can have a different level of conversation with their child about their learning. And it means that when parents talk with teachers, they are bringing a deeper understanding to the dialogue and can play a more active role in education. The conversation becomes ‘how can we work together to make the learning experience for our child the best it can be?’”

---

Get inspired with the Graduate Diploma in Mathematics and Science Teaching. Designed for working elementary or middle-school teachers, you’ll:

• Take classes in the evening, on weekends and online
• Get comfortable with the new mathematics curriculum
• Rediscover chemistry, biology, physics and earth science
• Become eligible for TQS upgrading

Graduate Diploma in Math & Science Teaching
Apply now - start this September!
douglascollege.ca/mste
Create Your Own Experience

Check out YOUR options in education

- Inquiry-based and creative learning
- Interdisciplinary approaches
- Aboriginal, local and global cultural awareness
- Flexible learning options
- Life-long learning

CERTIFICATE AND DIPLOMA PROGRAMS
- Community and School Support
- Early Childhood Education
- Inclusive and Special Education

BACHELOR OF EDUCATION
- Elementary
- Elementary Physical Education
- Secondary in Trades and Technology (beginning 2014)

MASTER OF EDUCATION
- Educational Leadership
- Counselling
- Curriculum (beginning Fall 2013)
- Inclusive and Special Education (beginning Fall 2014)

www.tru.ca/hse
REQUIREMENT FOR A CRIMINAL RECORD CHECK

If you are a certificate holder and have not had a criminal record check in the last five years through the BC College of Teachers or the Teacher Regulation Branch (TRB), you are required to give your authorization for a check by completing a form and submitting it to the TRB before December 31, 2013. The TRB will be mailing individualized notices in the coming months; however, you can help us save money and reduce waste. If you are due to complete the criminal record check authorization this year, please consider submitting it now, as this will reduce the number of personalized notices that the TRB needs to mail to certificate holders.

To do so, please visit the TRB website, click on the Certificate Services tab, choose Criminal Record Check in the menu and follow the instructions for submitting your authorization. If you are unsure when your next authorization is due, you can confirm the date by logging in to the Certificate Holders’ Area.

PROOF OF CERTIFICATE

As a certificate holder, there are two ways you can prove that you have a valid teaching certificate. You can show your Teacher Card, which is mailed to you each summer after your annual practice fee is paid for the upcoming school year. You can also enter your name into the online registry on the TRB website. The registry is linked to a database and provides the current status of any BC teaching certificate. If employers require proof that you are a certificate holder, they can also verify the status of any potential employee in the secure, password-protected area on the website. Visit the TRB website, click on the Certificate Services tab and choose Proof of Certification in the menu for more information.

CERTIFICATE HOLDERS, UPDATE YOUR CONTACT INFORMATION

Please let us know if your mailing or email addresses have changed. Your up-to-date mailing and email addresses allow us to inform you of changes to standards or regulations and ensure you receive notices and news that could affect you as a BC certified educator. Updating your contact information is easy. Log in to the Certificate Holders’ Area of the TRB website and edit your profile. Remember to save your changes and log out when you have finished.

You can find more services for certificate holders at bcteacherregulation.ca
CROSSING THE STREAMS:
CHANGING TIMES SUMMIT BRINGS NEW PERSPECTIVES FOR SCHOOL, ACADEMIC AND PUBLIC LIBRARIES

By Jacqueline van Dyk, Director, Libraries and Literacy, Ministry of Education

In December 2012, the Changing Times, Inspiring Libraries Summit in Vancouver brought over 250 people together from all areas of the BC library world. Attendees included not just teacher librarians, academic librarians and public librarians, but also representatives of the many different groups that support and work with libraries, including K-12 district administrators, local and provincial government officials, and post-secondary institution leaders.

What brought all these different groups together was a question: What is the role of libraries in a world where technology, information and communication are changing so rapidly? The answers that emerged, both from the speakers and the discussion of the participants, began to paint a picture of a very exciting future.

Attendees heard from author, academic and international library visionary R. David Lankes on how to reach the potential for libraries (lesson one: expect more from them). They heard from Canadian library advocate Ken Roberts on the speed of change and how we need to prepare (much faster than we expected). They heard from Simon Fraser University President and Vice Chancellor Andrew Petter on the importance of connecting libraries and communities (it is).

But perhaps the most important thing that happened at Changing Times, Inspiring Libraries was that we completely crossed the streams. For those too young to catch the reference, the term “crossing the streams” is from the 1984 movie “Ghostbusters,” about the dangers that ensued when the protagonists brought their ghost-busting tools too close together.

The world of libraries can often seem like this. While K-12, academic and public libraries all come at things from different angles, we do similar work, in the same general space, with similar tools. Despite these connections, it often seems dangerous, or at least unnecessary, to leave our silos and work closely together.

What we saw at Changing Times, however, was that crossing the streams works fairly well for libraries. Many of the presentations were from representatives from the various sectors of the world of libraries, looking at the various ways they are working to transform as they meet the future. Exercises brought together dissimilar groups to look at collective challenges. The people who support and use libraries talked to the people who run libraries.

Perhaps one of the most important things we heard during the two days of the summit was the potential

The many vibrant conversations at the Changing Times, Inspiring Libraries Summit indicate that, whatever the future, librarians of every stripe are excited about its possibilities.
for connections between K-12 and public librarians. In places like Nelson, the local teacher librarians and public librarians work together closely in areas like combatting literacy challenges and serving disengaged youth.

They regularly update each other on their individual directions and progress. They share information on best practices and professional training. While they each serve their own members, it’s clear that they also see themselves as parts of a collaborative team, serving the best interests of the whole community.

Nelson’s example closely mirrors what we heard from David Lankes on the future of libraries. According to Lankes, in a world where information is increasingly cheap and easy to find, the value of libraries lies less in their collections and more in their ability to make knowledge serve the interests of their community.

Lankes also says that the library of the future, whether school or public, will help community members take raw information and turn it into useful, creative knowledge.

The many vibrant conversations at the Changing Times, Inspiring Libraries Summit indicate that, whatever the future, librarians of every stripe are excited about its possibilities. ☞

Certified Teachers and School Counsellors

We are proud to be one of the best employers in BC providing the best opportunity for teaching the most intelligent and motivated students at the highest pay scale.

If you are interested in applying for Tutor & Student Counsellor positions, please send your resume to kelly@aegexpert.com

Suite 500, 666 Burrard Street
Vancouver BC V6C 3P6
TEL 604-688-8566 aegexpert.com
The Teachers Act came into force in 2012 to create a more accountable and transparent teacher regulation system to better protect children and put the public interest first. Two important sections of the Act are the Online Registry and the Employers’ List.

ONLINE REGISTRY

As laid out in section 79 of the Act, the Director of Certification must establish and maintain an online registry to provide the public with information about each person who holds a teaching certificate or a letter of permission to teach. A link to the Online Registry is on the home page of the Teacher Regulation Branch (TRB) website at bcteacherregulation.ca. Anyone can search the registry to verify if someone holds a letter of permission or a BC Ministry of Education teaching certificate, the current status of that certificate and whether the person is eligible to practise. All that is needed to conduct a search is the name of the person.

The registry also shows if there is any record of formal disciplinary action, such as a suspension or cancellation of a certificate or letter of permission, whether there has been an admission of professional misconduct or conduct unbecoming a teacher as a term of a consent resolution agreement, and any consequences or findings as a result of a hearing.

However, it is important to note that the Commissioner for Teacher Regulation (in the case of a consent resolution agreement) or a panel (in the case of a hearing) can choose to withhold publishing the reasons for disciplinary action if doing so would cause significant hardship to a person who has been harmed by the certificate holder. The registry does not disclose any disciplinary action taken by an employer of a certificate holder or person holding a letter of permission.

EMPLOYERS’ LIST

The Teachers Act also requires school districts and independent school authorities to submit a list of all certificate holders they have employed from July 1 to June 30 of the previous school year, even if it were just for a day. These lists must be sent to the Director of Certification by October 15 of each calendar year, under section 80 of the Act, and they must be maintained for at least ten years.

One of the main purposes of the employers’ list is to make it easier for employers to verify whether applicants for employment hold a valid certificate and to confirm their work history in the BC education sector. Employers can also find out when certificate
Looking for a new way to teach economic concepts?

Check out our free fall programs:

Teacher Workshop
Economic Freedom of the World   Vancouver—November 1

Student Seminars
Why Do People Behave the Way They Do? An Introduction to Economic Reasoning
A fun one-day seminar in Vancouver consisting of a mix of short lectures, games and activities that introduce economic principles using real-life examples.
Junior high school (Grades 7 - 9)
October 28, 2013
Senior high school (Grades 10 - 12)
October 29 or October 30, 2013

For more information go to:
www.freeteacherworkshops.org
www.freestudentseminars.org

holders must next authorize the mandatory five-year criminal record check and advise their employees accordingly. If certificate holders don’t comply with the authorization by the mandated deadline, their certificate will be suspended and then cancelled. Keeping employers apprised of the deadline dates is another way to help to ensure that their employees keep their certificates to prevent any disruptions to the classroom.

The Employers’ List also makes it easier for the TRB and employers to identify discrepancies between the TRB’s list of certificate holders and an employer’s list. If the two lists don’t match, there could be employees working who do not hold a valid certificate, contrary to the School Act and the requirements of most independent schools. The Employers’ List is only accessible by employers through a confidential password-protected site.

INCREASING THE PUBLIC’S TRUST
By being the central repository of information, the TRB has access to a complete view of all those who hold BC teaching certificates and letters of permission. This helps the TRB foster public trust and confidence in BC’s teaching profession by avoiding situations where information only exists at the employer level, for example, a public school district or independent school authority, and helps ensure that only those who meet and maintain the required standards of competence and conduct are eligible to work in the K-12 school systems in BC.

BC Dairy Association offers nutrition education programs for ALL grades to all BC teachers.

NutritionEducationbc.ca

K-1
Food Explorers

2-3
Food for Us!

4-6
Food Sense

4-7
Smart Snacks, Healthy Meals

Programs are:
• available through teacher workshops
• designed to meet curriculum outcomes
• based on Canada’s Food Guide
• colourful, fun and easy to teach!

Book a workshop today and begin teaching tomorrow!
For more information about resources and programs contact nutrition@bcdairy.ca or call 1.800.242.6455
Give your students the chance to experience the Gold Rush that built BC.

BARKERVILLE
Pure gold since 1862

Now taking registrations for spring programming.

Contact Judy Mooring at 1-888-994-3332 ext 29 or email barkerville@barkerville.ca to register today! • barkerville.ca

Wow your students with a Grouse Mountain curriculum-relevant adventure. Meet Tyto our resident barn owl, be transported by a First Nations’ cultural experience, or embrace sustainability in motion with The Eye of the Wind turbine.

Book your adventure today.
Email education@grousemountain.com or call 604.980.9311.

Stimulate Discovery, Fuel Imagination

Jinder Dhami, a teacher with the Cowichan Valley School District, works with one of his students.
When you or I select a book to read, we tend to choose books based on topics that interest us or that we can relate to – the chosen book will often have a connection to our lives. But how does a reluctant reader choose a book?

The most typical scenario is that a teacher gives the student a book or the student selects a book out of necessity, rather than based on a personal connection to the text or pictures. Many young readers have a hard time connecting to books about places or people they have never experienced, and this lack of connection can be even more of a barrier for First Nations children.

I wanted to see if reluctant readers would be more interested in reading – and become better and more proficient readers – if they had a deeper connection to a book’s text and pictures. Would reluctant readers experience a shift in their attitudes towards reading if the books they read reflected their lives?

**ENLISTING STUDENTS TO HELP CREATE DIGITAL BOOKS**

Using an iPad, a digital camera, a computer, a digital storytelling app and some grade six student volunteers, we are creating digital storybooks that contain images familiar to students. Each day, I send a digital camera home with a student and ask him or her to take pictures of whatever they like – anything except people.

When the camera comes back the following day, I ask the student to tell me about the pictures they took. I upload the photos to my computer and add them to a storytelling app, where I create a digital storybook and write text based on the student’s description. I try to match the text complexity to that in PM Benchmark-leveled books, put the student’s picture on the cover of the digital book and use the student’s name as the →
I then send the camera home with another student, and the next day I create a new digital storybook. In just a few weeks, I have several dozen digital books.

**RESULTS: FROM RELUCTANCE TO CONFIDENCE**

I have been working with a First Nations student identified by his teacher as a reluctant reader. In May 2012 when the student was in grade two, his reading level was assessed at level 7 using the PM Benchmark assessment. At the start of his grade three school year, he was an extremely reluctant reader and would stop reading any time he found the text difficult.

I started working with this student in October 2012, spending roughly 15 minutes with him every day and letting him choose the books he wanted to read on the iPad. He gravitated to the books created by his “grade six buddies” as he was able to recognize the images in the books as part of his community. The digital books he read with me on the iPad reflected his reality and he related to the images and text in a way that had eluded him with other reading material.

His progress has been impressive. In December he was assessed at level 13, in February at level 16 and in March he read a level 20 book with support. More importantly, he is constantly trying to read more difficult books. He is also asking me to create books for him on topics of his choosing.

Other students are eager to be part of this project. Many of the low readers, reluctant readers and strong readers come over to see what we are reading and also want to read digital books on the iPad.

**NEXT STEPS: CREATING DIGITAL BOOKS AT MULTIPLE READING LEVELS AND EXPANDING THE PROGRAM**

I have created over 25 digital storybooks that roughly match this student’s reading level. The next step is to work with someone who is familiar with reading levels to “translate” each book into multiple levels, so that I will have a version of the same book at a wide range of reading levels. This way, each student I work with could select a book based on content he or she is interested in, and the text would match up with their reading ability.

Ideally, I’d like each student in the class to have their own iPad, loaded with all of the books. Then, when it’s reading time, the student would take out their iPad, find his or her reading level folder and choose a book to read.

This project has evolved in ways I couldn’t have imagined when I first started creating digital books based on students’ photographs. My district’s Principal of Aboriginal Education agreed to fund the implementation of the project at two other schools with high numbers of First Nations students. I trained two teachers on the project and they have already seen some exciting results based on their work with reluctant readers over the past few weeks.

---

Jinder Dhami is an English Language Learner Teacher in the Cowichan Valley School District. To learn more about the project, you can contact him at jdhami@sd79.bc.ca.
Inspire students to get to know, value and care about topics that are real, current and local.

Visit metrovancouver.org and search “education” or “teacher resources”.

Use Metro Vancouver’s free online videos about water, waste, climate change, regional planning – and much more.

While online, also find:
• field trips
• classroom teaching tools
• teacher workshops

SUSTAINABLE REGION INITIATIVE ... TURNING IDEAS INTO ACTION

Experience the world on Explorica tours.

We’re Explorica, an educational travel company that takes teachers and students on immersive, authentic tours all across the globe.

Learn how to qualify for a free trip to London, Paris, or Rome!

Teachers travel free. | 888.310.7114 | explorica.ca/tcteachers

Frustrated by confusing and disruptive classroom behaviours?

Online courses in FASD can help!
The College of New Caledonia offers university courses taught by experts with front line experience that will help you:

• Incorporate effective strategies
• Maximize student potential
• Improve outcomes
• Acquire transferable university credit

www.cnc.bc.ca/lakesdistrict

Toll Free: 1-866-692-1943
e-mail: lksdist@cnc.bc.ca

College of New Caledonia
Lakes District Campus

www.ldav.ca

Speaking of Kids 2013

Featuring Dr. Linda Siegel & Dr. Avis Glaze • JUMP Math

October 24 & 25, 2013
Killarney Secondary, Vancouver

More info at www.ldav.ca

www.cnc.bc.ca/lakesdistrict

Toll Free: 1-866-692-1943
e-mail: lksdist@cnc.bc.ca
Looking back on his grade school years, John McMahon easily recalls the highlights in what was otherwise a traditional and structured education. These were the moments when his teachers brought the curriculum to life, whether that was getting the class to sing and dance or asking students to dress as world leaders to debate political issues. “That was when school was something I couldn’t wait for – it was exciting and I loved every second,” he says.

As the Principal of George Pringle Elementary School in West Kelowna, McMahon is on a mission to create that same enthusiasm for learning in today’s students, and he thinks the best way to do that is by bringing arts into the curriculum.

McMahon points to research that links the process of artistic creation to brain development and learning, citing the work of educational theorists like Sir Kenneth Robinson who argue that schools need to do a better job of encouraging students to be creative thinkers and innovators. “How better to do this,” says McMahon, “than by integrating the arts into our teaching practices.”

Last year, George Pringle Elementary was chosen as one of six BC schools to participate in the professional learning program Infusion: Arts in Education. Supported by ArtStarts in Schools, the three-year program is enabling a team of George Pringle teachers to work with artist Paula Scott.

The team has spent much of this first year of the program scoping out goals and brainstorming implementation strategies. Professional development workshops have generated ideas about how to integrate the arts into the curriculum – seeing art as a mode of learning and part of good teaching practice. Over the next two years, the program will move into the classrooms as artists work alongside educators on a range of activities in all subjects and at all grade levels.

A passion for the arts is not new for McMahon. With bachelor degrees in music and education, he started out as an itinerant strings teacher with the Vancouver School District. He went on to teach technology and ESL, and then completed a master’s degree and moved into administration.

While Principal of Helen Gorman Elementary in West Kelowna, McMahon supported a team of teachers who committed to provide a rotation of drama, music and the visual arts to move away from the traditional confines of the classroom. “Our academic achievement went up significantly,” he says. “But more importantly, students’ feelings about school changed. They were excited to be there and they didn’t want to go home at the end of the day. Parents were happier too, telling us they felt more pride in the school and confidence in their children’s learning.”

While McMahon was thrilled with the results at his school, he says he wanted to do what he could to “strengthen every school, every classroom, for all kids. It didn’t seem fair that students at my school had interesting opportunities while others didn’t.”

In response, he and his colleague Rhonda Draper launched a district-wide Excellence through the Arts program. The two sought donations from the private sector and organized →

“We can have a profoundly positive effect on students when we understand that the arts are not a frill – they are integral to learning and creativity.” — John McMahon
The Legislative Assembly of British Columbia offers BC teachers an exciting professional development program at the Parliament Buildings in our provincial capital.

Learn about parliamentary democracy and become champions of citizenship education. You will return to your school with an enhanced understanding of our political system in British Columbia.

You will meet with the Speaker of the House, MLAs, senior public officials, and have a behind-the-scenes tour of your Parliament Buildings. You will have plenty of opportunities to collaborate and share with colleagues from across the province!

Application Deadline: July 15, 2013
For further information and to apply on-line: www.leg.bc.ca/bctl

Travel subsidies may be available for those travelling great distances.

---

Metro Vancouver Tutors Needed

TTS is looking for qualified teachers for one-to-one, in-home tutoring in all areas of Metro Vancouver. Teachers must be BC Ministry of Education certified. Orientations will commence in August. To apply, please forward your current resume, a copy of your teaching certificate and two letters of reference. To apply online visit our Join Our Service page at www.tutor.bc.ca.
an art auction to establish a financial base that would partially fund the program, which brings artists into schools for residency projects and gives teachers the tools to integrate arts into their practice. Four years later, the program is still going strong.

In a career that has spanned 26 years, McMahon has had a significant impact on students and teachers alike. He speaks with pride of those students who were introduced to music through his instruction and then went on to pursue successful careers as professional artists. He is inspired by students who make new connections to their learning thanks to arts-based projects in the classroom. And he’s grateful for his role as an administrator, which enables him to “do whatever I can to support teachers and give them permission to try new approaches, take risks and make mistakes.”

“My career as an educator is guided by the idea that we can influence change beyond ourselves, our classrooms and our particular schools,” he says. “We can have a profoundly positive effect on students when we understand that the arts are not a frill – they are integral to learning and creativity.”

To learn more about the program, you can visit www.pne.ca/education.
THREE BC EDUCATORS HONOURED WITH QUEEN’S MEDAL

In February 2013, three BC educators were presented with the Queen’s Diamond Jubilee Medal in recognition of their service to the BC public education system. Anne Cooper, former Superintendent of the Revelstoke School District; Laura Verhoeven, a Sooke school teacher; and Steve Cardwell, Superintendent of the Vancouver School District, received the medal. The Queen’s Diamond Jubilee Medal was created to mark the 2012 celebrations of the 60th anniversary of Her Majesty’s accession to the throne. Medal recipients have made a significant contribution to a province, territory, region or community within Canada, or an achievement abroad that brings credit to Canada.

UPDATE ON THE ERASE BULLYING STRATEGY

Since the announcement in June 2012 of the ERASE Bullying Strategy, the most comprehensive anti-bullying and threat assessment strategy in Canada, a number of related initiatives have been completed. For example, Safe School Coordinators have been put in place in all 60 public school districts, school boards must ensure that one professional development day focuses on preventing bullying and cultivating safe and caring school communities, and the ERASE Bullying website and reporting tool was launched at erasebullying.ca.

An online forum for students to discuss bullying is in development and, within the next few months, all 60 districts will have completed the first year of a five-year training program for educators and community partners to proactively identify and address threats. The Ministry of Education has also started discussions with post-secondary institutions about integrating anti-bullying and threat assessment training into their programs for teachers-in-training, and is working with education partners to enhance school district codes of conduct with strengthened language consistent with existing laws that prohibit discrimination on the basis of “race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, age, sex or sexual orientation.” The Provincial Advisory Committee on Bullying and Violence Prevention, with representatives from police, school and social agency partners, will also be developing provincial threat assessment and formal information-sharing protocols.

FREE TEACHER’S PREVIEW PASS FOR SCIENCE WORLD AT TELUS WORLD OF SCIENCE

BC teachers can sign up for a free Teacher’s Preview Pass by visiting Science World at TELUS World of Science. The Preview Pass entitles you to two complimentary visits per year, each including a free OMNIMAX® film (not valid during spring, winter or summer breaks). Sign up for your pass by visiting the facility’s front desk with your valid BC Teacher card and photo ID. Science World has a brand-new facility, including a new outdoor sustainability park where you can learn all about urban agriculture and the science of sustainability in the city. They also have a variety of new workshops, facilitated gallery experiences and pre-show programming for OMNIMAX® Theatre films. Twice a year (October and February), Science World at TELUS World of Science hosts a free Teacher’s Night Out, where you can explore the centre, see upcoming feature exhibitions, network with colleagues and learn about the school programming offered for the year. Visit scienceworld.ca/justforteachers for school resources, Teacher’s Preview Pass information and Science World school program offerings.
FROM THE OFFICE OF THE COMMISSIONER FOR TEACHER REGULATION: DISCIPLINE CASE DECISIONS AND CONSENT RESOLUTION AGREEMENT 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 certified 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, reports and investigations 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 bcteacherregulation.ca/ProfessionalConduct/DisciplineDecisions.aspx.

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

Consent Resolution Agreements

CERTIFICATE HOLDER Kenneth Angus

AGREEMENT Professional Misconduct/Standard 2

DISPOSITION Reprimand

Kenneth Angus admitted to professional misconduct and agreed that his conduct was contrary to Standard 2. Mr. Angus was employed as a high school teacher when, in July 2010, the district made a report to the BC College of Teachers regarding Mr. Angus, pursuant to section 16(3)(b) of the School Act. The district investigation indicated that Mr. Angus had received a letter of reprimand following allegations that he used his counselling relationship with two former female students at his school (Student A and Student B) to continue to counsel and to engage in personal relationships with each of them after they graduated. The TRB investigation determined that, when both were still students, Mr. Angus hugged each of them on at least one occasion in a non-sexual manner. In addition, while she was a student, Mr. Angus spoke to Student B about her personal life and, in particular, her relationship with a boy and her sexual reputation at the school. On one occasion in 2008, Mr. Angus used school premises for an unauthorized purpose, which was to meet with Student B in the evening. Student B had graduated four years before this meeting, had lived and worked abroad, and attended university. As a result there was no longer a student-teacher relationship between them. The investigation also indicated that although Mr. Angus met with Student A four years after her graduation, there was no student-teacher relationship and he did not meet with her on school premises. On October 30, 2012, the Commissioner executed the consent resolution agreement in which Mr. Angus agreed to receive a reprimand pursuant to section 64(a) of the Teachers Act.
CERTIFICATE HOLDER Ronald Norman Ball
AGREEMENT Professional Misconduct/Standard 2
DISPOSITION Agreement that the former certificate holder would not apply for a certificate or accept any position of employment that would involve teaching people under the age of 18

Ronald Norman Ball admitted to professional misconduct and agreed that his conduct was contrary to Standard 2. In May 2010, the BC College of Teachers received a district report. A citation was issued against Mr. Ball on October 10, 2010. Mr. Ball admits that on two occasions he did sexually harass a female teacher by placing his hands on her buttocks against her wishes. On January 18, 2013, the Commissioner executed the consent resolution agreement in which Mr. Ball agreed that he will never again apply for a certificate with the Teacher Regulation Branch and that he will never again apply for or accept any position of employment anywhere, inside or outside of British Columbia, that would involve teaching in any capacity people under the age of 18 years. As a result, the citation was rescinded. Mr. Ball’s certificate of qualification was cancelled on November 1, 2011 due to non-payment of fees.

CERTIFICATE HOLDER David Harris Berezan
AGREEMENT Professional Misconduct/Standards 1 and 2
DISPOSITION Reprimand/Completion of an anger management course

David Harris Berezan admitted to professional misconduct and agreed that his conduct was contrary to Standards 1 and 2. The BC College of Teachers received a district report in August 2010 regarding a letter of discipline that Mr. Berezan received, following certain comments that Mr. Berezan had made in correspondence to the vice-principal of his school in June 2010. A second district report was received in November 2010 following Mr. Berezan’s resignation prior to the conclusion of a district investigation into allegations that Mr. Berezan had made inappropriate comments to students about another student and his parents. Both reports were investigated by the College. The College investigation concluded that on or about November 5, 2010, Mr. Berezan made inappropriate comments to his grade nine/ten drama class about a student who had a principal role in a drama production being produced by Mr. Berezan. Mr. Berezan had required students and their parents to sign a form of contract confirming the students’ commitment to the play. The student in question missed one or more rehearsals, as a result of which the student was dismissed from the play. In class, Mr. Berezan made comments identifying the student and saying words to the effect that the student had failed to live up to his commitment and had let down the other students in the play, and that the student’s parents had failed in that they had not made the student comply with the commitment document that they, too, had signed. In December 2011, a citation was issued regarding Mr. Berezan’s second matter with the College. On November 30, 2012, the Commissioner executed the consent resolution agreement in which Mr. Berezan agreed to receive a reprimand, pursuant to section 64(a) of the Teachers Act, and to complete an anger management course. As a result of this agreement being made, the citation was rescinded.

CERTIFICATE HOLDER Albert Doerksen
AGREEMENT Professional Misconduct/Standards 1, 2 and 3
DISPOSITION Reprimand

Albert Doerksen admitted to professional misconduct and agreed that his conduct was contrary to Standards 1, 2 and 3. In December 2010, the BC College of Teachers received an independent school report regarding incidents that occurred between October 2004 and December 2010. Specifically, Mr. Doerksen made derogatory comments to students in his classes, including an incident in October 2004 when a student with learning disabilities indicated with his fingers that he had only a small space left in his binder. Mr. Doerksen made a comment in response comparing the small space to the student’s brain capacity. Also, in December 2007, Mr. Doerksen wrote on a student’s evaluation sheet that the student’s recent work in Social Science was “surprisingly ok.” In early 2009, Mr. Doerksen made students feel dumb by making comments such as “Did a Martian zap your brain,” and in December 2010, Mr. Doerksen commented to his class that chihuahuas are easier to teach. Mr. Doerksen would also at times lecture and preach too much in the classroom on matters not pertaining to the curriculum, which caused actual instructional time to be reduced. In early 2009, Mr. Doerksen demonstrated anger in front of students by yelling and slamming books. In December 2010, Mr. Doerksen discussed, in class, private parent complaints made about him and told a parent that he disliked the fact that parents did not come to him first to discuss complaints. On January 17, 2013, the Commissioner executed the consent resolution agreement in which Mr. Doerksen agreed to receive a reprimand, pursuant to section 64(a) of the Teachers Act.
CERTIFICATE HOLDER Byron John Ellingson  
AGREEMENT Professional Misconduct/Standard 2  
DISPOSITION Reprimand

Byron John Ellingson admitted to professional misconduct and agreed that his conduct was contrary to Standard 2. The BC College of Teachers received a district report in June 2012 advising that Mr. Ellingson booked a trip to Las Vegas that included May 22, 23 and 24, 2012; days he was scheduled to teach. One day before he left on his trip, Mr. Ellingson enlisted the help of another teacher to call in sick on his behalf on each of the three days he was away from work, as well as to leave Mr. Ellingson’s teacher-on-call lesson plans in his mailbox each day. Upon his return to work, Mr. Ellingson met with his employer and confirmed that he had inappropriately used sick days instead of discretionary days for his vacation, admitted that what he had done was wrong, confirmed that he had inappropriately involved another teacher, and apologized and accepted responsibility for his actions. As a result, the school district suspended Mr. Ellingson for a period of five days, and the three sick days he had taken were deducted from his paycheque. On November 15, 2012, the Commissioner executed the consent resolution agreement in which Mr. Ellingson agreed to receive a reprimand, pursuant to section 64(a) of the Teachers Act.

CERTIFICATE HOLDER Alan Morrow Boyce Hamilton  
AGREEMENT Professional Misconduct/Standard 1  
DISPOSITION Reprimand

Alan Morrow Boyce Hamilton admitted to professional misconduct and agreed that his conduct was contrary to Standard 1. Mr. Hamilton was employed as an elementary school teacher when, in December 2010, the BC College of Teachers received a complaint from parents, pursuant to section 28(4)(c.1) of the Teaching Profession Act. The TRB investigation into the complaint found that in May 2010, two students, Student A and Student B, were engaged in horseplay at an exit door. Student B was holding the door shut and Student A was pounding and pushing against the door to try to open it. Mr. Hamilton witnessed the activity and, when he approached the students, Student B released the door and both students ran outside of the school away from Mr. Hamilton. He pursued them, caught up to Student A and physically restrained him near a wall of the school. Mr. Hamilton attempted to calm Student A, but the student continued to struggle and yell. After the incident, Student A had scrapes and bruises on his body. On October 30, 2012, the Commissioner executed the consent resolution agreement in which Mr. Hamilton agreed to receive a reprimand, pursuant to section 64(a) of the Teachers Act.

CERTIFICATE HOLDER David Thomas Hobbs  
AGREEMENT Professional Misconduct/Standard 1  
DISPOSITION Certificate of Qualification cancelled/Agreement that the former certificate holder would not apply for a certificate and would not seek employment in a position for which a certificate is required

David Thomas Hobbs admitted to professional misconduct and agreed that his conduct was contrary to Standard 1. A district report, received in March 2009, advised that Mr. Hobbs received a letter of direction in relation to a science lesson he had taught in February 2009 while employed as an elementary teacher with School District No. 22 (Vernon). Mr. Hobbs admits that in February 2009 he demonstrated a science lesson on rock formations to his grade seven class during which he did the following. He positioned a female student (Student A) on her back, on top of some desks, with her legs bent. Intending to be humorous, he said words to the effect “you are the rock and I am the lava, the hot stuff.” He then used Student A to demonstrate how magma lava changes from an igneous to a metamorphic rock by rubbing her legs from her calves up to her buttocks. Mr. Hobbs recalls holding Student A by the ankle during the demonstration, but has no recollection of touching her in any other way. Participation in this demonstration brought Student B to tears, with students in the classroom observing that Student A was upset. Mr. Hobbs then had three male students lie on top of one another, after which he squatted lightly on them in order to demonstrate the impact of pressure on the bottom layer of rock. Two of the three male students had objected, but Mr. Hobbs said “let’s go,” so they reluctantly participated. Mr. Hobbs then had Student A crawl past them on her hands and knees to be the heat or the magma in the demonstration. While Student A initially said “no,” Mr. Hobbs told her “just one more, you be the hot stuff this time.” On January 18, 2013, the Commissioner executed the consent resolution agreement in which Mr. Hobbs agreed to the cancellation of his certificate of qualification, effective July 1, 2013. Mr. Hobbs is currently on leave and will not be returning to his teaching position before the end of the 2012-2013 school year. He also agreed that he will never again apply for a certificate and will not seek employment, paid or unpaid, in a position for which a certificate is required. As a result, the citation was rescinded.
CERTIFICATE HOLDER James David Long
AGREEMENT Professional Misconduct/Standards 1 and 2
DISPOSITION Agreement that the former certificate holder would not re-apply for a certificate of qualification until a psychologist’s report is provided satisfying the Commissioner of fitness to teach

James David Long admitted to professional misconduct and agreed that his conduct was contrary to Standards 1 and 2. The BC College of Teachers’ investigation into Mr. Long’s conduct concluded that in the fall of 2007, Mr. Long frequently used profane and inappropriate language when speaking to his class. On one occasion, when speaking to a student who was wearing a Halloween costume, which involved her wearing handcuffs and tape over her mouth, Mr. Long said words to the effect of, “Oh, I see you’re wearing handcuffs! Come into the darkroom with me, little girl!” and “You’ve got some tape on your mouth. That will make it harder for people to hear you scream!” When speaking to a foreign student from Korea, Mr. Long made many racist comments, such as “Sp霰kee no English,” “Go back to Korea,” and “Starving Koreans.” When trying to stop a group of female students in class from talking, Mr. Long threw a plastic water bottle, which narrowly missed hitting one of them. Mr. Long used harsh language to criticize specific students’ work in front of the entire class. On another occasion, Mr. Long spent an entire class playing a guitar while ignoring his students. Mr. Long inappropriately discussed his own personal issues with students. He was often arbitrary in assigning grades to students, at times marking them down for work that he indicated was incomplete but that was, in fact, complete. Mr. Long spoke disparagingly about the education system as a whole and advised students that he had no respect for it. On October 30, 2012, the Commissioner executed the consent resolution agreement in which Mr. Long agreed not to re-apply for a certificate of qualification until he has provided a psychologist’s report satisfying the Commissioner of his fitness to teach. His certificate of qualification was rescinded on January 7, 2012 pursuant to section 91 of the Teachers Act.

CERTIFICATE HOLDER Catherine Janice McClintock
AGREEMENT Professional Misconduct/Standard 2
DISPOSITION Reprimand

Catherine Janice McClintock admitted to professional misconduct and agreed that her conduct was contrary to Standard 2. The TRB received a district report in February 2012 regarding Ms. McClintock, indicating that in February 2011, Ms. McClintock requested leave from work for the period of October 24-28, 2011 in order to attend a sporting event in Mexico. By September 30, 2011, Ms. McClintock was aware that she would not be able to attend work on October 17-19 and 21, 2011, as she was leaving for Mexico on October 17, but did not follow proper protocol with her employer to address these absences. Without her employer’s knowledge, Ms. McClintock arranged for a part-time teacher, Teacher A, to teach the C and D blocks on October 17 and 19, 2011. She then arranged for another teacher, Teacher B, to come to work on October 18, which was Teacher B’s scheduled discretionary day off. As part of the arrangement, Teacher B would request a teacher-on-call, Teacher C. Teacher C would then teach Ms. McClintock’s class, whereas Teacher B would teach his own class. Ms. McClintock gave $100 to Teacher B for giving up the discretionary day and participating in her coverage arrangement. Ms. McClintock did not arrange for coverage of her A and B testing blocks. Ms. McClintock did not properly report her absences in order to ensure that she would receive full pay and pensionable service for the days she was not at work. On November 29, 2012, the Commissioner executed the consent resolution agreement in which Ms. McClintock agreed to receive a reprimand, pursuant to section 64(a) of the Teachers Act.

CERTIFICATE HOLDER Marylyn Kathryn Miller
AGREEMENT Professional Misconduct/Standards 1 and 2
DISPOSITION Certificate of Qualification suspended for three days

Marylyn Kathryn Miller admitted to professional misconduct and agreed that her conduct was contrary to Standards 1 and 2. In December 2010, the BC College of Teachers received a report that on October 19, 2010, during the transition time between classes, a group of grade eight students was waiting in the hallway, which was narrow and congested with furniture, outside Ms. Miller’s grade six classroom. They were waiting for their French class to begin in the adjacent classroom. Ms. Miller was unaware of this arrangement, and in her experience at this school, grade eight classes had never been taught in the grade six hallway. Ms. Miller directed the students to return to their part of the school, and repeatedly told one particular student, Student A, to leave the area, raising her voice in doing so. Although Student A tried to inform Ms. Miller that she had a reason to be in the area, Ms. Miller persisted in directing Student A to leave, interpreting Student A’s failure to vacate the area as disobedience. Ms. Miller’s volume was louder than average. Student A became confused and anxious and did not comply with Ms. Miller’s direction. Student A consulted a classmate who told her to “go somewhere.” Student A subsequently turned her back to Ms. Miller to pick up her binder in order to leave. Ms. Miller then made unnecessary physical contact with Student A in order to clear the area outside her classroom. On October 30, 2012, the Commissioner executed the consent resolution agreement in which Ms. Miller agreed to a three-day suspension of
her certificate of qualification, effective October 30, 2012, pursuant to section 64(b) of the Teachers Act. Ms. Miller retired effective February 29, 2012. Her certificate of qualification was cancelled on November 1, 2012 for non-payment of fees.

CERTIFICATE HOLDER Gregory Watson Seed
AGREEMENT Professional Misconduct/Standards 1 and 2
DISPOSITION Certificate of Qualification cancelled/Agreement that the former certificate holder would not apply for a certificate and would not seek employment in a position for which a certificate is required

Gregory Watson Seed admitted to professional misconduct and agreed that his conduct was contrary to Standards 1 and 2. Mr. Seed was employed as a high school teacher when, in December 2011, the district made a report to the BC College of Teachers regarding Mr. Seed, pursuant to section 16(2) of the School Act. The report indicated that on September 30, 2011, Mr. Seed was driving a school bus carrying district students as part of a school field trip. GPS data from the bus showed that Mr. Seed was driving above 100 km/hour on one road and up to 116.2 km/hour on another road, where posted speed limits for both roads were 60 km/hour. The district received two complaints from members of the public reporting that the bus was being driven recklessly. On November 4, 2011, the RCMP issued a speeding ticket to Mr. Seed. On October 30, 2012, the Commissioner executed the consent resolution agreement in which Mr. Seed agreed to a three-day suspension of his certificate of qualification, effective October 31, 2012, pursuant to section 64(b) of the Teachers Act.

CERTIFICATE HOLDER Megan Julia Daphne Smye
AGREEMENT Professional Misconduct/Standard 2
DISPOSITION Certificate of Qualification suspended for one day

Megan Julia Daphne Smye admitted to professional misconduct and agreed that her conduct was contrary to Standard 2. In May 2012, a district made a report to the BC College of Teachers, pursuant to section 16(2) of the School Act, regarding Ms. Smye, who was employed as a secondary school teacher. On Friday, January 20, 2012, Ms. Smye called in sick and subsequently flew to Montreal to attend a non-school-related dance competition from January 20, 2012 to January 23, 2012. On Monday, January 23, 2012, Ms. Smye was scheduled to leave Montreal on an early flight to be able to teach her classes that day. However, her flight departing Montreal was delayed because of a snowstorm. Once she realized the storm would make it impossible for her to return in time to teach, Ms. Smye called in sick again. Ms. Smye advised her employer that she had not been aware of the correct procedure for requesting personal leave days for these types of events and, therefore, called in sick when she had not been ill. On November 9, 2012, the Commissioner executed the consent resolution agreement in which Ms. Smye agreed to a one-day suspension of her certificate of qualification, effective November 13, 2012, pursuant to section 64(b) of the Teachers Act.

Hearing Decisions

CERTIFICATE HOLDER James Martin McGeough
FINDING Professional Misconduct/Standards 1 and 2
DECISION Certificate of Qualification cancelled/Agreement that the former certificate holder would not apply for a certificate and would not seek employment in a position for which a certificate is required

James Martin McGeough was found guilty of professional misconduct. His conduct was also a violation of Standards 1 and 2. On March 31, 2009, the BC College of Teachers received a Registrar’s Report and a report under section 16(1) of the School Act. A citation was issued against Mr. McGeough on April 13, 2011, and a hearing on verdict was held on September 25, 2012. The hearing panel issued its Reasons for Decision on Verdict on October 12, 2012. The panel found that Mr. McGeough engaged in an inappropriate personal relationship and in inappropriate conduct with a 17-year-old female student between October 2008 and February 2009 while he was employed as a teacher in School District No. 39 (Vancouver). The evidence established that Mr. McGeough engaged in numerous private and inappropriate email communications with the student, advised her to keep the relationship secret, placed emotional pressure on her and disregarded her well-being by discussing the impact that his relationship with her was having on his marriage, and continued to send her unsolicited emails even after she stopped responding to his communications. He also made efforts to cultivate a personal relationship with her by taking her out alone for meals and coffee, driving her in his car, writing a song for her, calling her at home, giving her gifts, and inviting her to his home while his family was away. In addition, he engaged in inappropriate touching of the student by kissing her hand, kissing and rubbing her head, and massaging her neck, shoulders and back. On November 5, 2012, the hearing panel reconvened to determine appropriate consequences for the finding of misconduct and issued their Reasons for Decision on Penalty, Costs and Publication on January 17, 2013. The panel ordered that Mr. McGeough be issued a reprimand pursuant to section 64(a) of the Teachers Act and that the Director of Certification not issue a certificate of qualification to Mr. McGeough for a period of 15 years pursuant to section 64(g) of the Act. The complete Reasons for Decision on Verdict and Reasons for Decision on Penalty, Costs and Publication are available on the TRB website.
FACULTY OF EDUCATION
Continuing Teacher Education

POST-GRADUATE CERTIFICATES in
Special Education and ESL
A NEW CHOICE FOR BC TEACHERS
COMING SPRING 2013
✓ FULLY ONLINE
✓ FLEXIBLE LEARNING SCHEDULE
✓ B.C. CURRICULUM-BASED
✓ B.C. TQS APPROVED FOR SALARY INCREASES

Learn more at:
www.coursesforteteachers.ca/bc
Our futures are not determined simply by what we do but how and why we do it.