TEACHER REGULATION BRANCH

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.

Learn is produced three times a year and is accessible online at bcteacherregulation.ca. Certificate holders receive an email when each new issue is made available.

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

Learn’s EDITORIAL POLICY

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

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ON THE COVER
Conor McMullan, Director of Educational Programs, with students at the Cheakamus Centre, Squamish

Photographer: Hamid Attie
With the emphasis on personalized learning at the foundation of the new provincial curriculum, educators may often find themselves taking on more of a coaching role as they guide students in discovering and pursuing their interests. And with this shift in pedagogy there can be a corresponding shift in the learning environment – with students moving out of the classroom and into the community to deepen their expertise in a particular area.

Two BC schools – a K-12 school in Kootenay Lake and a unique campus for Grade 10 students in Fort St. John – are showing how educators can create space for their students to explore their interests outside a traditional academic setting. With their embrace of flexible learning environments, these schools are building strong connections with their local communities and enhancing the social and learning experiences of their students.
Learning from the community

Eighty students from Kindergarten to Grade 12 attend a small, rural school in the thriving artistic community of Crawford Bay on Kootenay Lake. Each spring for the past six years, students in grades eight through 12 from Crawford Bay Elementary-Secondary School spend one day a week in a mentoring program where they are matched with a community member who has a skill they would like to learn.

Some students are paired one-on-one with a mentor, while others meet as a group. At the end of the six-week program, the school invites mentors and other community members to a thank-you celebration where students showcase their new skills and discuss what they’ve learned.

The range of mentorship areas is broad – everything from welding to fashion design, cooking to forging, and singing to creating digital videos of extreme sports. In past years, students have learned about pottery, blacksmithing and operating heavy machinery, says Kristy Winger, a teacher who oversees the mentorship program as one of her many roles at Crawford Bay School.

“We are fortunate to live in an amazing community where people are keen to be involved with the students and to share their talents,” she says.

The learning sometimes takes place at the school, but more often than not it takes place in a mentor’s home, studio or garage – as in the case of those students learning to weld.

(All mentors must complete an annual criminal record check and safety and risk disclosure form.)

Winger says the program is an opportunity for each student to explore their interests and deepen their skills in something they are passionate about. “There’s a group of students that is currently building a mountain bike park. I go out and see them clear trees and debris as they build the trail and they are so excited to show me everything they are learning. They really enjoy having the chance to show that they have practical skills outside of the classroom.”

She adds that the program is also important for connecting students with adults other than their parents or teachers who can share skills and knowledge that would not normally be available in a school setting.

Creating civic-minded students

When your school is located in a thriving sports centre, it is simply inevitable that interesting connections will develop between your students and the community. In 2011, the Peace River School District was introducing full-day Kindergarten and exploring how to make the best use of its infrastructure. Instead of investing in portables or building a new school, the district decided to lease space from the recently completed Pomeroy Sport Centre in Fort St. John.

This led to the creation of the Energetic Learning Campus (ELC), which is based in the Centre and has just under 200 students.
Grade 10 students. ELC students don’t sit in traditional classrooms, but instead make use of flexible spaces, some of which look out over the Centre’s hockey rink. In addition to two NHL-sized rinks, the Centre also has a speed-skating oval, walking track, indoor soccer area and gym.

Each school morning begins with a period of physical activity, and students are able to take full advantage of the Centre’s facilities. “Every two weeks, students choose a new activity to start the day, which can range from playing hockey and working out in the fitness centre to doing yoga or walking on the track,” says Sheldon Steele, vice-principal of the school.

“We emphasize students’ social responsibility, particularly given that this school lives in a public facility,” he says. Interactions between students and the public occur throughout the day – during the physical activity period, before and after school and at lunch.

The ELC also emphasizes project-based learning. “We involve the students as much as possible in their learning process,” says teacher Adam Stefiuk, explaining that one hour each day is set aside for a project-based class.

The most recent project began with the guiding question “How can you make your community a better place?” To help them answer the question, the students were divided into groups and taken on bus tours of Fort St. John, led by community members with specific insight into various aspects of the city and the region. The tours emphasized the area’s history, and all students were taken to the site of the original fur-trading fort, located downriver from the Site C dam location.

Students then gathered to hear community members talk about critically important issues for the city, from infrastructure and the arts to health care. When students returned to the school, each group presented what they had learned from the community experts so that all Grade 10s could benefit from the learning.

With this new knowledge, students were in a strong position to create projects that would be relevant to themselves and their community. The ideas for the projects are wide-ranging, and the students are currently reaching out to organizations, schools and businesses to make their visions a reality. On a Thursday in May, for example, City staff met with 30 students to talk about the processes involved in organizing city-based events and obtaining permission to paint a public mural.

Both Steele and Stefiuk agree that whether a proposed project actually comes to fruition is not essential. What’s more important is the learning and experience that comes when students research and develop an idea for a real-world project that is meaningful to them, work with peers on a shared goal, and reach out to community members for help.

“We want the kids to connect with each other and the community through this project,” says Stefiuk. “It allows them to work on something tangible that they believe will make a difference.”

LEARN MORE

To read more about the new curriculum, please visit BC’s New Curriculum: Building Student Success.
NEWS + NOTICES
FROM THE TRB

CRIMINAL RECORD CHECK REQUIREMENT
The Criminal Records Review Act requires all certificate holders to undergo a criminal record check (CRC) every five years. Certificate holders who last authorized a CRC for the former BC College of Teachers or the Office of the Inspector of Independent Schools before 2012 will need to authorize a new CRC.

If you are due to complete the criminal record check authorization this year, the TRB has already notified you. To authorize your check, 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 don’t know when your next authorization is due, you can confirm the date by logging in to the Certificate Holders’ Area on the TRB website.

ANNUAL PRACTICE FEE REMINDER
For certificate holders to retain valid BC Ministry of Education certification, the annual fee of $80 must be paid by May 31, 2016. Under the Teachers Act, boards of education and independent school authorities must deduct this fee from the pay of the certificate holders they employ and submit it on their behalf. Therefore, 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 and you have not yet paid your fee for the upcoming year, please note that a late fee is now in effect. For more information, please visit the TRB website, click on the Certificate Services tab and choose Fee Information in the menu.

PROOF OF CERTIFICATION
As a certificate holder, you may be asked by an employer to show proof that you are a certificate holder in good standing with the Ministry of Education. There are two ways to do this. The first option is to ask your employer to 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. The second option is to ask your employer to use the Employers’ Area of the website, where they can verify the status of any current or potential employee. Visit the TRB website, click on the Certificate Services tab and choose Proof of Certification in the menu for more information.

CERTIFICATE HOLDERS, PLEASE MAINTAIN THE ACCURACY OF YOUR CONTACT INFORMATION
Your up-to-date contact information allows us to inform you of changes to standards or regulations and ensure you receive notices and news that could affect you as a BC 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 information and learn about services for certificate holders on the TRB website.
NATURE STUDY
CHEAKAMUS CENTRE PROMOTES SOCIAL AND ENVIRONMENTAL RESPONSIBILITY

Learning about the salmon life cycle in a classroom is one thing. Standing in a stream where salmon return to spawn, surrounded by towering cedars, is another. This kind of immersive experience allows students to connect to their learning in new ways, deepening their understanding of the natural world and their place in it. And it’s the essence of what makes the Cheakamus Centre, just north of Squamish, such a special place.

The Centre dates back to 1969, when the site was purchased by the North Vancouver School District. Spanning 169 hectares in the Paradise Valley, the Centre partners with Fisheries and Oceans Canada, BC Hydro, the Squamish River Watershed Society and the Squamish Nation to maintain the ecological reserve and restore historic salmon habitat.

Each year, thousands of students from school districts across BC come to the Cheakamus Centre, where they spend three to five days living on site and learning about the natural environment by experiencing it first-hand. At any time, there may be up to 100 students at the Centre, learning alongside their own teachers and the Centre’s educators and supervised by high school leadership students.

“We have our own teachers who are employed by the North Vancouver School District and who work with visiting teachers,” explains Conor McMullan, the Centre’s director of educational programs. “Visiting teachers are responsible for teaching a two-hour field study to a group of around 15 students, and we support them with materials and resources. Our staff also deliver field study sessions in more specialized areas, such as the salmon hatchery program.”

McMullan says he and his team work hard to ensure that the programs offered at the Centre align with the new BC curriculum and are grounded in authentic, immersive experiences.

After all, there is no better way to learn about the interconnectedness of our world than to be out in it. “We look at ecological interconnections by examining the salmon cycle and how salmon help feed the local forest when they die and decompose after spawning, and through that process how they help support the habitat of this area,” says McMullan. “That’s just one example of many.”

In addition to its exemplary work in environmental education, the Centre also explicitly incorporates First Peoples principles of learning. Squamish First Nations cultural staff offer programs at the Centre’s Bighouse, where students attend a one- or two-day immersive experience learning about Coast Salish culture through activities that include guided walks to identify medicinal plants, learning about traditional practices and cooking bannock over an open fire.

As a residential learning centre, there are also ample opportunities to address the core competencies of communication, critical thinking, personal awareness and social responsibility. Students are living together with their peers over a multiple-day period, requiring them to work co-operatively and reflect on their personal responsibilities in contributing to a positive environment.

“Learning outside in nature, about nature, is such an effective teaching approach because it is authentic and real,” says McMullan. “You don’t have to be on top of a mountain or in a river – even taking your class outside is a good step. But what we have here at the Centre has really taken it to the next level. We have carefully thought out our programming and learning environments – whether that’s in the forest, alongside the river or at the hatchery – to provide students with deep learning experiences.”

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EXPLORE 01
The prevalence of mental health disorders in children and youth and their impact has prompted many educators to embrace school-based prevention programs that address mental health and well-being.

Under the Social and Emotional Learning (SEL) umbrella, these programs strive to meet the diverse needs of children who are identified with or are at risk of developing mental health challenges and may ultimately reduce the cost and stigma associated with targeted treatment programs. Moreover, they provide educators with tools to build the social and emotional competencies of all students, promoting positive mental health outcomes and increasing academic success.

What is FRIENDS?
FRIENDS is an evidence-based, classroom-delivered SEL program that is designed to reduce the prevalence of anxiety and build resiliency in our children and youth. It was brought to BC in 2004 by the Ministry of Children and Family Development (MCFD).

Lessons are taught by the classroom teacher or school counsellor and target the emotional and mental health of all children in the classroom. This method of universal delivery helps normalize feelings of stress and anxiety, build engagement and create supportive, solution-oriented environments.

“The great thing about the FRIENDS program is that it benefits every child in the classroom, so that all children can learn the skills they need to recognize and cope with anxiety and stress,” says Jane Thornthwaite, Parliamentary Secretary for Child Mental Health and Anti-Bullying.

Each letter of the FRIENDS acronym represents a set of skills designed to teach lifelong strategies for coping with difficult situations and managing anxiety:

**FEELINGS** - **RELAX** - **INNER HELPFUL THOUGHTS** - **EXPLORE SOLUTIONS AND COPING STEP PLANS**
**NOW REWARD YOURSELF** - **DO IT EVERY DAY** - **SMILE/STAY STRONG INSIDE**

“I didn’t realize how important support teams are to me,” said a Grade 6 student about the program. “Before I thought that a support team is just your mom and dad, but now I know that a support team can contain anyone from your best friend to your next-door neighbour.”

The Value of FRIENDS
FRIENDS skills include the development of emotional awareness, relaxation, problem solving, self-management, goal setting, interpersonal communication, support networks and more.

“FRIENDS finds its way into every part of my students’ day, from being left out at lunch to being worried about a test,” says Gillian Lock, a teacher in the Richmond school district.

FRIENDS positively influences classroom culture through the use of a common language that fosters empathy and respect, and applying the skills can contribute to the reduction of emotional distress and impairment in social functioning. Teachers who use FRIENDS say it
provides a guide for establishing norms and expectations in their class and allows them to share those expectations with families through information sharing and home activities, leading to the generalization of skills at home. “FRIENDS gives my students permission to relax...to take care of themselves,” says Lock. “They are easier on themselves and gentler with each other.”

FRIENDS and curriculum

FRIENDS in BC is available to students at three developmentally significant stages: grades K-1 (Fun FRIENDS), 4-5 (FRIENDS for Life) and 6-7 (My FRIENDS Youth). It aligns with the core competencies of BC’s Education Plan and provides teachers with a valuable framework for addressing thinking, communication and personal and social competencies:

Thinking: FRIENDS fosters the development of critical, creative and reflective thinking skills, habits of mind, and metacognitive awareness.

Communication: FRIENDS provides opportunities for students to exchange ideas through discussion, exploration of non-verbal communication, conflict resolution and written expression.

Personal and Social: FRIENDS encourages the development of positive personal and cultural identities through the exploration of strengths and limitations, feelings about self and others, choices and goals for the future.

“FRIENDS helps me calm down and relax when I need to,” said a Grade 7 student who participated in the program.

Is there training available?

Teachers and educators who have completed the one-day certification training are eligible to deliver the program and receive curriculum materials (leaders’ manual, student workbooks and additional resources) free of charge. Training sessions are hosted by school districts or independent schools and facilitated by a certified BC FRIENDS trainer. There is no cost to schools or districts unless teacher release time is required.

How can parents and families get involved?

BC FRIENDS and The FORCE have partnered to develop a complementary online parent program that provides FRIENDS information to families. It is available for use by anyone, regardless of whether their child is receiving FRIENDS programming at school. Resources include videos of FRIENDS in action at home and at school, tips sheets, home activities and other mental health resources.

“Learning about the connection between thoughts, feelings and behaviour has helped me view my child differently – I realize there’s so much more going on than just what I can see, and I don’t feel as frustrated by behaviour anymore,” says a parent.

LEARN MORE

Haven’t heard of the FRIENDS Program? Check out one of the new comprehensive videos that highlight the importance of FRIENDS and how it helps at school and home:

• Trailer Video (3 minutes)
• Full Video (10 minutes)

Visit the BC FRIENDS Program for more information.
For parents and families who want to be involved and learn more ways they can reinforce the FRIENDS skills at home with their children, visit the BC FRIENDS Online Parent Program.
CERTIFICATION NUMBERS IN 2015

All educators working in BC’s Kindergarten to Grade 12 education sector must hold a valid teaching credential. The Director of Certification at the Teacher Regulation Branch (TRB) currently issues the following types of teaching credentials:

- Certificates of Qualification,
- Independent School Teaching Certificates, and
- Letters of Permission.

Certificates of Qualification, which are the credential issued most often by the Director of Certification, allow the certificate holder to work in the public or independent school system in BC and in BC Offshore Schools.

An Independent School Teaching Certificate allows the certificate holder to teach in either an independent school (but restricts the holder to a specific school system and/or subject area) or in a BC Offshore School (but restricts the holder to a particular subject area).

A Letter of Permission is a special permit that enables a school district or school authority to hire a person who does not hold a teaching certificate, but whose services are required for a specified period of time. The Letter is issued for one teaching position in one particular school for no longer than one school year.

Number of certificate holders

As of December 31, 2015, 69,682 people held a Certificate of Qualification, Independent School Teaching Certificate or Letter of Permission. The term “certificate holder” is used to refer to anyone who holds a BC teaching credential, whether it is a Certificate of Qualification or an Independent School Teaching Certificate. A certificate holder can be employed as a classroom teacher, vice-principal, principal, director or superintendent, or he or she could work in another capacity unrelated to teaching.

Number of teaching credentials issued in 2015

In 2015, the Director of Certification issued 2,889 teaching credentials. Of those, the majority were initial Certificates of Qualification, with:

- 1,648 issued to people who graduated from a British Columbia teacher education program,
- 774 issued to people who were trained outside of British Columbia but within Canada, and
- 280 issued to those who were trained internationally.

In 2015, the Director of Certification also issued 151 Independent School Teaching Certificates and 36 Letters of Permission.

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<td>36</td>
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<td>TOTAL</td>
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Certificate holders leaving BC

In addition to educators entering or returning to the teaching profession in British Columbia, there are also many who choose to seek opportunities outside of BC. For those BC educators who wish to work outside the province, the Director of Certification issues statements of professional standing to the regulatory body in the jurisdictions where the educators want to apply to teach. This letter confirms the standing of the educator’s certification in BC. However, the issuance of a statement of professional standing does not mean that the educator has moved or accepted employment in that jurisdiction – only that the letter was requested.

In 2015, 502 certificate holders were issued statements of professional standing for jurisdictions all over the world. Statements are most commonly issued to regulatory bodies in provinces across Canada, the United States, Australia, England, Ireland, Hong Kong, New Zealand, Singapore, Scotland and South Africa.

Certificate holders leaving the profession

A certificate holder may choose to retire or leave the profession and voluntarily relinquish their teaching credential, or a certificate holder may have their credential cancelled for not paying the annual practice fee or authorizing the mandatory criminal record check. A credential can also be cancelled through a professional conduct or competence process. Over 2,400 certificates were relinquished or cancelled in 2015.

Quarterly statistics

The TRB continually collects statistical data on the number of certificate holders and letter of permission holders, as well as the types of certificates issued within each category. After every quarter, these statistics are shared on the TRB website.

LEARN MORE

To view the most recent statistics in the area of Certification, please visit the Newsroom on the TRB website.
THE INTERGENERATIONAL CLASSROOM

Each Friday, Barb Carriere and her Grade 2/3 class, along with her colleague Lainey Wilson and her Grade 7 class, head over to the Columbia Garden Village retirement home. There, the two teachers from Rocky Mountain School District set up their classrooms in the dining hall and invite the resident seniors to join them for the day.

This shift in the classroom environment opens up new social and educational opportunities for both students and seniors, and over the course of the school year, the two groups often develop close bonds.

Carriere says the idea for this intergenerational initiative came about in 2010 when she was reading Ken Robinson’s book The Element and learned about a preschool located in a seniors’ facility in Oklahoma. “Our modern society tends to separate people by age, to everyone’s detriment,” she says. “I wondered if we could make this integration work in our district.”

By any measure, Carriere has made it work – and has created something quite magical in the process. In the first year of the program, in January 2011, Carriere brought her Kindergarten class to the retirement home, incorporating play-based learning and art activities that appealed to young and old alike.

Word of her program soon spread, and other teachers approached her to learn how they too could move their classrooms into a retirement home one day a week. Five years later, six classes across the district – including students in Kindergarten and grades 2, 3 and 7 – now hold weekly sessions in seniors’ facilities in Golden, Invermere and Kimberley. Teachers who were involved in the program but are now retired also continue to come out as volunteers. And educators in the Comox Valley School District were so inspired when they learned of Carriere’s initiative that they launched their own intergenerational program too.

While the curriculum changes depending on the class, Carriere says that she tries to ensure that “every lesson springboards out of literature.” Students often complete an art project to represent their learning, and the seniors are encouraged to participate as well.

Carriere notes that the seniors engage with the students in many different ways, with some observing the class at a distance, others enjoying quieter one-on-one reading time or conversation with students, and some – who she describes as “our regulars” – being “very hands-on and interested in developing lasting relationships with the kids.”

Her description of these relationships speaks to the value of expanding her students’ learning environment. One boy chose to spend one afternoon a week after school visiting his new friend Fran at her retirement home. And a senior resident, Margaret, who moved out of the retirement facility in 2011 to live on her own, continues to come back each week to be part of the class.

These connections bring meaning to all involved. But relationships don’t develop overnight, says Carriere, which is why it’s important for the students to consistently have their classroom in the retirement home one day a week. “It ensures that the class becomes part of the seniors’ routine and the fabric of their lives.”

Having run the program for five years, Carriere says that its effect is transformative. She has seen her students “behave in new and more empathetic ways that we don’t always see in a school setting.” And she adds that the facility staff also notice that those seniors who might have a reputation for being set in their ways show new levels of tenderness, kindness and patience when they are working with the students.

As for Carriere herself, while she acknowledges that the project is a lot of work and you have to be passionate about the idea to move students and classroom supplies back and forth, she says that the benefits are tangible. “Every week I come out of the class energized and fulfilled.”

“One of our volunteers snapped this photo of Mrs. Schofield listening to music on a student’s iPhone. We had assumed that the children were sharing a recording of a piano recital, yet when we asked, we found out that Mrs. Schofield had asked the Grade 7 students about the songs they were listening to these days. It turned out Mrs. Schofield was listening to a recording of ‘Stressed Out’ by the band Twenty One Pilots!” – Barb Carriere
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. Then, read the factors that the Commissioner for Teacher Regulation would consider when deciding how to address the scenario. This case study is based on a compilation of cases and does not reflect a particular case that has come before the Commissioner.

Scenario
A teacher whose classroom shares a wall with another teacher noticed that the noise level from the neighbouring class was growing in volume and becoming a more regular occurrence. She also noted that students seemed to be more frequently leaving the adjoining class and attempting to sneak past her classroom door. On a number of occasions, the concerned teacher approached her colleague to offer support or advice, but she was told the situation was under control. When two of the other teacher’s students began fighting in the hallway, the principal intervened.

Consider the following questions
• What are the possible implications of what has occurred?
• As the principal of this teacher, what factors would you consider when addressing this situation?
• In your view, have the Standards been breached, and, if so, which ones?
• What consequences, if any, do you think are appropriate?

Factors the Commissioner may consider when evaluating this case
The Commissioner’s decision about how to proceed could be based on the answers to the following questions:
• Did the teacher seek or accept help or support from co-workers in using effective classroom management techniques?
• After the principal met with the teacher, did the teacher recognize that her inability to implement effective classroom management practices was affecting her students’ learning?
• Did the teacher make any changes to her behaviour after meeting with the principal?
• Did the teacher have previous challenges with maintaining order in a classroom?
• Did the school require the teacher to complete any related professional development or remedial training?

After reviewing the matter, the Commissioner may do one of the following:
• take no further action than what was put in place by the 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 would be examined to determine whether the Standards were breached. The Commissioner may take into account Standard 5 (Educators implement effective practices in areas of classroom management, planning, instruction, assessment, evaluation and reporting).

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; ordering or agreement to remedial training; 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 on the TRB website.
FROM THE OFFICE OF THE COMMISSIONER FOR TEACHER REGULATION:
DISCIPLINE CASE 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. 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 Toby Annette Crawford
AGREEMENT Professional Misconduct/Standards 1 and 2
DISPOSITION Reprimand/Certificate holder will complete a course

In June 2014, a district made a report about Ms. Crawford, who was the sponsoring teacher on a trip to Northern Ireland, Ireland and Wales with a sports team of girls who were in Grades 9 to 12. During the March 2014 trip, Ms. Crawford failed to take adequate steps to protect student safety. She allowed students to have significant unsupervised free time and spent time away from the team to sightsee with her son. On March 26, 2014, she extended a curfew and permitted students to leave a restaurant, supervised by two coaches/chaperones, who were aged 19 and 20. Some students went to a bar and consumed alcohol. In addition, Ms. Crawford did not take a student who was injured during a game for medical assessment and treatment. The student did not receive treatment for four days, and then learned her finger was broken. Ms. Crawford also wrote disrespectful comments on her Facebook page about students on the trip. Ms. Crawford resigned effective June 30, 2014. On December 23, 2015, the Commissioner executed a consent resolution agreement in which Ms. Crawford agreed to a reprimand and to complete a course on boundaries.

CERTIFICATE HOLDER Ian Ross Cruickshank
AGREEMENT Professional Misconduct/Standards 1 and 2
DISPOSITION Reprimand/Certificate holder will complete a course

In June 2014, a district made a report about Mr. Cruickshank. In 2013-2014, Mr. Cruickshank was the volunteer coach of a girls’ rugby team and in March 2014, he travelled to Northern Ireland, Ireland and Wales with a team of students in Grades 9 to 12. The trip costs were financed through student payments and fundraising. Mr. Cruickshank’s wife, a teacher at the school, and stepson also went on the trip. Mr. Cruickshank erroneously believed that there would be no travel costs for two chaperones, but when he learned otherwise, he arranged for the travel costs for himself, his wife and his stepson to be included in the per-student cost, increasing the cost by $500 for each student. He did not advise the
students or their parents that they were paying for the travel costs of his stepson. Subsequently, Mr. Cruickshank paid for his stepson’s costs. During the trip, Mr. Cruickshank failed to take adequate steps to protect students’ safety, and he permitted students to have significant unsupervised free time. On March 26, 2014, he extended a curfew and permitted students to leave a restaurant, supervised by two chaperones, who were aged 19 and 20. Some students went to a bar and consumed alcohol. Mr. Cruickshank also failed to take a student who was injured during a game for medical assessment and treatment until four days after she was injured. During a game, Mr. Cruickshank spoke inappropriately and disrespectfully to a student. Mr. Cruickshank resigned on June 6, 2014. On December 23, 2015, the Commissioner executed a consent resolution agreement in which Mr. Cruickshank agreed to a reprimand and to complete a course on boundaries.

CERTIFICATE HOLDER Christopher Gravenor
AGREEMENT Professional Misconduct/Standard 1
DISPOSITION Certificate suspended for two days

In September 2015, a district reported on events that occurred during the 2014-2015 school year when Mr. Gravenor was teaching Grade 9 Woodworking. Mr. Gravenor made demeaning comments to and about a student in front of his classmates and, on one occasion, when the student’s woodworking project was not properly done, Mr. Gravenor smashed it on the table in front of him. On another occasion, Mr. Gravenor heard another student swear at a classmate, and he told the student “don’t bug him again or I’m going to beat you.” When the student laughed, Mr. Gravenor responded “you think I’m joking?” On December 10, 2015, the Commissioner executed a consent resolution agreement in which Mr. Gravenor agreed to a two-day suspension of his certificate.

CERTIFICATE HOLDER John Edward Grant Lake
AGREEMENT Conduct Unbecoming/Standard 2
DISPOSITION Reprimand/Former certificate holder will not apply for a teaching certificate or letter of permission

In January 2013, a district reported that on October 15 and 16, 2012, Mr. Lake attended a Tim Horton’s where he surreptitiously photographed female Grade 11 students using the camera on a district cell phone given to him for work use. The students found his behaviour disturbing. Mr. Lake acknowledged that during a two-week period in October 2012, he took photos of school-aged female students in public locations and of women at a public library, without their knowledge or consent. On November 30, 2012, Mr. Lake resigned from the district, and on December 1, 2012, he relinquished his certificate of qualification. On October 26, 2015, the Commissioner executed a consent resolution agreement in which Mr. Lake agreed to a reprimand and that he will not apply for, nor will the Director of Certification be required to issue to him, a teaching certificate or a letter of permission.

CERTIFICATE HOLDER Daphne Anne Neal
AGREEMENT Professional Incompetence/Standards 1 and 2
DISPOSITION Certificate cancelled

In January 2013, a district made a report about Ms. Neal. In November and December 2012, Ms. Neal failed to maintain appropriate professional boundaries and inappropriately communicated through text messages with a Grade 11 student. In the messages, Ms. Neal said she was attracted to the student, told the student to keep their communication secret, and acknowledged that her conduct was not right. Ms. Neal states that she was intoxicated when she sent many of the messages but acknowledges that this does not excuse her conduct. In December and January, the student was absent from Ms. Neal’s class on several occasions because he felt uncomfortable, but Ms. Neal did not mark him absent nor did she notify the principal or his parents of the absences. The Commissioner was provided with a medical report stating that Ms. Neal had a medical condition of mild severity that may have contributed to her conduct. On January 28, 2016, the Commissioner executed a consent resolution agreement in which Ms. Neal agreed to the cancellation of her certificate.

CERTIFICATE HOLDER Matthew Shaun Pell
AGREEMENT Professional Misconduct/Standard 1
DISPOSITION Reprimand/Certificate holder will complete a course

In June 2015, a district made a report about Mr. Pell. In 2014, he was teaching a Grade 11 math class when, in front of other students, he repeatedly referred to a student as “Taliban.” He also made comments such as “don’t make her angry otherwise she’ll bomb you” or “she’s
going to blow everything up.” The student’s family background was Middle Eastern and Muslim, and Mr. Pell’s comments made the student, and her classmates, feel very uncomfortable. On January 11, 2016, the Commissioner executed a consent resolution agreement in which Mr. Pell agreed to a reprimand and to complete a course on cultural intelligence. 

CERTIFICATE HOLDER William John Reid  
AGREEMENT Professional Misconduct/Standard 1  
DISPOSITION Reprimand/Certificate holder will complete a course  

In March 2015, a district made a report about Mr. Reid, the school principal. In September and November 2014, an education assistant (Employee B) witnessed another education assistant (Employee A) inappropriately kissing and holding a student, and reported it to Mr. Reid. The student was a 12-year-old, non-verbal, autistic boy. Three other employees also witnessed Employee A handling the student inappropriately and reported it to Mr. Reid. On November 17, 2014, Employee B made a report to the Ministry of Children and Family Development. Mr. Reid did not report the concerns to Human Resources, the Assistant Superintendent, the District Principal of Safe Schools, the Ministry of Children and Family Development or to the police. He also did not formally investigate the allegations and instead had a “fireside chat” with Employee A. Following a district investigation, Employee A resigned. On December 21, 2015, the Commissioner executed a consent resolution agreement in which Mr. Reid agreed to a reprimand and to complete a course on boundaries.

CERTIFICATE HOLDER Peter Henner Schmid  
AGREEMENT Professional Misconduct/Standards 1, 2, 3 and 5  
DISPOSITION Reprimand  

In December 2013, a district made a report about events that occurred in May and June 2013 when Mr. Schmid was teaching a Grade 5 class. When a student sneezed, he told the following joke: “What’s green and goes ‘heil Hitler’? A Snotzi.” Mr. Schmid also showed students “To This Day,” a spoken word poem by Shane Koyczan on YouTube. Students and a staff member who were present expressed discomfort about the language in the video and used by Mr. Schmid when he discussed bullying after showing the video. In addition, Mr. Schmid did not meet the district’s expectations in planning and delivering lessons, using instructional time or using proper techniques to assess student progress. He also failed to consistently mark student work and did not provide feedback on student assignments, and he was not punctual. On December 21, 2015, the Commissioner executed a consent resolution agreement in which Mr. Schmid agreed to a reprimand.

CERTIFICATE HOLDER Travis McLain Smith  
AGREEMENT Professional Misconduct/Standard 1  
DISPOSITION Reprimand  

In May 2015, a district reported that, in the 2012-2013 and 2013-2014 school years, when Mr. Smith taught Grade 11 and Grade 12 math, he used an inappropriate phrase as a mnemonic for his students to use as a study aid. On December 23, 2015, the Commissioner executed a consent resolution agreement in which Mr. Smith agreed to a reprimand.

CERTIFICATE HOLDER Brent Morley Sutter  
AGREEMENT Professional Misconduct/Standards 1, 2 and 3  
DISPOSITION Reprimand/Certificate holder will complete courses  

In January 2012, the parents of a student made a complaint to the Commissioner about Mr. Sutter. In the 2010-2011 school year, Mr. Sutter made inappropriate and demeaning personal comments to students, which students say made them feel uncomfortable. He also made comments to female students about their appearance. In addition, Mr. Sutter made unnecessary and unwelcome physical contact with students, including touching students on the back of the head, shoulders or backs, and roughhousing with them. Twice Mr. Sutter kicked a female Grade 8 student on her buttocks and, on one occasion, when a female Grade 11 student greeted Mr. Sutter by punching his arm, he grabbed her, twisted her arm, moved her against the wall and held her in that position for a couple of seconds. On occasion, Mr. Sutter interacted with students in a manner that they perceived as angry. On November 30, 2015, the Commissioner executed a consent resolution agreement in which Mr. Sutter agreed to a reprimand and to complete a course on boundaries and on creating a positive learning environment.
CERTIFICATE HOLDER Joe Edward Winkler
AGREEMENT Professional Misconduct/Standards 1 and 3
DISPOSITION Reprimand

In May 2015, a district made a report about Mr. Winkler. On March 25, 2015, when he was teaching a Grade 4/5 French immersion class, Mr. Winkler played a YouTube clip containing the song “La Mer” by Mireille Mathieu. The accompanying video featured age-inappropriate and suggestive still photos of women in bikinis, and one photo of a nude woman lying on a beach. Mr. Winkler stopped the video before it ended, but not before the image of the nude woman appeared. Mr. Winkler emailed parents apologizing for showing the video, describing the video as inappropriate and saying he had shown it in error. The Commissioner had previously issued a reprimand to Mr. Winkler in 2013 for showing students an age-inappropriate video. Effective June 30, 2015, Mr. Winkler resigned, and on October 20, 2015, the Commissioner executed a consent resolution agreement in which Mr. Winkler agreed to a reprimand. 

CERTIFICATE HOLDER Sandra Elizabeth Wong
AGREEMENT Professional Misconduct/Standard 1
DISPOSITION Reprimand

In September 2013, a district made a report about Ms. Wong and events that occurred on September 4, 2013. When she was teaching a Grade 9 Health and Career Education class, Ms. Wong was short-tempered and angry. Students who wrote their names and the date on their notepaper were told to throw the pages into the recycling bin as they had written without first being instructed to do so. Ms. Wong also commented on the immaturity of some students in front of their peers, making them feel embarrassed. Students found the atmosphere in the classroom tense, strained and oppressive. On November 9, 2015, the Commissioner executed the consent resolution agreement in which Ms. Wong agreed to a reprimand.

Hearing Decisions

CERTIFICATE HOLDER Behroz Madadi
DECISION Hearing Panel dismissed the citation

In August 2007, a citation was issued to Mr. Madadi and was further amended in 2008 and 2009. A hearing panel heard the allegations and issued its findings in 2010, followed by a penalty decision in 2011. In June 2014, the British Columbia Supreme Court set aside the findings and penalty decision but not the citation. The Commissioner applied to dismiss the citation, and Mr. Madadi consented to the application. Both parties agreed that it was not in the public interest to proceed. On January 26, 2016, the hearing panel dismissed the citation and directed publication of the reasons.

CERTIFICATE HOLDER Robert John Robertson
AGREEMENT Professional Misconduct
DISPOSITION Certificate cancelled/Director of Certification will not issue a teaching certificate or letter of permission

In August 2015, a hearing panel considered allegations set out in a citation issued to Mr. Robertson regarding sexual relations with students and the misrepresentation of facts in a job application. On November 2, 2015, the hearing panel issued its findings and found Mr. Robertson guilty of professional misconduct. His misconduct included having sexual relations with three young female students and withholding the truth to procure employment. On February 3, 2016, the panel ordered that the Director of Certification cancel Mr. Robertson’s certificate of qualification and not issue a teaching certificate or a letter of permission to him for an indefinite period.
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, esthetic, 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.