

ISSUE THREE | WINTER 2012

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THE MAGAZINE OF BC EDUCATION



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Helping children become engaged and successful learners

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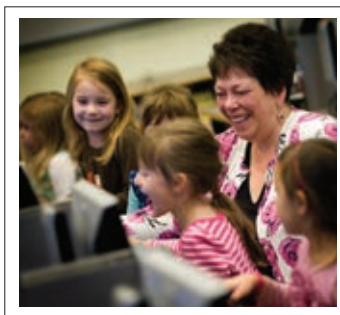
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Photograph by Hamid Attie

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THE MAGAZINE OF BC EDUCATION

THE MANDATE OF THE TEACHER REGULATION BRANCH

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

KEEP IN TOUCH

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

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as per agreement Publication No. 40050835

ISSN 1915-5182

Ministry of Education

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PRODUCED BY Ronda Barzilay & Associates under the direction of the Ministry of Education

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PHOTOGRAPHY Hamid Attie, Kim Turgeon PRINTER Mitchell Press

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THINKING BIG, ACTING SMALL

PROVINCE'S EARLY LEARNING INITIATIVE STARTS WITH THE UNIQUE NEEDS OF EACH CHILD

Last spring, the Ministry of Education announced a renewed focus on early learning and reading, with the goal of increasing the number of engaged and successful readers from kindergarten to grade three.

"This project is about changing lives," says Maureen Dockendorf, the new superintendent of reading and a former primary teacher, principal and assistant superintendent in Coquitlam. "It's about ensuring that more kids are not only proficient readers, but also that they experience the joy of reading."

Known as the Changing Results for Young Readers initiative, the project aims to build on the expertise already residing in districts and classrooms around the province. It understands that the tangible differences come from *how* teachers apply their learning to increase the quality of classroom reading instruction. Where it adds value is in offering enhanced opportunities for educators to collaborate with each other and to deepen their knowledge of the latest evidence-based research on how to support young learners in becoming proficient readers.

Changing Results for Young Readers is an inquiry-based process that brings together the outside expertise of provincial learning facilitators with the inside expertise of classroom and resource teachers. It's also a model grounded in personalization – the focus is on supporting learners as individuals rather than imposing a top-down or one-size-fits-all solution on a classroom.

DISTRICT EARLY READING LEARNING TEAMS

When Dockendorf launched the project in the spring, she phoned district superintendents to see if they would be interested in participating. The response was enthusiastic: districts wanted to be involved.

Each district was asked to nominate three or four schools, with two classroom teachers and one resource teacher from each school joining the district's early reading learning team. The 12 teachers in each district will come together seven times over the school year in sessions facilitated by one of 26 provincial early reading facilitators. (The \$10.7 million invested in this initiative covers release time for the more than 700 participating teachers.)

"As facilitators, our job is to work with each district team in a process of inquiry to build on teachers' strategies for increasing the quality of reading instruction," says Dockendorf.

The groups will learn from each other about the many ways to support vulnerable readers. "No one project, strategy or reading program could ever succeed for all students, in all schools, in all districts," she says. "This process recognizes that this is about believing every child can learn to read, working with families, and continually asking ourselves what we might do differently to help every child become an engaged and successful reader." →

"This project is about changing lives. It's about ensuring that more kids are not only proficient readers, but also that they experience the joy of reading."

- Maureen Dockendorf



Greg Miyanaga —



LEARNING FROM A PILOT PROGRAM

Dockendorf and a team of 27 teachers implemented a version of the early reading learning teams in the 2011 Learning from Classrooms project. This also used an inquiry-based model to build on the expertise of the participating reading teachers, who then documented the results of their inquiry and reported back to the group about their experience.

In a video documentary on the project, research director and facilitator Dr. Sharon Jeroski stated “There’s a lot of research about struggling readers and learning to read, but it is mostly about specific strategies and techniques for whole groups of children. We felt that to make a difference in the system, we needed to go deeper and uncover the complexity. We don’t need a survey of how many struggling readers are boys, have behavioural problems or speak English as a second language. What we need is to learn about the uniqueness and diversity of the children and the uniqueness and diversity of approaches teachers are using successfully.”

Greg Miyanaga, a grade two/three teacher at Birchland Elementary School in Port Coquitlam, participated in the Learning from Classrooms project, meeting with the 26 other reading teachers over a five-month period.

“It was a wide open process,” he says. “The initial mandate was to identify a student in the class who was having difficulty in reading and then shift one element of our teaching practice to help that child.”

He focused on a girl whose awkwardness in peer-to-peer situations was affecting her learning and reading comprehension. His strategy was to pair her with a younger reading buddy. “By helping out as a mentor, she became more confident both socially and in her reading. What I didn’t expect was for her to become metacognitive about the reading process – thinking about strategies that worked for her and testing to see if they might work for her partner. She even got other students involved as mentors and would hold student ‘staff’ meetings to talk about teaching reading.”

Miyanaga says the project meetings were helpful. “It was great to have outside perspectives, to explore new ideas and to learn from others. Initially, none of the ideas seemed like big changes – but the 27 small changes we talked about were things I could go out and try right away.”

FROM PILOT PROGRAM TO PROVINCIAL INITIATIVE

The plan now is to build on the success of the Learning from Classrooms project and scale it up across BC. →

“There is no magic solution. Early reading strategies must be personalized to each child.” – Greg Miyanaga

Participating teachers will be asked to identify one area of their reading practice for investigation.

“Educators may choose to focus on enhancing some aspect of practice in relation to self-regulation, reading instruction or social-emotional learning in the reading context – it really depends on what they want to work on,” explains Dockendorf. “Teachers will make a change in their practice and then come back to the next meeting and talk about results. What was the impact on whole-class reading strategies and the reading development of all students? What was the impact on those students they are particularly concerned about?”

While teachers may use inquiry-based approaches in their current practice, the Changing Results for Young Readers initiative provides a supportive structure. The presence of an outside facilitator can help direct conversation, open opportunities for dialogue and collaboration, and engage participants in the latest research in the fields of brain-based learning and reading instruction.

“As external facilitators, we will help teachers build on their expertise in reading instruction, explore new strategies and think differently about some aspect of practice,” says Dockendorf. “We have the background research knowledge and can quickly point people to resources and tools. We can also help teachers strengthen their networks, connecting them to programs and teachers in other districts that they might otherwise not know about.”

MEASURING SUCCESS

Dockendorf calculates that the educators participating in this initiative will have a direct impact on over 400 classrooms and at least 7,000 students province-wide. “The goal is to improve the life chances for all children,”

she says. “This is a social justice issue: children are our citizens of tomorrow and they need to be literate to have a voice.”

And even though (as of September) district meetings had yet to start, enthusiasm for the project has spurred the Surrey, Vancouver and Coquitlam school districts to start up and run additional learning teams in parallel. Coquitlam is even planning to run a similar project for secondary teachers under the guidance of Jill Reid, the district’s secondary coordinator, and early reading facilitator Dr. Nancy Perry.

Quantitative assessments will offer one perspective on the success of the initiative, with participating educators taking a “snapshot” assessment of students at the start and end of the project. Dockendorf is even more interested, however, in the rich learning that will come out of the case studies developed by participating teachers and shared in schools and districts across the province.

As in the Learning from Classrooms project, teachers will be asked to identify one child who is having reading difficulties. “Students struggle with reading for any number of reasons,” says Dockendorf. “We’re asking teachers to start with identifying the child’s strengths and gifts and then asking themselves, ‘where do I need to change my practice to open the door to reading for this individual?’”

What Miyanaga and the other teachers experienced in the pilot project was that the very act of focusing on one particular child seemed to almost spontaneously enable the student to experience small learning successes, which quickly added up to big differences. It’s those differences that can transform a child into a reader – a confident learner ready for new challenges. ←

BRIGHT IDEAS GALLERY

Check out www.sd43.bc.ca/Resources/StaffResources/BIG, a website curated by Greg Miyanaga that shares some of the inspiring ideas and innovations Coquitlam teachers are using in their classrooms.



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NEWS + NOTICES FROM THE BRANCH

NEW CERTIFICATION REQUIREMENTS FOR TEACHERS IN BC OFFSHORE SCHOOLS

As a result of the new *Teachers Act* and changes in the regulation of the BC Offshore School Program, new certification requirements have been established for teachers in BC Offshore Schools. As of June 30, 2012, all teachers employed in BC Offshore Schools must hold either a valid BC Certificate of Qualification or Letter of Permission issued by the Teacher Regulation Branch. As of September 1, 2013, all teachers employed in BC Offshore Schools may only hold a valid BC Certificate of Qualification. Independent School Teaching Certificates and Letters of Authorization are no longer valid for teaching in BC Offshore Schools. For more details, see the BC Offshore Schools section under the Becoming a Teacher tab on the TRB website. ←

NEW REFUND POLICY FOR CERTIFICATE RELINQUISHMENT

For those relinquishing their certificates by June 30, 2013, the Teacher Regulation Branch will provide a refund to employers who deduct the 2013-2014 annual fee from the payroll for certificate holders employed on April 30. The employers will be responsible for reimbursing the certificate holders. For more details, refer to the Retirement or Relinquishment section under the Certificate Services tab on the TRB website. ←

RECYCLABILITY OF TEACHER CARDS

The Teacher Regulation Branch has mailed Teacher (Certificate Verification) Cards to all certificate holders whose annual fee of \$80 for 2012-2013 has been paid. Please note that these cards are made of polyvinyl chloride and should have a #3 recycling symbol on the reverse. This material is recyclable where facilities exist, although it is not commonly collected in municipal recycling programs. We are looking into our options for next year's Teacher Cards. ←

TEACHING AND LEARNING IN A 21ST CENTURY WAY



Learn recently invited some teachers to share their experiences of using different approaches in their classrooms. Our thanks to Stacy Decosse, vice-principal of JA Laird Elementary School in the Rocky Mountain School District, for contributing the following piece that reflects on strategies for engaging students in their learning process.

Ten years ago I was working in a small, rural school with a wonderful principal who shared articles with us to push our thinking. One article that stood out was the now well-referenced “Inside the black box: Raising standards through classroom assessment” by Paul Black and Dylan Wiliam. At the time, I was questioning everything about my teaching. Although I had taught for seven years, I was not as confident or comfortable as I wanted to be. I was ready to learn about how to teach in ways that could really make a difference to student learning.

As I started challenging some of my own practices, I also began an action research project for the Network of Performance Based Schools around feedback. I stopped giving marks, percents or letter grades in favour of comment-based feedback instead.

I later asked the students to share their thoughts on my new marking practices. One high-achieving student remarked that although she initially disliked it, she ended up loving it because it challenged her to improve rather than just coast in her learning. One low-achieving girl said she liked it because I always told her one thing she did well and identified one specific area for improvement. She said she could always work on one thing at a time to get better.

Around this time, I started my master’s degree and became a vice-principal. I remember complaining to a group of colleagues at an admin meeting about report card letter grades. In my opinion, a report card is feedback we spend hours writing, but the minute we attach a letter grade to our comments, students and parents focus solely on the mark. The research shows that the mark, percent or letter grade trumps comments. →→

Stacy Decosse —

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My superintendent challenged me to follow my convictions and pilot a comment-only report card. I did, and I have now maintained that practice for four years. I took the time to explain to my students and their parents why I would not be giving marks or letter grades and I answered their questions about rigour and accountability.

In the end, I offered to give letter grades if requested by parents, but I would only send them the letter-grade report card a week after sending them the comment-only version. The first year, ten parents wanted letter grades, in the second year there were four or five, and last year there was just one. My experience is that open communication helps parents understand the reasons for an approach that differs from their prior experience.

Last year, I team-taught 54 students in a multi-age class of five/six/sevens in one large classroom. We set criteria for each assignment, allowing each student to choose *achievable* and *stretch* goals for their learning. We gave lots of feedback based on criteria and, ultimately, the kids became excellent peer- and self-assessors. We also started each morning with 45 minutes of cross-fit exercises and we cooked together on "Family Friday." The kids could tell you that sharing a meal once a week fostered our sense of community and caring. Our classroom was a place where learning was our focus and creating that environment was everyone's responsibility.

Reflecting on my experience, I see student engagement as the key to personalized learning or 21st century learning. Call it what you want, the label makes no difference. The rich feedback, emphasis on fitness, use of self- and peer assessment, working on interesting projects and making food together - these all contribute to children feeling more engaged. Highly engaged kids are more likely to learn because learning is not passive.

My thinking about teaching and learning has evolved a lot over these 17 years. Professional conversations, research articles and seeing the difference in student engagement and success at school have all helped me to persevere to teach in a way that works best for my students and my learning. ←

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TRANSFORMING BC'S CURRICULUM TO ENABLE PERSONALIZED LEARNING

The current provincial curriculum includes more than 164 discrete learning outcomes for grade two. That's a lot of learning outcomes. And it's just one reason why the province is in the midst of an ambitious plan to re-think the curriculum taught in all subject areas and for all grades.

"Teachers have told us that the current curriculum is not manageable and has evolved into something too big," says Rod Allen, Superintendent of the Ministry of Education's Learning Division. "At the secondary level, in particular, many teachers find that the focus of instruction is on covering the curriculum rather than student learning."

Although educators often want to encourage students to go deeper in their learning, they have been restricted by the existing curriculum with its emphasis on a large and growing number of prescribed learning outcomes.

No curriculum is set in stone, and curricula are often revised and updated. Typically, says Allen, subject matter experts refresh the curriculum for each subject area every 10 years or so.

This time, however, the Ministry wanted to do something different, starting with re-thinking the basic principles underlying our current curriculum. What are the core competencies that we expect students to develop over the course of their education? How can we use the curriculum to help students develop these competencies? What might a curriculum look like that gives teachers the time and space to fully

engage students in their learning? And how do we balance this freedom with the need to ensure students across the province are meeting a core set of learning standards?

An advisory group made up of representatives from the province's education partners met between December 2011 and April 2012 to explore these and other questions. "We started with a conceptual framework defining the core competencies we want to develop in students," says group member Faizel Rawji, Principal of Senator Reid Elementary School in Surrey. "From there, the process was open-ended, and we had a clean slate to explore the models of curriculum and assessment that might best develop these competencies. Everything comes back to the competencies."

Group members developed a series of principles that they believed should guide the process of curriculum reform, including recommendations for fewer (but higher level) learning standards, an emphasis on student self-assessment and assessment for learning, and a proposed curriculum prototype.

These recommendations were shared at 12 regional working sessions held over the summer, each attended by 30 to 150 participants including teachers, parents, trustees, members of education partner groups, representatives of Aboriginal communities and others.

Over the summer, teachers from specific disciplines also participated in multi-day meetings to provide their thoughts on the

curriculum direction in each subject area. "It was an opportunity," says Allen, "for teachers to put together some samples, such as what the grade seven social studies curriculum would look like with a minimum number of higher-level learning standards."

With the improved curriculum, students will be able to develop a more in-depth understanding of the subject matter and fundamental concepts. Teachers will focus less on imparting facts and more on the "big ideas" or concepts that students need to master to succeed in their education and their lives.

This does not mean, however, that facts could ever be replaced by concepts. The study of social studies, like that of science, is one that easily veers into a focus on facts – a tendency supported by textbooks and outdated assessment methods often used in these classes, particularly in the higher grades. Yet as UBC professor of education Dr. Peter Seixas points out, "there is no such thing as talking about any higher-level concepts without talking about what happened. It's not a question of studying skills or content – the two are wrapped together."

Seixas spent two weeks with the Ministry of Education this summer looking at the social studies curriculum. He says that BC is one of many jurisdictions revising its educational curriculum, starting from an understanding of the core ideas experts in each discipline use to organize their thinking and investigation. In social studies, for example, he says students need to be able to →

work with the six central concepts that underlie historical thinking, which range from establishing historical significance and using primary source evidence to analyzing cause and consequence and understanding the ethical dimension of historical interpretations.

A curriculum built around these concepts offers educators a new structure and vocabulary with which to organize their classes. "It's a far more rigorous, ambitious and meaningful approach," he says, "and it's one that will require additional support in terms of professional development, resource materials and incorporating more sophisticated approaches to assessment."

The curriculum reform process is far from complete, and there are many opportunities for educators to get involved. "It's an exaggeration, but the historical approach of subject matter experts meeting to write the curriculum, and then sending it out into the world as a finished product is the opposite of our approach," says Allen. "That's a world we don't live in anymore. We are doing this out in public, collaborating with a broad range of stakeholders, sharing drafts and inviting comment."

Allen notes that curriculum reform is one piece of the larger BC Education Plan and the move to personalized learning. "Curriculum reform is not a silver bullet for personalized learning, but it is an enabler that can help us move in this direction. Our hope is that the revised curriculum empowers teachers to create learning environments where students have the freedom and time to investigate, solve problems and go deeper in their learning." ←

TELL US YOUR THOUGHTS

Want to get involved in the curriculum-reform discussions? Start by checking out the discussion documents online at www.bced.gov.bc.ca/irp/transforming_curriculum.php. Talk to your fellow educators and administrators. Share your thoughts at engage.bcedplan.ca. If you would like to be more directly involved in curriculum development and related activities during this school year, please contact your school district staff or the Learning Division at the Ministry of Education.



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THE ROLE OF THE BC TEACHERS' COUNCIL, DISCIPLINARY AND PROFESSIONAL CONDUCT BOARD AND HEARING PANELS

by Sally Mercer

Communications Specialist, Teacher Regulation Branch

The **BC Teachers' Council** receives its mandate from the *Teachers Act* and is responsible for setting standards for teachers in the areas of teacher education, certification, conduct and competence. The first Council was created in the spring of 2012, and it consists of 16 elected and appointed members, 15 of whom are voting members. Of these 15 voting members, five are elected from among the teachers of the province, three are appointed directly by the Minister of Education on the advice of the BC Teachers' Federation (BCTF), and the remaining seven are appointed by the Minister from the various education partner groups. The Minister also appoints one non-voting member.

The *Teachers Act* also sets up a **Disciplinary and Professional Conduct Board** made up of nine Council members. Five members of this Board must be from education partner groups other than the BCTF. The purpose of the Board is to provide the Commissioner with a pool of Council members who can serve on hearing panels.

The Commissioner may also appoint individuals who are not members of the Board to sit on hearing panels. The public (non-Board) panel members bring perspectives from outside the school system to strengthen public confidence in the hearing process. Following a province-wide public invitation for applications, nine members of the public were appointed in 2012 to a hearing panel pool.

These individuals all have legal experience and have participated in administrative hearings – making this the first time that there has been a pool of such well-qualified laypeople available for teacher competence or conduct hearings.

Each hearing panel has three members, all of whom are appointed by the Commissioner using the following criteria:

- one of the three panel members must be a BCTF member, unless no BCTF member is available, and
- one panel member must have knowledge and experience of independent schools if the case involves a respondent who holds an independent school teaching certificate.

To learn more about the BC Teachers' Council, the Disciplinary and Professional Conduct Board and Hearing Panels – and to read the biographical statements of the hearing panel pool members – visit the Teacher Regulation Branch website at www.bcteacherregulation.ca and click on About Us. ←



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ALL-DAY KINDERGARTEN OFFERS MORE LEARNING OPPORTUNITIES

"Full-day kindergarten is a gift of time," says Ann George, a kindergarten teacher at Strawberry Vale Elementary School in Victoria. "The pace is much less hectic and we are able to offer so much more to the children."

In September 2010, five-year-olds in the province began attending full-day kindergarten, a change that was phased in over a two-year period. The idea was to keep the curriculum the same, enabling educators to spend more time with individual students and offer more play-based learning opportunities.

George says she is delighted by the shift and strongly believes that the full-day program benefits children and their families. Having taught in a variety of schools during her career, she has encountered a number of children who have had very limited experiences out in the world. "They have come into my class never having been in a preschool or play-based environment and often with no familiarity with the alphabet and unable to write their names." →→

"My personal experience tells me that children who have been in all-day kindergarten are much better prepared."





— Ann George



The full-day environment gives George more time to work with individual children one-on-one, to extend and enrich learning for more advanced students, and to create more meaningful experiences for her students inside and outside the classroom.

She says that in the half-day program, she could only “scratch the surface” of many topics. A study of owls, for example, would often be a simple affair. “Now there’s time to go deeper, to read a wider variety of books, to engage in simple research and give each child more hands-on experiences – like dissecting an owl pellet – and share their findings with their classmates.”

The longer day has had some additional benefits. The “frenetic juggling” of a timetable including gym, music, computer and library time is now gone, giving teachers and students more breathing room. Gym and music were previously offered in 45-minute blocks once a week – a long period for many five-year-olds.

These subjects are now offered three times a week in 30-minute blocks. George



says it’s far easier for the specialist teachers to keep the children’s attention for 30 minutes and the kids benefit from the more frequent changes in energy and focus that come with the shift to a new activity.

George’s specific experience suggests that all-day kindergarten better prepares children for grade one and beyond. The certified Reading Recovery teacher says that one of the best predictors of reading success in grade one is the ability to identify letters by name, sound and word association at the end of kindergarten. “My personal experience tells me that children who have been in all-day kindergarten are much better prepared.”

Although she never planned to be a kindergarten teacher, George has taught at that level for 22 years and says it’s where she belongs. “There is absolutely nothing like the feeling one gets when watching children blossom, when they finally begin to see themselves as readers and writers and successful learners.” ←

The full-day environment gives George more time to work with individual children one-on-one, to extend and enrich learning for more advanced students, and to create more meaningful experiences for her students inside and outside the classroom.



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DEVELOPING DIGITAL LITERACY STANDARDS

by Dave Gregg – E-Learning Officer, Learning Division, Ministry of Education

What do we mean when we talk about digital literacy? In early April 2012, a group of educational leaders in British Columbia met to begin the process of identifying and developing digital literacy standards for our learners.

We defined digital literacy as “the interest, attitude and ability of individuals to appropriately use digital technology and communication tools to access, manage, integrate, analyze and evaluate information, construct new knowledge, and create and communicate with others in order to participate effectively in society.”

The intent was not to create a set of curricular outcomes organized into a course of study, but to identify the technological knowledge and skills learners need to be fully prepared for 21st century learning environments and workplaces. The group’s goal was to identify appropriate ways that digital tools and processes could enhance learning outcomes and teaching practices.

As well as identifying digital literacy standards, a major component of this project was developing a general set of profiles describing technology literate students at key developmental points in their pre-college education (kindergarten to grade two, grades three to five, grades six to nine, and grades ten to twelve).

These profiles were based on the International Society for Technology in Education’s NETS•S standards, and then correlated to BC’s core competencies. Our steering group agreed that all students must have regular opportunities to use technology to develop skills that encourage personal productivity, creativity, critical thinking and collaboration in the classroom and in daily life. Coupled with the standards, the profiles provide a set of examples for how educators can help prepare students to be lifelong learners and contributing members of a global society.

The profiles will also include some sample learning activities as a way of bringing the standards to life. This is a starting point only, and we encourage educators to contribute additional examples as we expand this resource.

It’s important to remember that the profiles are indicators of achievement at certain stages in primary, elementary and secondary education, and that skills will be introduced and reinforced over multiple grade levels before mastery is achieved. It’s also important to keep in mind that success in meeting the indicators assumes students will have regular access to a variety of technology tools. If access is an issue, profile indicators will need to be adapted to fit local needs.

We invite you to view the draft digital literacy standards and profiles at www.bced.gov.bc.ca/dist_learning and we encourage you to contribute your voice to the discussion at the BC Education Plan blog site engage.bcedplan.ca. ←

BRING TECHNOLOGY INTO YOUR TEACHING PRACTICE

Launched four years ago, CEET (Community of Expertise in Educational Technology) is a Ministry-sponsored online community to help BC educators integrate technology in their teaching. The most popular feature of CEET is CEET Meets – a series of free week-long online workshops created in Moodle by teacher volunteers. Nine Meets are scheduled for the coming year, focusing on the skills needed to use a variety of technologies in the classroom and online. See www.ceet.ca for more information.



FROM RANCH HAND TO SUPERINTENDENT: THE REMARKABLE CAREER OF DEDE DEROSE

As Kamloops' first Aboriginal principal and the province's first Superintendent of Aboriginal Achievement, DeDe DeRose has had a trailblazing career in education. And it all began at a stampede queen pageant.

DeRose grew up in the Chilcotin area as the eldest of six children born to an Italian father and a Secwepemc mother from the Esketemc Nation. She and her siblings were educated in one-room schoolhouses, and were expected to attend boarding school in Williams Lake after grade seven.

However, given the experience of DeRose's mother at a residential school, both parents were adamant that their children not be sent away. So the family moved to Lac La Hache, where her father managed a ranch until all six children finished high school.

Not only did her parents place a high value on education and family, they also encouraged pride in their cultural heritage. "My siblings and I all worked on ranches with our parents, and we were taught how to hunt, fish, trap and pick berries. We ate traditional Aboriginal foods and learned how to do buckskin

and beadwork. It was very important to my mother that we knew about – and lived – our culture."

Although she loved working with children, DeRose says that she didn't consider going to university because of the cost and the need to move away from home.

It was only a chance meeting with the coordinator of UBC's Native Indian Teacher Education Program (NITEP) that set DeRose on her career. While competing in the Williams Lake Stampede Queen contest, DeRose learned about NITEP from one of the judges, who asked if she had ever considered becoming a teacher. DeRose was intrigued, and decided to enter NITEP, as it allowed her to complete the first two years of her education in Williams Lake before moving to Vancouver to finish her degree.

After graduating, she taught ESL in the Cariboo-Chilcotin School District for nine years, returned to university to do her master's degree in education and worked for two years as an Aboriginal Coordinator for the Ministry of Education. →→

"We must work with all education and community partners to address the needs of our most vulnerable, yet fastest-growing population – our Aboriginal students."





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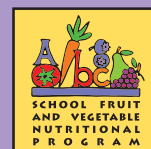
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IN PROFILE

DeRose eventually found her way to Kamloops, where she became the district's first Aboriginal principal. Over the past 19 years, she has also co-chaired UBC's First Nations Education Council, served as a councillor of the former BC College of Teachers, was a member of the BC Principals' and Vice-Principals' Association and received the first-ever "Teacher Educator Award" from the Association of BC Deans of Education in 2005.

This summer, DeRose was appointed the province's first Superintendent of Aboriginal Achievement. Her mandate - to improve Aboriginal student success - is a continuation of her life's work as an advocate for Aboriginal education in BC.

DeRose believes that one of the leading forces for educational transformation, along with the Ministry of Education, is the First Nations Education Steering Committee (FNESC), which she says has been a "tireless advocate for making positive changes to public and band schools over the past 20 years. They, like me, believe we must work with all education and community partners to address the needs of our most vulnerable, yet fastest-growing population - our Aboriginal students."

She will work with FNESC, Aboriginal communities, social agencies, education partners and school districts to continue building momentum for positive change. "School districts know that their relationship with Aboriginal communities must be respectful, trustworthy, genuine, positive and proactive," she says. "They understand that Aboriginal people need to help find solutions to address these challenges. We need to ensure these conversations are ongoing and meaningful."

With BC teachers making the shift to personalized learning, DeRose sees opportunities to strengthen relationships between classrooms and communities. "When my siblings and I went to high school, there was no acknowledgement of our skills from our rural lifestyle or our traditional knowledge. As a result, we kept this learning to ourselves. My hope is that schools and communities can incorporate students' language, culture, skills and knowledge in a safe, respectful learning environment in time for my 'emimts' (grandchildren)." ←

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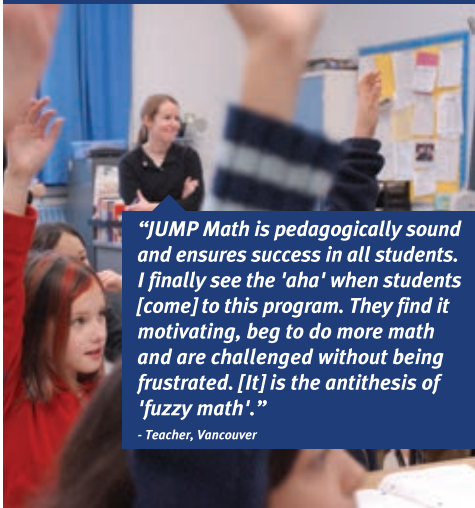


BITS + BYTES

SKI FOR FREE THIS WINTER This winter, the Canadian Ski Council's SnowPass program offers three free passes to students in grades four and five at each participating ski area across Canada, including many of BC's most popular resorts. For more information on the Grade 4 & 5 SnowPass program or to apply online, please visit www.snowpass.ca. In addition, coinciding with BC's new statutory holiday, Family Day, many BC ski areas (including Whistler, Grouse Mountain and Sun Peaks) are offering 50% off all lift tickets for BC residents on February 11, 2013. To learn more about the BC Family Day Ski Promotion, please visit www.cwsaa.org. ←

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YOUTH SUICIDE PREVENTION

Suicide is the second leading cause of death for youth between the ages of 15 and 24; by the end of high school, one in five teens will seriously consider suicide and one in ten will attempt it. As parents, educators and friends, we can be alert to many common signs that a youth is depressed or suicidal. These range from marked personality changes or serious mood changes to withdrawing from friends or showing a loss of interest in activities. There are many resources out there to help, including Youth in BC, a 24-hour online crisis service for youth (1-866-661-3311) and FRIENDS for Life, a school-based prevention program designed to increase resiliency and reduce anxiety for BC students. For more information on youth suicide prevention and intervention, go to www.mcf.gov.bc.ca/suicide_prevention/for_professionals.htm. ←




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Kudos to Vancouver School Board teachers and administrators Lillian Quon, Lavana Heel, Sara Forsey, Max Adrien, Valerie Overgaard, Sylvain LaRoche and Daniel Bélanger. These educators created a partnership with JUMP Math to translate its English-language math resources for students in French Immersion.

RESOURCES FOR TEACHERS ON EARTH SCIENCES AND MINING EDUCATION

MineralsED has encouraged and supported curriculum-based Earth science, mineral resources and mining education in BC schools since 1991. In partnership with BC teachers, MineralsED develops creative, teacher-designed units that are ready to use in the classroom and engage students through tools that include on-line resources, videos and mineral samples. For teachers, MineralsEd also offers hands-on instructional workshops, geology and mining field trips, and professional development programs to bring richer context to the teaching materials. Visit www.mineralsed.ca for more information and details about upcoming Pro-D workshops. ←

LINKING BC MAGAZINES TO LEARNING In today's inquiry-based classrooms, students are practising a wide range of skills in all subject areas. BC magazines can be a useful source of timely information, providing engaging visuals and strong expository and creative writing suitable for readers of all ages. The BC Magazines for Schools catalogue includes an annotated bibliography with subject area recommendations that follow the provincial curriculum (including courses that may be offered at the local level) for over 70 magazines published in BC. To receive a copy of this catalogue, please email Sylvia Skene, Executive Director of the Magazine Association of BC, at exec@magsbc.com. ←




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DISCIPLINE CASE DECISIONS AND CASE SUMMARIES

The Teacher Regulation Branch is committed to ensuring a safe learning environment for students and that all educators are fit and competent for the important role that they play. By publishing the outcomes of discipline cases, we enhance the transparency of the processes and decisions made with respect to complaints, 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 www.bcteacherregulation.ca/ProfessionalConduct/DisciplineDecisions.aspx.

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

Consent Resolution Agreements

CERTIFICATE HOLDER Edward Joseph Bolanos Dela Luna

FINDING Professional Misconduct/Standards 1 and 2

DECISION Reprimand

Edward Joseph Bolanos Dela Luna admitted to professional misconduct and agreed that his conduct was contrary to Standards 1 and 2. A school investigation revealed that in May 2011, while working with a group of grade 7 students who were rehearsing a dance routine, Mr. Dela Luna struck a student on the back of his head when the student was not paying attention and said, "oh sorry I thought there was a fly on your head." Later Mr. Dela Luna told the same student to "shut up" when he was talking while Mr. Dela Luna was organizing the class. Subsequently, later in the day when the same student tried leaving the classroom, Mr. Dela Luna physically restrained him. On May 30, 2012, the Commissioner executed the consent resolution agreement in which Mr. Dela Luna agreed to receive a reprimand pursuant to section 64(a) of the *Teachers Act*.

CERTIFICATE HOLDER Susan Alice Gorris

FINDING Professional Misconduct/Standard 2

DECISION Reprimand

Susan Alice Gorris admitted to professional misconduct and agreed that her conduct was contrary to Standard 2. In September 2009, Ms. Gorris improperly accessed the work email account of a colleague (Teacher A). By using group mailing lists, Ms. Gorris forwarded an email from Teacher B that was in Teacher A's inbox to 335 staff and teachers at three schools. The content of the email was personal, private and not intended for anyone other than Teacher A. While the email was sent by Ms. Gorris, it appeared to any recipient of the email that it had been sent by Teacher A. Teachers A and B were shocked, distressed and humiliated when they discovered that the email had been distributed publicly. On January 5, 2012, a citation was issued. On March 22, 2012, the Commissioner executed the consent resolution agreement in which Ms. Gorris agreed to receive a reprimand pursuant to sections 53(6) and 64(a) of the *Teachers Act*. As a result, the citation was rescinded.

CERTIFICATE HOLDER Dale Andre Joseph Mailhiot

FINDING Professional Misconduct/Standards 1 and 2

DECISION Certificate of Qualification suspended for two months

Dale Andre Joseph Mailhiot admitted to professional misconduct and agreed that his conduct was contrary to Standards 1 and 2. Mr. Mailhiot was employed as a high school teacher when, in February 2010, two student teaching assistants, who were using Mr. Mailhiot's computer to input student marks, noticed highly inappropriate files of an adult sexual nature minimized on the screen. The district's internet usage records for Mr. Mailhiot's computer indicated that, throughout that same day, Mr. Mailhiot regularly accessed various non-school-related websites, including social media, news sites and graphic adult material, the latter of which was inappropriate for Mr. Mailhiot to access on a school computer. Mr. Mailhiot admitted to the district superintendent that during the period between September 2009 and February 2010 he frequently used his work computer for non-school-related purposes. On June 27, 2012, the Commissioner executed the consent resolution agreement in which Mr. Mailhiot agreed to receive a two-month suspension of his certificate of qualification.

CERTIFICATE HOLDER Tracy Lee Nishimura

FINDING Professional Misconduct/Standard 1

DECISION Reprimand

Tracy Lee Nishimura admitted to professional misconduct and agreed that her conduct was contrary to Standard 1. A district investigation indicated that in May 2011, while Ms. Nishimura was employed as a teacher on call for a grade 7 class, an incident occurred between two students in her class. Student A had put his head down on his desk, supported by his arms, as though sleeping. Student B pushed on the back of Student A's head a number of times. This action caused Student A's nose to hit the desk and to bleed. Ms. Nishimura was in the classroom at the time but did not witness the entire incident. She did not intervene in the part of the incident she did observe. Shortly after this incident took place, the school's vice principal came by the classroom to check on how things were going. Ms. Nishimura did not report the incident to the vice principal, nor did she report Student A's injury to first aid. On May 30, 2012, the Commissioner executed the consent resolution agreement in which Ms. Nishimura agreed to receive a reprimand pursuant to section 64(a) of the *Teachers Act*.

CERTIFICATE HOLDER Lynna Darlene Schaldemose

FINDING Professional Misconduct/Standard 1

DECISION Certificate of Qualification suspended for 14 days

Lynna Darlene Schaldemose admitted to professional misconduct and agreed that her conduct was contrary to Standard 1. Ms. Schaldemose, a middle school teacher, observed an 11-year-old male student talking with another student while a spelling bee was taking place at a school assembly. Both students were seated cross-legged on the floor. Without warning, Ms. Schaldemose came up from behind and pulled the student by the back of his hooded sweatshirt approximately five feet across the floor. This act drove the sweatshirt zipper into the student's throat, making it impossible for him to breathe for 2 or 3 seconds. The student had to push with his legs in an attempt not to choke, was red-faced and in pain after the incident and was left with a red mark on his throat. The incident was reported to police and was then referred by Crown Counsel to the Alternative Measures program of the *Criminal Code*. As part of the program, Ms. Schaldemose completed required community service, underwent counselling and wrote a letter of apology to the student. On June 27, 2012, the Commissioner executed the consent resolution agreement in which Ms. Schaldemose agreed to receive a 14-day suspension of her certificate of qualification.

CERTIFICATE HOLDER Dennis Craig Smith

FINDING Professional Misconduct/Standard 2

DECISION Agreement that the former certificate holder would not re-apply for a certificate of qualification for a period of no less than five years

Dennis Craig Smith admitted to professional misconduct and agreed that his conduct was contrary to Standard 2. While employed as an elementary school principal, Mr. Smith also acted as treasurer of a local principals' and vice principals' association. This association receives its professional development funds from the school district. In his role as treasurer, Mr. Smith was an authorized signatory on the association's bank account. A forensic investigation of financial irregularities indicated that Mr. Smith had signed cheques made payable to himself from the association's account in the amount of nearly \$29,000. The money was for professional development expenses, although they were not supported with any substantiating documentation. At the time of signing the agreement, Mr. Smith had repaid most of the money back to the association. On April 27, 2012, the Commissioner executed the consent resolution agreement in which Mr. Smith agreed not to re-apply for a certificate of qualification for a period of no less than five years. His certificate of qualification was cancelled on November 1, 2011 due to non-payment of fees.

CERTIFICATE HOLDER Ruth Geraldine Spruyt

FINDING Professional Misconduct/Standard 1

DECISION Certificate of Qualification suspended for two months

Ruth Geraldine Spruyt admitted to professional misconduct and agreed that her conduct was contrary to Standard 1. A district report indicated that Ms. Spruyt was disciplined due to inappropriate conduct, such as inappropriate physical contact with students including, but not restricted to, poking them in the shoulder, pushing them on the back and pulling their clothing, inappropriately raising her voice at students in an angry manner and employing inappropriate language when speaking with students and telling them to "shut up." On September 19, 2011, a citation was issued. On May 31, 2012, the Commissioner executed the consent resolution agreement in which Ms. Spruyt accepted a two-month suspension of her certificate of qualification, pursuant to section 64(b) of the *Teachers Act*. As a result, the citation was rescinded.

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