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 keep students safe 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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St. Augustine School, Vancouver
Photographer: Hamid Attie
COLLABORATING FOR SPECIAL NEEDS EDUCATION

Principal Catherine Oberdorf with teachers Colleen Beggs and Sarah Byrne
St. Augustine School, Vancouver

Learning Assistance Teacher Marjo Rivard-Lorincz
Ecole Central Elementary, Fort St. John

Teacher Colleen Beggs
When Bob Esliger talks about students with special needs and the ways we can better support them in the classroom, he is always mindful of shifting the conversation away from the abstract to the concrete. “These are our children, our neighbours’ children, our nieces and nephews, our grandchildren,” he says.

The Past-President of the BC Council of Administrators of Special Education (and current Assistant Superintendent in the Department of Learning Services for the Nanaimo-Ladysmith School District), Esliger has spent much of his professional career advocating for children with special needs and ensuring they are integrated and included.

He says that the tools to support these students are often close at hand, requiring merely a shift in perspective, a strategic use of resources and a willingness to collaborate. “An approach based on the principles of Universal Design for Learning, for example, asks us to consider the needs of everyone when designing an educational program, looking at what we can adapt, change and alter that will allow all children in the room to be engaged.”

The much-used Response to Intervention pyramid model is another approach that helps educators identify where resources are most needed and will have the greatest impact. “The majority of students are at the base of the pyramid and require limited targeted instruction, those in the middle will need support from time to time, and those at the top – a very small number of students – may require intensive, one-on-one interventions,” says Esliger.

St. Augustine School in Vancouver and Ecole Central Elementary in Fort St. John are just two examples of schools in BC that are using these strategies as they work with children in their classrooms. What these committed teams of educators have discovered wouldn’t surprise Esliger: what’s good for some students is often good for many.

Social Club Wednesdays at St. Augustine School in Vancouver
When talking with Colleen Beggs and her colleague Sarah Byrne about their work, the conversation is fast and lively, filled with enthusiasm, laughter and contagious excitement. The two pull out well-loved picture books and games, talk excitedly about their students, proudly show the amygdalas that students make out of wool and use as a tactile tool to calm themselves down into the “green zone of learning,” and eagerly invite you to join in a hands-on game involving a ball of yarn to reinforce conversation and social skills.

These tools are just some of the ways that the two learning assistance and resource teachers reach out to students at St. Augustine School in Vancouver. And they have contributed to building an inclusive culture at the school where the language of problem-solving and communication is shared in the halls, classrooms and broader community of parents.
The two say it all started with Social Club: a weekly gathering of students with identified learning needs. The group would meet in a small corner of the school stage, in a space shared with the library, uniform shop and sensory room for special needs students.

“The original Social Club was a way for us to bring together groups of students based on their individualized education plans,” explains Beggs. “The focus was on developing communication skills – how to initiate conversations and engage with others, the importance of considering multiple perspectives and ways to self-regulate behaviour – all the things you need to do to be part of a small group, a classroom and a community. We used books, games and videos, and what happened is that we were really just having so much fun that it literally spilled out into the school as a whole with all the other kids wanting to join in.”

The result was that all students in the school eventually became part of Social Club. “It’s now part of who we are and integral to our school culture,” says Principal Catherine Oberdorf. “We need to send our children out into the world being prepared in all ways – spiritually, emotionally, socially, intellectually – and this has given us a tool to do that.”

The resource teachers still meet in small groups with those students who require specific support, but now the school as a whole is immersed in a shared understanding of the essential elements of learning and being in the world: self-regulation, communication, conversation skills, zones for learning, tools for calming down, ways to cope with anxiety, the importance of inclusion and much more. This has nurtured deeper and more thoughtful interactions between the children. Byrne notes, for example, that “the students now all share the same language when talking about self-regulation and are able to support their peers by redirecting them if they see they are struggling.”

Tactile tools like “Braidy” (a doll-like object designed to support narrative development) are used to help students move sequentially through a guided narrative to explore a particular event, their feelings about it, the steps they took to solve the problem and its ultimate resolution. Students use their Braidys on their own, as well as in peer mediation and conflict resolution. They are also used in an academic setting, as in literature circles when students are talking about character development. “It’s a tool we initially used to address social and emotional issues that has fantastic applications academically as well,” says Beggs.

She adds that “the best practices for students in the top tier of the pyramid – the students who have a special needs designation and require additional support – have been incorporated into the language and processes and problem-solving skills used by everyone – including the teachers!”

As Beggs and Byrne talk excitedly about their students’ successes, it becomes clear that some of the students have come to the school with significant physical, learning and emotional challenges. Yet they have made tremendous progress while being integrated in classes with an average of 30 students. “We write and implement great IEPs for our students,” says Beggs. “For us, the social domain always comes first in the IEP and it comes first in our school culture.”

Aligning Models of Support at Ecole Central Elementary in Fort St. John

Ecole Central Elementary School in Fort St. John is another school that embraces new approaches to meet the diverse needs of its students. “What we are increasingly seeing is the challenge of addressing the needs of students in that second layer of the pyramid,” says Principal Janet Haley. “These are the students who do not have Ministry designations but who still have complex needs – and we need to figure out how to make school work for them.”

What works? Educational practice based on collaboration, a shared vision, leaning on experts and a student-centred learning climate.

Last year, for example, teacher Nadia Francoeur realized early in the term that a traditional approach would simply not work for her class of 22 Grade 2 and 3 students. So she spoke with Haley, as well as Education Assistant Janette Schneider and Learning Assistance Teacher, Yoga Teacher and Self-Regulation Coach Marjo Rivard-Lorincz, to brainstorm possibilities.

Haley encouraged Francoeur to work from the students’ common interests, which led to the discovery that the students all really enjoyed food. So Francoeur and her students spent a large part of the year in the school kitchen instead of the classroom.

Regardless of their individual abilities,” she says, “all students were engaged and they could always find opportunities for success. But I could only do this because of the strong collaborative teams we have here, and the support from the administration, who gave me the go-ahead to try out something new knowing that it might not work as planned.”

By beginning with the question “what might work for everybody in my class?” Francoeur created a program where students were able
to work at their own level and the school could then target resources where they were needed. “With Janette working alongside me, going out of the box with the kids was that much easier.”

The school sets aside formal opportunities for collaboration where all staff members meet to look at the data, set and review goals, and ensure that everyone is “wading in together to provide support for the children that need support,” explains Schneider. But collaboration also happens organically – in the hallways and, in particular, at the staff lunch table.

“We find that the more we are able to nurture our professional relationships based on trust and respect, the more opportunities there are to collaborate. People need to trust one another enough to admit when they need help, and we firmly believe that all the wisdom we need is in the room,” says Haley.

These connections between educators lead to connections between students. Many credit the school-wide programs in yoga, art and self-regulation offered by Rivard-Lorincz as having the biggest impact on the students, helping them to develop connections with others outside their usual social spheres and creating a more stable emotional space for learning.

“The students see us collaborating with each other, and it opens the door for them to do the same,” explains Rivard-Lorincz. “It’s helped them create new relationships.”

PHOTOS
Page 4
Ecole Central Elementary School staff
Back row left to right: Elaine McEachern, Broyden Bennett
Front row left to right: Nadia Francoeur, Janette Schneider, Marjo Rivard-Lorincz

Page 5
Top: Sarah Byrne engages her students
Middle left: Marjo Rivard-Lorincz teaches yoga
Bottom left: Colleen Beggs reads to her class
Bottom right: St. Augustine School students
Expect respect, and a safe education.

STAYING IN LINE ONLINE

Janaya Hirsch – Grade 11
Abbotsford Christian School

Brooke Janzer – Grade 11
Selkirk Secondary School

Raine Carnegie – Grade 12
Revelstoke
STAYING IN LINE ONLINE
BC STUDENT PANEL CREATES GUIDELINES FOR RESPONSIBLE USE OF SOCIAL MEDIA

Who better to assist in developing social media guidelines for students, teachers and parents than students themselves?

Two years ago, the Ministry of Education invited 20 youth from public, independent and First Nations schools to join the ERASE Student Advisory panel to advise the Ministry on social media guidelines for British Columbia schools.

“Social media is taking over our lives,” says Janaya Hirsch, a Grade 11 student at Abbotsford Christian School and a member of the Advisory since it was first formed in the fall of 2013. “That’s just one of the reasons why we need to talk about how social media can be used safely and responsibly.”

Fellow Advisory member Brooke Janzer, who is in Grade 11 at Selkirk Secondary School, says that many students are using social media inappropriately. “A lot of negative behaviour and even bullying happens over social media, and we wanted to change that.”

Surveys back up anecdotal evidence that many online interactions between youth are problematic. A 2014 MediaSmarts survey of more than 5,400 Canadian students in Grades 4-11 found that 23 percent of students had said or done something cruel to someone online. Students admitted to spreading rumours, posting embarrassing photos or videos, and commenting negatively on other students’ race or sexuality. Many students acknowledged receiving sexts and some of the recipients admitted to forwarding these on to others, which is against the law.

Students’ digital footprints are also far more permanent than they may think. All of these factors underline the importance of the ERASE Student Advisory panel’s efforts to make students more aware and self-reflective about their online behaviour and conduct.

The 20 Advisory panel members began by brainstorming what should be included in the guidelines under separate sections for teachers and staff, parents and students. Adult leaders compiled the students’ suggestions into draft guidelines that were then reworded, revised and perfected by the students.

“The guidelines apply to behaviour both in and out of school,” says Hirsch. “You can’t just have a set of rules for school if the person then goes home and begins bullying someone online.”

The group wanted to make it very clear to students that there are Criminal Code offences that apply to certain types of online behaviour. “Students might think it’s ok to do certain things, but some types of harassment over the Internet are a criminal offence,” explains Janzer. “It’s not that we want to scare students, but we want to make them aware of how significant their behaviour can be and its potential repercussions.”

The students in the Advisory group also felt it important to clearly articulate expectations for teachers. The guidelines include suggestions that teachers maintain strict boundaries between their professional and personal use of social media, including not “friending” students on Facebook.

Raine Carnegie, a Grade 12 student in Revelstoke and member of the Advisory group over the past two years, says the guidelines also talk about the importance of teachers being role models for the appropriate use of devices in the classroom. “We talked about situations where a teacher will insist that students stay off their phones in class, but when students are then working on assignments the teacher will begin texting on their phone. Our conclusion was basically that no one should be using devices in class unless it pertains directly to the work they are doing.”

In February 2015, the Social Media Guidelines were distributed to schools province-wide and posted on the ERASE Bullying website, erasebullying.ca.

Students from the Advisory hope that the guidelines will get everyone thinking more critically about how they use social media. “Our takeaway message is that we all need to use social media safely and responsibly.”

LEARN MORE
Visit erasebullying.ca/resources/resources-social-media-guidelines.php to read and learn more about the ERASE Student Advisory’s Social Media Guidelines.
REQUIREMENT FOR A CRIMINAL RECORD CHECK

The Criminal Records Review Act requires that all Ministry of Education teaching certificate holders undergo a criminal record check, which includes a vulnerable sector check, every five years. The Teacher Regulation Branch (TRB) of the Ministry of Education facilitates this requirement by collecting the authorization for a check and submitting it to the Criminal Records Review Program of the Ministry of Justice, which performs the check.

If you are a certificate holder and have not authorized a criminal record check in the last five years through the former BC College of Teachers, the Office of the Inspector of Independent Schools or the TRB, you are required to give your authorization for a check by completing a form and submitting it to the TRB before December 31, 2015. To submit your authorization now, please visit the Criminal Record Check section under the Certificate Services tab on the TRB website and follow the instructions. If you are unsure when your next authorization is due, you can confirm the date by logging in to the Certificate Holders’ Area on the TRB website.

BC TEACHERS’ COUNCIL MEETING DATES

The British Columbia Teachers’ Council meetings are open to the public and are held at the TRB office at 400-2025 West Broadway in Vancouver. The Council receives its mandate from the Teachers Act. It is responsible for setting standards for teachers in the areas of teacher education, certification, conduct and competence. The next meeting of the Council is scheduled for January 21 and 22, 2016. Visit the TRB website to learn more about the Standards for Educators in BC and the mandate, composition and future meetings of the Council.

TWO BC PRINCIPALS RECOGNIZED FOR OUTSTANDING WORK

Two BC administrators were recognized earlier this year by the Learning Partnership as two of Canada’s outstanding principals for 2015. Margaret Paxton, for her work at École Squamish Elementary School in Squamish, and Raquel Steen, for her work at École KLO Middle School in Kelowna, received the award along with 38 other educators across Canada. The Learning Partnership is a national not-for-profit organization that champions public education.

LABOUR MARKET OUTLOOK TO BE SHARED WITH BC GRADS

The “top 60” job lists from the 2012-2022 Labour Market Outlook have been added to the online BC Grad Planner. The lists show where the current and future job demands are and the areas that students may want to consider for future training. Educators or employers in BC’s K-12 school systems are encouraged to become familiar with the job lists and any skills or competencies needed to accommodate the initial orientation and/or training needs for the students who wish to pursue those jobs. Trades professionals looking to enter the teaching profession may be interested in the new Trades Certificate that the TRB will be issuing. See page 9 for more information, and visit the WorkBC website to learn about the future of the labour market in BC.

You can find more services for certificate holders at bcteacherregulation.ca.
NEW TRADES CERTIFICATE

In the past, trades professionals wanting to transition into teaching were required to invest a significant amount of time and money obtaining the post-secondary education to qualify for a teaching certificate. This is changing, with the development of a new Trades Certificate designed to recognize the knowledge, skills and training of trades professionals.

In April 2014, the BC Teachers’ Council considered the creation of certification pathways for trades professionals, and in September 2014, it passed a motion to solicit feedback from education and industry partners on potential policy options. Between November 2014 and February 2015, a policy options paper and supplemental communication were sent to partner groups for feedback. Following the Council’s review of the responses received, it asked the Teacher Regulation Branch (TRB) to draft bylaws and policies to facilitate the certification of trades professionals.

At its June 2015 meeting, the Council established the new Trades Certificate. The certificate will enable trades professionals with a Red Seal or trades qualification, issued or recognized by the Industry Training Authority in a trade that has a minimum of three levels of technical training, to teach in BC's K-12 school systems. This Trades Certificate will provide a pathway to increase the number of qualified educators available to provide students in BC's K-12 school systems with a broad range of learning experiences and opportunities to explore diverse career options.

Roger Hargreaves believes that the new certificate is a significant step in the right direction. “The expertise and experience a tradesperson can bring to BC high school shops is sorely needed,” says the Career and Transitions Coordinator for the Sooke School District. “Retirements in recent years have resulted in a shortage of Technology Education teachers with the expertise to offer strong senior shop programs that engage and inspire students to the point that they might look at the trades as a possible career option. Also, the qualifications and expertise that tradespeople offer can allow more schools to expand their Tech Ed programming to include exploratory trades courses and programs and in-school trades training.”

Hargreaves says seasoned, experienced trades professionals who can carry out higher level programming in the shops are needed to challenge students and to keep them challenged. “Having more trades professionals who can offer students more advanced and in-depth Technology Education and trades programming is so valuable because they not only act as mentors for students but also for their younger or less experienced colleagues, creating a win-win situation.”

Hargreaves is enthusiastic that a greater number of qualified tradespeople will have the opportunity to share their skills thanks to the new Trades Certificate.

To be eligible for this non-expiring certificate that is restricted to teaching a specific trade area, trades professionals must apply to the TRB and meet the following certification requirements:

• have completed Grade 12 or equivalent;
• hold a Red Seal or Certificate of Qualification issued or recognized by the Industry Training Authority in a trade that has a minimum of three levels of technical training;
• have a minimum of five years of journeyperson work and/or teaching experience;
• have completed a full teacher education program of no less than 48 credits; and
• have completed six credits of English or French literature and composition.

Trades Certificate holders may upgrade to an unrestricted Professional Certificate by:

• completing 12 credits of coursework in a minimum of two trades/technology areas outside the restricted trade area, or
• completing 24 credits of coursework in another recognized subject area taught in BC secondary schools.

Although there are currently no BC post-secondary institutions that deliver a program leading to the Trades Certificate, BC’s institutions that offer teacher training now have the option to develop and offer trades-focused teacher training courses that will lead to the issuance of the Trades Certificate via this new pathway. Currently, there may only be a small number of people in BC (or individuals who come to BC with similar certification from another Canadian jurisdiction) who would qualify for this new Trades Certificate. However, with its introduction, there is now a pathway available to those who wish to pursue this new opportunity.

LEARN MORE

To explore the Trades Certificate eligibility requirements and how to upgrade to a Professional Certificate, visit bcteacherregulation.ca, click on the Becoming a Teacher tab, and then Trades Certificate under Related Links.
A PASSIONATE ADVOCATE FOR GIFTED STUDENTS

Teacher Mitch Barnes interacts with Grade 6 students at Monterey Middle School in Victoria
“My job is not work – it’s my passion,” declares Mitch Barnes. Now in his thirtieth year of teaching, Barnes remains fascinated by his work with gifted children as both a Grade 6 classroom teacher at Monterey Middle School in Victoria and a gifted education resource teacher for his school and district.

Over his career, he’s developed innovative gifted education programs and has reflected on the many ways we can better support the intellectual and social needs of gifted students. Of primary importance, he says, is simply identifying these students so that they can receive the support they need.

“One thing I am very concerned about is the collapse in the numbers of gifted students reported province-wide,” Barnes says, noting that only 5,513 students were identified as gifted in 2014/2015 compared to 22,713 in 1995/1996. It’s not that there are no longer gifted students, he says, but that “districts are not testing – they will test for kids who bring in extra funding, but seem to have less interest in doing assessments to identify gifted children.”

Barnes believes that identifying children with specific learning needs – including gifted students – is essential for helping them to succeed in school and reach their full potential. “When a student is identified, it is then incumbent on us to provide an individual education plan and it holds us accountable to meet their needs.”

He counters the argument that gifted children will “do just fine” in the classroom without the additional support offered through an IEP, saying there is a reason that gifted students are included in the category of students with special needs.

“These children have very specific intellectual, social and emotional needs, and by identifying these students through screening we can ensure that as they move from class to class, school to school, or district to district, they are getting the support they need to succeed. There are many tragic stories of what can happen when these children are overlooked.”

In the Victoria School District, says Barnes, students are generally identified in Grade 4 through district-wide testing, although some students are identified earlier through psychological assessments or other assessments that bring together observations from the student, his or her parents, and the classroom teacher.

What’s important is that identified students be offered learning support both within their class and with other gifted students in their school or district, such as through pull-out programs or district-wide events. As a gifted education resource teacher, Barnes works with classroom teachers to extend classroom activities and he also organizes school-wide or district-wide programs that bring gifted students together to collaborate on high-level problem-solving activities and to have the opportunity to be with other children like themselves.

He says that gifted students tend to share a deep excitement about new ideas, are passionate about exploring subjects that interest them, like to feel in control of their learning and enjoy demonstrating their learning in innovative or creative ways when given the opportunity.

These characteristics may be shared by all students, but they are very pronounced in gifted children. “Just as the sound system in my class helps all students hear me better but is an absolute necessity for the student who is hearing impaired, it is the same for gifted kids. What is a useful learning environment for all kids is an absolute requirement for those who are gifted. We need to bring them together with other like-minded students so they can work alongside others who are like them, and we need to give them opportunities to take control of their work and to be challenged at an appropriate level. Social and intellectual isolation can be very detrimental and debilitating.”

Gifted education is as important as any other area of special needs education, says Barnes. “School districts must recognize this and provide the services that we owe to these children. Anything less and we are simply not doing our jobs.”
The Teacher Regulation Branch (TRB) operates within the Teachers Act Special Account. The following Statement of Operations and Changes in Account Balance shows the TRB’s financial activity for the fiscal years of 2013-2014 and 2014-2015.

### Teachers Act Special Account

Statement of Operations and Changes in Account Balance  
For the year ended March 31, 2015, with comparative information for 2014  
(UNAUDITED)

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**Note:** This document is provided for information purposes; the information published within the public accounts takes precedence should any inconsistencies arise.

The Teachers Act Special Account was established effective January 9, 2012, upon the dissolution of the BC College of Teachers, to receive teacher certificate fee revenue and is only used for expenses incurred in connection with the administration of the Teachers Act.

From 2014 to 2015, there were some additional expenditures. Office & Business Expenses for 2015 included costs related to the BC Teachers’ Council election process, including the hiring of temporary staff and the printing and postage of election materials. The additional costs for Criminal Record Checks covered the increased fee from $20 to $28. The Teachers’ Council expenses increased because the Council held an additional public meeting and other business meetings.
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 may consider when deciding how to address the scenario. This case study is based on a compilation of cases and doesn’t reflect a particular case that has come before the Commissioner.

Scenario
On more than one occasion, a classroom teacher who taught students in Grades 6 and 7 read out the marks of each student as he handed back their assignments. Students with lower marks were called “silly” or “dim,” and they were made to sit at the front of the room for the remainder of the class. Students felt embarrassed and humiliated and found it more difficult to learn because they were being set apart from the other students. A couple of students told their parents, and one parent called the principal. The principal approached the teacher to discuss what he had heard.

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?
• What consequences, if any, do you think are appropriate?
• In your view, have the Standards been breached, and, if so, which ones?

Factors the Commissioner may consider when evaluating this case
• After the principal met with the teacher, did the teacher recognize that his behaviour was inappropriate and that it might negatively affect the students?
• Did the teacher make any changes to his behaviour after meeting with the principal?
• Has the teacher previously been involved in any similar incidents related to his interactions with students?
• Did the school require the teacher to complete any remedial training or professional development?

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

When considering this case, the Commissioner may take into account Standard 1 (Educators value and care for all students and act in their best interests) and Standard 3 (Educators understand and apply knowledge of student growth and development).

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

The Standards for Educators communicate to certificate holders, letter of permission holders and the public a description of the work of educators – what they know, what they are able to do, and how they conduct themselves as they serve the public. The Standards provide the foundation and stability on which educators can grow, articulating both the values and characteristics that distinguish their work. Read about the BC Teachers’ Council and the Independent School Teaching Certificate Standards Committee that establish these Standards at bcteacherregulation.ca/Standards/StandardsOverview.aspx.
There have been a number of disciplinary situations that have arisen because of apparent confusion with respect to the duty of a teacher to report danger to children.

The duty to report is created in a number of ways:

- Section 38 of the Teachers Act imposes a duty on individual teachers to report conduct by another teacher who causes physical, sexual or significant emotional harm to a student.
- A general duty is placed on everyone (by sections 13 and 14 of the Child, Family and Community Service Act) who has reason to believe that a child is in need of protection to report under that act.
- School protocols place teachers under an obligation to report any danger to a child.

One issue that has arisen in discipline proceedings involving teachers’ failure to report is whether or not there is an ethical duty to consult with the colleague involved before making a report about him or her either under a statute or following school protocols. The answer is “no.”

The obligation imposed by section 5 of the BC Teachers’ Federation Code of Ethics makes it clear that legal requirements or official protocols in reporting child protection issues take precedence over the requirements of the Code of Ethics.

Reporting requirements under section 38 of the Teachers Act or under section 13 and 14 of the Child, Family and Community Service Act are rooted in child protection. Failure to report when required under the Teachers Act can result in disciplinary action. Under the Child, Family and Community Service Act, a failure to report when required to do so is an offence.

Schools will have their own protocols for reporting in these circumstances, which usually involve a teacher reporting his or her concerns to the school principal, in addition to reporting directly to the appropriate authority.

Protecting the safety of students is a prominent part of a teacher’s professional duties. When you become aware of circumstances that trigger a duty to report, do so immediately. Do not stop to investigate – make the report. Your duty to report is direct. You cannot delegate your responsibility to report. Your duty only ends when you have reported all of the relevant information to the appropriate authority.

Knowledge that a child is in danger places strict reporting duties on teachers. You should know your obligations and how you would go about fulfilling them should the need arise. Because of the nature of your jobs as teachers, you are on the front lines when it comes to child safety.
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 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 will appear in full on the TRB website at bcteacherregulation.ca/ProfessionalConduct/DisciplineOutcomes.aspx.

The Standards for educators in British Columbia can be found on the last page of this issue of Learn and on the TRB website at bcteacherregulation.ca/Standards/StandardsOverview.aspx.

Consent Resolution Agreements (CRA)

CERTIFICATE HOLDER David Lee Burns
AGREEMENT Professional Misconduct/Standards 1 and 3
DISPOSITION Reprimand

In October 2014, a district reported on events that occurred during the 2013-2014 school year when Mr. Burns was a teacher-on-call. On a day when Mr. Burns was teaching a kindergarten class, he failed to follow the detailed lesson plan, and he failed to maintain order in the classroom, which became so chaotic that more than one student was in tears. During the last period, Mr. Burns took the students outside but did not return them to the classroom to safely dismiss them. Parents had to locate their children in the playground when the rest of the school was being dismissed. When Mr. Burns was teaching a Grade 6/7 class, he failed to follow the detailed day plan, although he left the regular teacher a note indicating he had. He also provided minimal instruction. The classroom environment was chaotic and students were left frustrated, with one girl in tears. Mr. Burns also failed to follow the detailed lesson plans when he taught a Grade 4/5 class. On January 26, 2015, the Commissioner executed a consent resolution agreement in which Mr. Burns agreed to a reprimand.

CERTIFICATE HOLDER Chandra Leanne Carlson
AGREEMENT Professional Misconduct/Standards 1 and 2
DISPOSITION Reprimand

In April 2013, a district reported on Ms. Carlson’s interactions with students in her Grade 1/2 class during the 2012-2013 school year. On February 6, 2013, Ms. Carlson was lining up her class in the gym. When the students did not comply with her direction, she grabbed a six-year-old student by the shirt and forcefully pulled him two to four feet to place him at the front of the line as he was being disruptive. She pulled the student with sufficient force to cause him to lose his balance, although he did not fall. In a separate incident, the student and another student were being disruptive and Ms. Carlson grabbed both by the wrist to forcibly remove them from her classroom. Both were
hurt by the force with which Ms. Carlson held their wrists. On a number of occasions, when the second student was seated at his desk, Ms. Carlson leaned closely to his face and spoke loudly to him, which scared him. On one occasion, Ms. Carlson told her class in frustration that it was the worst class she had ever had. On December 18, 2014, the Commissioner executed a consent resolution agreement in which Ms. Carlson agreed to a reprimand.

CERTIFICATE HOLDER John Patrick Davy
AGREEMENT Conduct Unbecoming/Standard 2
DISPOSITION Director of Certification not to issue a certificate

In May 2013, the TRB learned that Mr. Davy had been charged with possession of child pornography. Mr. Davy provided the Commissioner with an undertaking not to teach. In February 2014, Mr. Davy pleaded guilty to possessing and distributing child pornography and to breaching his bail terms by accessing the Internet. He was sentenced to 30 months in jail and three years of probation on conditions. The judge also imposed a 10-year prohibition on contact with children under the age of 16. On July 31, 2014, Mr. Davy’s certificate was cancelled following a determination of risk made under the Criminal Records Review Act. On March 5, 2015, the Commissioner executed a consent resolution agreement in which Mr. Davy agreed that he will never apply for, nor will the Director of Certification be required to issue to him, a teaching certificate or a letter of permission to teach.

CERTIFICATE HOLDER Michael Edmund Ewert
AGREEMENT Professional Misconduct/Standards 1 and 2
DISPOSITION Certificate suspended for four months/Certificate holder will complete a course

In May 2012, a district reported that Mr. Ewert, a principal, had used his position of power and authority to enter into an intimate sexual relationship with one female teaching assistant and had inappropriate personal relationships with two other female teaching assistants. As a result, he inappropriately used work time for personal purposes, redirected the teaching assistants’ work time away from the students for whom they were employed to deliver services, and failed to role model appropriate social and professional boundaries to staff and students. On March 27, 2015, the Commissioner executed a consent resolution agreement in which Mr. Ewert agreed to a four-month suspension of his certificate and to complete a course on boundaries.

CERTIFICATE HOLDER Michael James Holbrook
AGREEMENT Professional Misconduct/Standard 2
DISPOSITION Reprimand

In September 2014, a district reported that Mr. Holbrook had used a classroom computer and printer to create a number of copies of a poster depicting two topless saluting males dressed as sailors with the caption “[school name] LGBT.” Mr. Holbrook had superimposed the face of a male teacher at the school (Teacher A) onto the body of one of the sailors. Between the end of the day on April 23 and the morning of April 24, Mr. Holbrook posted at least eight posters around the school, which were seen by staff and students. Mr. Holbrook and Teacher A had previously discussed Mr. Holbrook’s past use of Teacher A’s image, which Mr. Holbrook knew Teacher A did not like. Mr. Holbrook also knew that April 24 was Rainbow Day at the school, a day intended to provide education about LGBT issues. On May 4, 2015, the Commissioner executed a consent resolution agreement in which Mr. Holbrook agreed to a reprimand.

CERTIFICATE HOLDER Holly Anne Kish
AGREEMENT Professional Misconduct/Standard 1
DISPOSITION Reprimand/Certificate holder will complete a course

In June 2014, a district reported that, during the 2013-2014 school year, Ms. Kish interacted inappropriately with two of her students in her Grade 3 class. Ms. Kish asked a student (Student A) to remove her jacket. When she didn’t, Ms. Kish asked Student B to hold Student A’s hair away from the zipper while Ms. Kish physically restrained Student A to remove the jacket. She then asked the education assistant (EA) to help. Feeling uncomfortable, the EA asked Student B to let go. When Ms. Kish began to remove the jacket, Student A resisted and screamed “no no no.” Ms. Kish’s tone and words were stern during the incident, which other students witnessed, and Student A was noticeably distressed. After Ms. Kish put the jacket in another room, she took the class to the gym and left Student A with the EA. Ms. Kish
checked on Student A three times and assured her that the coat would not be taken again. Ms. Kish returned the coat and Student A rejoined the class in the afternoon. Ms. Kish was aware that Student A struggled to adjust to the classroom and needed to be calmed in the mornings. On May 11, 2015, the Commissioner executed a consent resolution agreement in which Ms. Kish agreed to a reprimand and to complete a course on dealing with anger.

CERTIFICATE HOLDER Nicholas William Kzanoski
AGREEMENT Professional Misconduct/Standard 1
DISPOSITION Reprimand

In June 2012, a district reported that, in January 2012, Mr. Kzanoski emailed the district behaviour support teacher complaining about his students. On February 9, 2012, when Mr. Kzanoski was teaching a Grade 5 class that began with “silent reading,” he urged students to exercise self-control. Some students were speaking so Mr. Kzanoski had all of the students put their books away and sit silently for several minutes, “practising self-control.” Around lunchtime, Mr. Kzanoski found two students in his class whom he assumed were fighting but who were playing a game. Without investigating the matter, he took the students to the office and told the administrative assistant to call their parents to come pick them up without consulting with administration. In front of the students he stated that he had “had it” with them. Mr. Kzanoski also yelled at students in two separate incidents on the same day. Following these events, Mr. Kzanoski entered the staff room yelling about his students, throwing books and papers, and cursing. On February 10, 2015, the Commissioner executed a consent resolution agreement in which Mr. Kzanoski agreed to a reprimand.

CERTIFICATE HOLDER Lisa Nicole Niven
AGREEMENT Professional Misconduct/Standard 1
DISPOSITION Reprimand/Certificate holder will complete a course

In September 2014, a district reported on events that occurred in Ms. Niven’s Grade 3/4 class during the 2013-2014 school year. On one occasion, while Ms. Niven was instructing the class, two students were making storybooks, an activity only allowed during free time. Ms. Niven repeatedly asked the students to put away the storybooks, but they did not comply. Ms. Niven ripped up the books and threw them out. One of the students asked Ms. Niven not to damage his book when she took it from him but she ripped it up regardless. On another occasion, Ms. Niven cursed in frustration in front of the students. On at least two occasions, Ms. Niven pretended to “shoot” students who were not paying attention by pointing her fingers like a “gun,” “firing” and making a “poof” sound. Students were frightened by this. On February 3, 2015, the Commissioner executed a consent resolution agreement in which Ms. Niven agreed to a reprimand and to complete a conflict resolution course.

CERTIFICATE HOLDER Zdena Novy
AGREEMENT Professional Misconduct/Standard 2
DISPOSITION Reprimand

In June 2014, a district reported that Ms. Novy had claimed illness and received sick pay for seven days between January 2009 and January 2011 when she was not sick. Between April 2011 and October 2011, Ms. Novy took one day of sick leave for each of four appointments scheduled between 10 to 30 minutes and within 42 minutes from the school. On December 16, 2014, the Commissioner executed a consent resolution agreement in which Ms. Novy agreed to a reprimand.

CERTIFICATE HOLDER Peter Joseph Ubriaco
AGREEMENT Professional Misconduct/Standard 1
DISPOSITION Reprimand

In July 2014, a district reported that Mr. Ubriaco inappropriately used sick leave on eight days between April 2013 and March 2014. Although Mr. Ubriaco was sick on these days, he also used the time to attend to personal family matters. Mr. Ubriaco was also absent for a half-day on May 16 and on June 11, 2014, for which he did not properly request leave or obtain authorization. On February 24, 2015, the Commissioner executed a consent resolution agreement in which Mr. Ubriaco agreed to a reprimand.
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 at bcteacherregulation.ca/Standards/StandardsOverview.aspx.