

## Professional Standards for BC Educators

### Frequently Asked Questions (FAQs)

#### **What are the Professional Standards for BC Educators?**

The Professional Standards, formerly the Standards for the Education, Competence and Professional Conduct of Educators in British Columbia, outline the conduct and competence requirements for an individual to be issued and maintain a BC teaching certificate of qualification. They provide the foundation on which educators can grow, articulating both the values and characteristics that distinguish their work.

#### **Why were the Professional Standards revised?**

The previous Standards had been in effect since 2008. These Standards were updated to reflect changes in the education system and context in BC following a two-year consultation process including feedback from certificate holders, education partners, teacher education programs and the public.

#### **When do the Professional Standards come into effect?**

The Professional Standards were approved by both the BC Teachers' Council and the Minister of Education, and they were effective June 19, 2019.

#### **How do these changes affect professional conduct matters?**

Cases that were initiated before the Professional Standards came into effect will be informed by the Standards in place at the time when the alleged misconduct occurred.

#### **What are the key changes?**

The Professional Standards have been updated to reflect current terminology and the new BC curriculum, and to further enhance concepts of

diversity and inclusion in BC's classrooms. A new standard has also been added that addresses the role of educators in the truth, reconciliation and healing process and the importance of embedding the worldviews, cultures and histories of First Nations, Inuit and Métis in BC classrooms. Please refer to the table on the next pages to compare the former Standards with the Professional Standards.

#### **What is the purpose of Standard 9?**

Standard 9 is new and honours the Truth and Reconciliation Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples. This standard carries with it the aspiration and expectation that BC educators strive towards truth, reconciliation and healing, acknowledging the history and contributions of First Nations, Inuit and Métis in Canada, and confirms educators' commitment to the success of First Nations, Inuit and Métis students.

#### **How are the Professional Standards used?**

The Professional Standards are used by:

- **educators**, to guide their practice and professional growth;
- the **Director of Certification**, to assess if an individual is a fit and proper person to be issued a certificate of qualification;
- the **Commissioner for Teacher Regulation**, to address possible breaches of conduct and competency requirements by certificate of qualification holders;
- **BC teacher education programs**, to guide the professional preparation of pre-service educators; and
- **members of the public**, to understand the work and role of educators.

## Comparison of the former Standards with the Professional Standards

| Standards for BC Educators<br>(FORMER)  | Standards for BC Educators<br>(CURRENT)   |
|---|---|
| <b>1</b>  |   |
| <p><b>Educators value and care for all students and act in their best interests.</b></p> <p>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.</p> | <p><b>Educators value the success of all students. Educators care for students and act in their best interests.</b></p> <p>Educators have a privileged position of power and trust. Educators are responsible for the physical and emotional safety of students. Educators respect and value the diversity in their classrooms, schools and communities, inclusive of First Nations, Inuit and Métis, and other worldviews and perspectives. Educators foster students' positive personal identity, mental and physical well-being, social and personal responsibility, and intellectual development. Educators engage students in meaningful participation in their own learning. Educators treat students equitably with acceptance, dignity and respect. Educators understand the importance of confidentiality, and protect student privacy, unless disclosure is required by law. Educators do not abuse or exploit students or minors for personal, sexual, ideological, material or other advantage.</p> |
| <b>2</b>  |   |
| <p><b>Educators are role models who act ethically and honestly.</b></p> <p>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.</p>  | <p><b>Educators act ethically and maintain the integrity, credibility and reputation of the profession.</b></p> <p>Educators are role models. Educators are held to a higher standard and are accountable for their conduct on duty and off duty. Educators understand the law as it relates to their duties. Educators' individual conduct contributes to the perception of the profession as a whole. Educators know and recognize the importance of the Professional Standards for BC Educators.</p>   |

| Standards for BC Educators<br>(FORMER)  | Standards for BC Educators<br>(CURRENT)   |
|---|---|
| <b>3</b>  |   |
| <p><b>Educators understand and apply knowledge of student growth and development.</b></p> <p>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.</p> | <p><b>Educators understand and apply knowledge of student growth and development.</b></p> <p>Educators are knowledgeable about how children and youth develop as learners and social beings. Educators demonstrate an understanding of individual learning differences and needs. Educators recognize the importance and connection of cultural identity, ways of being and worldviews to student learning. Educators use this knowledge to inform decisions about curriculum, instruction and assessment. Educators work to create a positive, safe and inclusive learning environment to best meet the diverse needs of students.</p> |
| <b>4</b>  |   |
| <p><b>Educators value the involvement and support of parents, guardians, families and communities in schools.</b></p> <p>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.</p>                                 | <p><b>Educators value the involvement and support of parents, guardians, families and communities in schools.</b></p> <p>Educators understand, respect and encourage the participation of families and communities in student learning and development. Educators consider the perspectives of parents/guardians regarding their children. Educators communicate effectively and in a timely manner with parents/guardians.</p>   |

| Standards for BC Educators<br>(FORMER)   | Standards for BC Educators<br>(CURRENT)   |
|--|---|
| <b>5</b>   |   |
| <p><b>Educators implement effective practices in areas of classroom management, planning, instruction, assessment, evaluation and reporting.</b></p> <p>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.</p> | <p><b>Educators implement effective planning, instruction, assessment and reporting practices to create respectful, inclusive environments for student learning and development.</b></p> <p>Educators have the knowledge and skills to facilitate learning for students, including learning experiences that reflect individual contexts and local environments. Educators value collaborative practice. Educators recognize and understand the interconnectedness of all aspects of teaching and learning and employ a variety of instructional and assessment strategies. Educators communicate effectively in either English or French. Educators know when to seek support for their practice and for students.</p> |
| <b>6</b>   |   |
| <p><b>Educators have a broad knowledge base and understand the subject areas they teach.</b></p> <p>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.</p>                | <p><b>Educators demonstrate a broad knowledge base and an understanding of areas they teach.</b></p> <p>Educators understand the curriculum and methodologies of areas they teach. Educators teach curricula from Canadian, First Nations, Inuit, Métis, and global perspectives. Educators build upon student capacity for intercultural understanding, empathy and mutual respect. Educators cultivate the values, beliefs and knowledge of Canada's democratic and inclusive society.</p>  |

| Standards for BC Educators<br>(FORMER)   | Standards for BC Educators<br>(CURRENT)   |
|--|---|
| <b>7</b>   |   |
| <p><b>Educators engage in career-long learning.</b></p> <p>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.</p> | <p><b>Educators engage in professional learning.</b></p> <p>Educators engage in professional learning and reflective practice to support their professional growth. Educators recognize and meet their individual professional needs through various learning opportunities. Educators develop and refine personal philosophies of education, teaching and learning that are informed by research, practice and the Professional Standards for BC Educators.</p>    |
| <b>8</b>   |   |
| <p><b>Educators contribute to the profession.</b></p> <p>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.</p>  | <p><b>Educators contribute to the profession.</b></p> <p>Educators honour the profession by supporting, mentoring or encouraging other educators and those preparing to enter the profession. Educators contribute their expertise in a variety of ways, including opportunities offered by schools, districts, school authorities, professional organizations, post-secondary institutions and communities. Educators contribute to a culture of collegiality.</p> |

| Standards for BC Educators<br>(FORMER) | Standards for BC Educators<br>(CURRENT)  |
|--|--|
| <b>9</b>                               |  |
| N/A                                    | <p><b>Educators respect and value the history of First Nations, Inuit and Métis in Canada and the impact of the past on the present and the future. Educators contribute towards truth, reconciliation and healing. Educators foster a deeper understanding of ways of knowing and being, histories, and cultures of First Nations, Inuit and Métis.</b></p> <p>Educators critically examine their own biases, attitudes, beliefs, values and practices to facilitate change. Educators value and respect the languages, heritages, cultures, and ways of knowing and being of First Nations, Inuit and Métis. Educators understand the power of focusing on connectedness and relationships to oneself, family, community and the natural world. Educators integrate First Nations, Inuit and Métis worldviews and perspectives into learning environments.</p> |