

ISSUE ELEVEN | SUMMER/FALL 2015

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THE MAGAZINE OF BC EDUCATION

ALL ABOUT IB

INTERNATIONAL SUMMIT ON THE TEACHING PROFESSION

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THE MAGAZINE OF BC EDUCATION

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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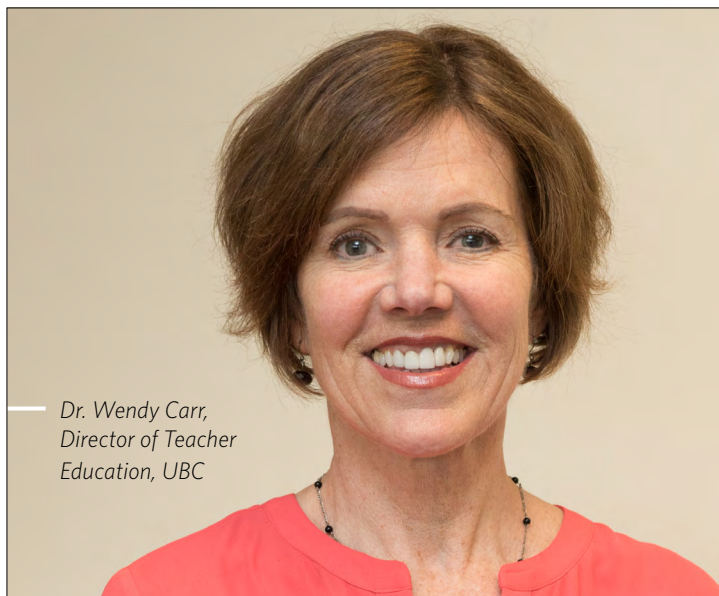
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*Dr. Jim McConnell, Head of Stratford Hall, Vancouver
Photographer: Hamid Attie*



Dr. Wendy Carr,
Director of Teacher
Education, UBC



Dr. Jim McConnell,
Head of Stratford Hall

IB students from North Vancouver make
meaningful contributions to their community



The IB Learner Profile

The IB program strives to create learners who are:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Caring
- Risk-takers
- Balanced
- Open-minded
- Reflective



THE IB APPROACH TO TEACHING AND LEARNING

INTERNATIONAL PROGRAM AIMS TO DEVELOP INQUIRING, KNOWLEDGEABLE AND CARING STUDENTS

Educators looking for inquiry-based interdisciplinary learning that emphasizes authentic assessment and a global perspective might want to consider the International Baccalaureate (IB) – where this approach to teaching and learning has been formalized into pedagogy and practice.

An Overview of the IB

The roots of the IB date back to just after the Second World War, when Marie-Thérèse Maurette, directress of the International School of Geneva, wrote a paper for UNESCO titled “Educational Techniques for Peace: Do They Exist?”

The belief that education can transform individuals and societies is at the heart of the IB’s mission to develop “inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.” The program aims to do this through an inquiry-based, student-centred approach to learning that emphasizes intercultural awareness.

Offered worldwide in more than 4,000 schools, the IB has three main programs: the Primary Years Programme (PYP), for students up to the age of 12; the Middle Years Programme (MYP), for students between 11 and 16; and the Diploma Programme (DP), for students between 16 and 18. Ideally, all three programs are meant to be offered as a continuum.

In the PYP, the focus is on six guiding transdisciplinary themes (such as ‘who we are’ and ‘how the world works’) while the MYP focuses on six global contexts that help students make connections between their studies and the world beyond the classroom. In the

MYP, students strive to understand ‘big ideas’ across the subject disciplines and also focus on developing important skills through the approaches to learning (such as self-management and thinking skills).

Here in North America, the IB is often considered synonymous with the Diploma Programme, an intense, two-year course of study – much of it at a university-equivalent level – that is typically offered only to academic high-achievers in the final two years of high school. This program enables students to explore the depth and breadth of six subjects over two years. Students must complete a course on the theory of knowledge and an in-depth research project of their choosing. In addition, students must fulfill creativity, action and service requirements outside the classroom. All student work is evaluated by internal and external IB assessors.

But the IB is much more than the DP – and the DP is about much more than academics alone. There are more than 40 IB-authorized schools in British Columbia, both in the public and independent system, with half of them offering the PYP and/or the MYP.

An Integrated Approach to Teaching

The IB requires teachers to adopt an integrated teaching approach, says Dr. Wendy Carr, Director of Teacher Education in UBC’s Faculty of Education. UBC offers Canada’s only teacher education program with IB-specific cohorts; teacher candidates can choose to enroll in a PYP, MYP or DP specialty in which they take an IB programme-specific inquiry seminar, complete their practicum at an IB school and graduate with their Level 1 IB Certificate in Teaching and Learning, which is a →

prerequisite for teaching at an IB World School, in addition to their education degree and BC teaching certificate.

"There are certain elements to the pedagogy and practice of IB that are really just examples of terrific educational practice," says Carr. "The IB brings it all together into one package."

Kelly Grant, the MYP Coordinator at Abbotsford Middle School, concurs. "What the IB does is provide a research-based program and a great framework to formalize inquiry-based teaching practices."

The Learner Profile

IB teachers build their practice around the Learner Profile, which is at the heart of all three programs. "It guides everything and is placed front and centre," says Carr. The profile describes the characteristics that the IB aims to develop in students. Extending beyond the traditional definitions of academic success, the profile emphasizes such qualities as risk-taking and open-mindedness, and the importance of supporting students to be principled and caring.

"It's an excellent tool for articulating shared values and forming the basis of a school's culture," says Dr. Jim McConnell, the Head of Stratford Hall, an independent school in Vancouver that was one of the first schools in Canada to offer all three IB programs for students from Kindergarten to Grade 12.

At Stratford Hall, report cards open with a detailed one-page description assessing the student in relation to the Learner Profile. "I've had parents whose children transferred to our school tell me what a refreshing and novel approach this is – that they felt for the first time that their children were being assessed holistically for the values and attributes that really matter throughout life," says McConnell.

Collaborative Planning

A willingness to collaborate with others is absolutely essential for IB teachers. The transdisciplinary focus of the PYP and MYP, for example, make it crucial that teachers plan their units of inquiry with other same-grade teachers as well as with specialist teachers.

Units of inquiry are explored in each subject area – so, for example, a study of immigration in BC would not be limited to social studies, but would be explored through math, English, music, a second language and more.

"It's about breaking down those silos of teaching and learning: IB teachers are expected to collaborate with their colleagues to find those opportunities to explore the big meaningful ideas that cross disciplines and subject areas," says McConnell.

Finding space in the timetable for collaborative planning poses some challenges, admits Grant, and requires the dedicated commitment of teachers and administrators to make it work. Last year, for example, teachers at Abbotsford Middle School voted to shorten their lunch hour to open up 15 additional collaborative planning blocks throughout the year; release time is also provided through assemblies or other school-wide events.

"Great teachers are earnest learners," says Grant. "Collaborative planning is a way to support that learning."

Planning with the End in Mind

In the IB, all curriculum, assessment and instruction planning is done with the end in mind – or what is often known as understanding by design. Carr says that IB teachers "start with the question of what students need to know, understand and do and then develop assessments to determine how they'll know when and how that's been achieved."

"Teachers have to plan with the end in sight," explains McConnell. "It's backward planning, starting with the summative assessment, which in the old days would be criticized as 'teaching to the test.' But that's what you do: you develop really well-designed summative assessments and then organize your planning and teaching around them."

Inquiry-Based Learning

The IB's emphasis on inquiry "rejects the premise that your job as a teacher is to fill students up with content," says Carr. "IB uses inquiry to inculcate a certain disposition towards

learning. It encourages students to take responsibility for their own learning – beginning in kindergarten – and positions teachers as co-learners alongside their students."

Grant says that the shift from seeing teaching as transmitting information to a practice where students are encouraged to find opportunities to make sense of the world is an important one. She adds that the holistic approach of the IB is also invaluable in at helping students make connections.

"I asked some of our Grade 8s what the MYP means to them and one of them said 'It's about linking our learning to the real world.'" For Grant, it is the program's emphasis on holistic education, communication and intercultural awareness that also promotes the positive development of students' attitudes and skills, ultimately making them more engaged and independent learners.

This focus on student-led inquiry is formalized through culminating projects at the end of each IB program. In the PYP, students collaborate with a small group of peers on an extended in-depth project where they investigate a real-world problem and share their learning with the wider community. The MYP culminates in the Personal Project: students immerse themselves in an in-depth year-long project of their choosing. And as a requirement for the IB Diploma, students must complete a 4,000 word extended essay, a self-directed research paper on any topic.

The structured approach to learning and inquiry extends to IB educators as well, who are periodically evaluated by external assessors. Carr says the rigour and accountability built into the IB can require additional work from teachers as they must document their process, articulate transparent goals for each unit, invest significant time collaborating with colleagues and adhere to agreed-upon standards.

"The use of standards-based criteria in our assessment means that our school is using the same criteria as other MYP schools around the world," says Grant. "This year we are sending home a final report card with both MYP Criteria Levels (standards-based) and letter grades.



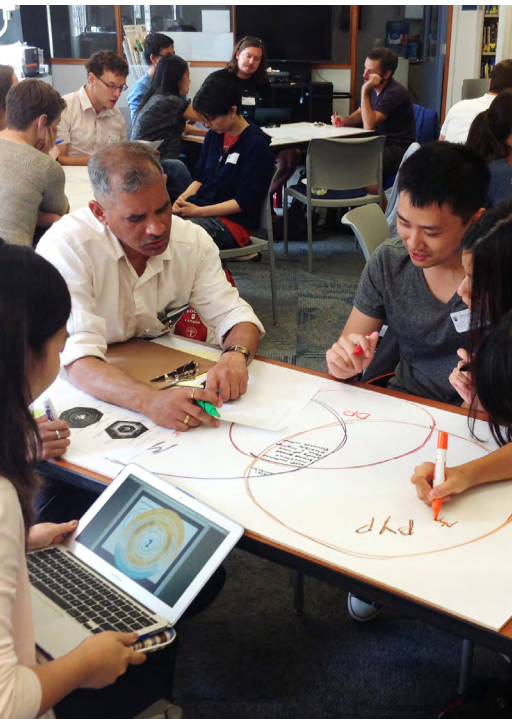
We are looking at only reporting out MYP Criteria Levels for each subject next year. Teachers prefer the standards-based assessment and reporting."

Effective Pedagogy

Both Carr and McConnell point out that although these practices define the IB, they are ultimately just examples of sound teaching practice that anyone can use, whether or not they are teaching in an IB school.

"For me," says Carr, "the IB represents the strong pedagogical practice that we all want to see in all schools. The focus on real-world problem solving, meaningful learning and encouraging students to adopt a more global perspective are qualities and values that should be widely inculcated."

And as McConnell adds, "None of this is proprietary to IB: anyone can use the ideas of the Learner Profile, use authentic assessment, structure a curriculum around big transdisciplinary ideas and inquiry-based learning, or take steps to foster a collaborative atmosphere for staff. There are so many pieces in IB that are just excellent pedagogy." ←



Learn More

- Visit ibo.org to explore the IB Programme
- Visit bcaibws.ca to learn about the British Columbia Association of IB World Schools
- Starting in September 2015, UBC will offer a master's degree specialization in IB open to current and future IB teachers: pdce.educ.ubc.ca

PHOTOS

Top and middle right: Classes in session at Stratford Hall

Bottom left: IB teacher candidates at UBC

Bottom right: Abbotsford Middle School IB students Ayessa Tolentino and Tayler McLeod present their Grade 8 MYP community project

NEWS + NOTICES FROM THE TRB

REQUIREMENT FOR A CRIMINAL RECORD CHECK

If you are a certificate holder and have not had a criminal record check in the last five years through the former BC College of Teachers or the Teacher Regulation Branch (TRB), you are required to authorize a check by completing a form and submitting it to the TRB before December 31, 2015. If you are due to complete the criminal record check authorization this year, the TRB has already mailed and emailed you a notice. To authorize your check, please visit the TRB website, click on the Certificate Services tab, choose Criminal Record Check in the menu and follow the instructions for submitting your authorization. If you are unsure of when your next authorization is due, you can confirm the date by logging in to the Certificate Holders' Area on the TRB website. ←

REMINDER TO PAY THE ANNUAL PRACTICE FEE

For certificate holders to retain valid BC Ministry of Education certification, the annual practice fee of \$80 must be paid by May 31, 2015. Under the *Teachers Act*, boards of education and independent school authorities must deduct this fee from the pay of the certificate holders they employ and submit it on their behalf. Therefore, if you are a certificate holder employed in these systems, you do not need to submit a fee. If you are a certificate holder not employed in one of these systems and you have not yet paid your annual practice fee for the upcoming year, please note that a late fee is now in effect. For more information, please visit the TRB website, click on the Certificate Services tab and choose Fee Information in the menu. ←

PROOF OF CERTIFICATION

As a certificate holder, you may be asked by an employer to show proof that you are a certificate holder in good standing with the Ministry of Education. There are two ways to do this. First, you can ask your employer to enter your name into the Online Registry on the TRB website. The registry is linked to a database and provides the current status of any BC teaching certificate. The second option is to ask your employer to use the Employers' Area of the website where he/she can verify the status of any current or potential employee. Visit the TRB website, click on the Certificate Services tab and choose Proof of Certification in the menu for more information. ←

CERTIFICATE HOLDERS, PLEASE MAINTAIN THE ACCURACY OF YOUR CONTACT INFORMATION

Your up-to-date contact information allows us to inform you of changes to standards or regulations and ensure you receive notices and news that could affect you as a BC educator. Updating your contact information is easy. Log in to the Certificate Holders' Area of the TRB website and edit your profile. Remember to save your changes and log out when you have finished. ←

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



Dr. Steve Cardwell



INTERNATIONAL SUMMIT ON THE TEACHING PROFESSION: LEADERSHIP, EFFICACY AND INNOVATION IN EDUCATION

By Dr. Steve Cardwell

At the end of March, the Minister of Education Peter Fassbender and BCTF President Jim Iker led a small delegation of BC education partner groups to attend the fifth annual International Summit on the Teaching Profession, held this year in Banff, Alberta. This annual conference brings together education ministers and teachers' union leaders from around the world to discuss education transformation.

Summit organizers asked participants to consider what is needed to create responsive 21st-century schools. Three key elements were identified: teachers who are confident in their abilities, a willingness to innovate, and strong leaders who establish the conditions that enable the former two elements to occur. (I encourage you to take a look at the background report, *Schools for 21st-Century Learners: Strong Leaders, Confident Teachers, Innovative Approaches*, which informed the discussions.)

Strong and effective leaders are those who make evidence-informed decisions, provide the leadership needed to help all students succeed and create a collaborative environment in which teachers take part in school-based decisions. This requires that districts remove hurdles and provide opportunities for continuing professional growth and distributed decision making across all levels of the system.

The research data indicate that teachers' efficacy may be an important factor influencing student outcomes. Strengthening teachers' confidence in their abilities can be encouraged by supporting the development of positive interpersonal relationships between teachers themselves and with the school and district leaders, and by promoting opportunities for increased teacher collaboration.

According to the summit's background report, successful education systems promote leadership at all levels, encouraging educators, regardless of the formal positions they occupy, to lead innovation in the classrooms, the school and the system

as a whole. Summit participants discussed what is needed to encourage deeper and more collaborative forms of leadership.

Education systems are also confronted by the need to meet expanding learner needs at a time of both rapid change and constrained resources. The education ministers and union leaders were invited to share the innovation strategies that their respective jurisdictions have implemented that have had breakthrough impacts on learning outcomes. The lead delegates discussed what a successful and sustainable system-wide innovation strategy might look like and the role of the profession in leading innovation both inside and outside the classroom.

Each country delegation was asked to identify their top priorities for the coming year. Delegates from Canada agreed to:

1. Focus on leadership and collaboration, with particular attention to teacher recognition and career enrichment;
2. Foster a climate of innovation that supports deeper learning and practice; and
3. Encourage collective ownership of and responsibility for a climate of high expectations and well-being of all students, which includes integration of services, engagement of families and communities, and the provision of equitable access to fair and inclusive education environments, with a special emphasis on Aboriginal children.

It was an honour to attend this summit and I believe that the genuine effort of government ministers and unions to discuss these issues of leadership and professional learning together gives give hope and promise for the future. ←

Dr. Steve Cardwell is Director of the Transformative Educational Leadership Program at UBC's Faculty of Education. He attended the International Summit along with UBC Dean of Education Dr. Blye Frank, who was there as President of the Association of Canadian Deans of Education.



FRESH IMMERSION

CULINARY ARTS INSTRUCTOR MONIKA GYSLER INTRODUCES HER STUDENTS TO LIFE IN A COMMERCIAL KITCHEN

Imagine you're a Grade 12 student arriving at school in the morning. You are handed recipes for the day that include roast beef with Yorkshire pudding, mashed potatoes, gravy and vegetables, and you are expected to mentor your classmates and help prepare the remaining menu for a full lunch for 200 people. Oh, and you have less than three hours to get it all done.

This is a typical school day for some Grade 12 students at Stelly's Secondary School in Saanichton, who are working to complete the first level of chef training under the guidance of Culinary Arts Instructor Monika Gysler. Gysler says that eight students completed the apprenticeship program in 2013-2014 and she anticipates that four or five students will enroll in the program this fall.

"We try to identify students early on who are passionate about cooking," she says. "It's not hard – they're the ones who are all ears and eyes during the class. We'll talk with them about what we have to offer and ask if they are interested in pursuing this very versatile credential."

If the interest is there, Gysler encourages the students to line up their class schedules to ensure they have all graduation requirements in place by the end of their first semester of Grade 12. Then, in the students' second or third semester, they spend three blocks of the day working in the cafeteria developing their practical skills and the final block doing online coursework through Camosun College. Those students who are successful will graduate with their Dogwood Diploma as well as a Professional Cook 1 trade certificate.

"It's a huge bonus for students to enter the workforce with this under their belt," says Gysler. "And it doesn't cost the student anything." Students who choose this path save considerably over those who wait until after high school – the tuition fees for the Professional Cook 1 program are \$2500, not including textbooks and supplies.

Although only a few students take on the significant extra college-level work to gain this industry-recognized credential, dozens of students take Gysler's cafeteria class, where they develop a wide range of skills. All students receive their FoodSafe Level 1 certificate, which is required to work in almost all food establishments in the province – including the school cafeteria. They then "learn how to work in a commercial kitchen on commercial equipment and in quantities for commercial sales," says Gysler.

Over the course of the semester, students learn the skills and techniques needed to prepare a range of food – from working the grill to preparing entrees to baking and cake decorating. Gysler says that the cafeteria sells about 50 breakfasts each day – the Egg McStelly is a favourite – and about 200 lunches, including hot and cold sandwiches, salads and entrees that range from spanakopita (\$2.50) to a roast beef dinner (\$5.00). With its varied menu and affordable prices, the cafeteria has proven very popular with students.

The school cafeteria operates as a self-sufficient business and even offers catering services. "Just this week we prepared a lunch for a management meeting at the school board office," says Gysler. The money generated from selling the student-prepared food is used to purchase ingredients and cover maintenance costs.

Gysler says there's immense satisfaction that comes from running Stelly's cafeteria with the help of "absolutely fantastic" staff members Jamie Kaatz and Nicole Dunford. She's also committed to her own professional development: last year, she pursued her Professional Cook 1 designation alongside her students.

"I'm so proud of the wholesome food we offer, most of which is made from the best-quality food grown here in BC. And it's very satisfying to work with students who are so eager to learn how to create great food." ←

Rod Peters, Director of the
Vernon Snowsports Academy



Hannah Mehein trains at
Sovereign Lake Nordic Centre

ATHLETICS + ACADEMICS

VERNON SNOWSPORTS ACADEMY HELPS STUDENTS SUCCEED ON THE HILL AND IN THE CLASSROOM

Elite student athletes face a unique challenge: how do they put in the hours of weekly training required to compete at the top levels of their sport while pursuing their academic studies Monday to Friday? Last fall, the Vernon School District launched the Snowsports Academy to alleviate some of the training and scheduling conflicts faced by local students who excel in alpine, Nordic and freestyle skiing. Thanks to the commitment and flexibility of teachers and schools – and the support of parents, coaches, Sovereign Lake Nordic Centre, the Vernon Ski Club, the Silver Star Freestyle Club, and Silver Star Mountain Resort – the program has been a resounding success.

Rod Peters, the director of the Snowsports Academy and a teacher at Vernon Virtual Learning, a public distributed learning school located in School District No. 22 (Vernon), explains that the program is geared to athletes who are typically putting in 400 to 500 hours of training a year. Unlike many sports academies in the province, the Snowsports Academy is district-wide. This means that students can stay in their neighbourhood school, taking classes along with their friends or continuing their involvement in French Immersion or other programs not offered in all schools.

Students spend two extra weekday training sessions on snow during the winter season; in the fall and spring they participate in sport-specific dryland training during their Snowsports Academy block. All stakeholders agree that giving students the flexibility to incorporate additional training time into the week has helped the student athletes excel.

One example is Hannah Mehein, a 16-year-old student at WL Seaton Secondary in Vernon who had her best season ever. The

cross-country skier won two gold medals and one silver medal in nationals – and was also ranked top overall Canadian Junior Girl.

In a presentation to the district about the Academy, her mother Mae Hooper stated that Hannah's ability to train during the day instead of at night played an instrumental role in her success. In the past, Hannah would train after school until 8:30 – and was only able to ski on lit trails rather than the whole trail system – and was then up late trying to get homework done. The result? Stress, exhaustion and a struggle to stay healthy during the intense competition season.

However, as a member of the Snowsports Academy, Hannah found the more balanced schedule of training time and academics made it that much easier to complete homework, get to bed earlier and pursue her other extracurricular interests.

Other Academy students also excelled. Elena Gaskell won two gold medals in freestyle at the Canada Winter Games, and Gavin Donald was the top performer for alpine, and selected to Team Canada at the Whistler Cup. Many athletes had personal bests and several Nordic and freestyle skiers were selected for the BC development team.

Peters notes that there were some learning curves as the new Academy accommodated the different training and competition schedules of the three sports as well as the curricular challenges in opening up timetable space in each of the district's high schools.

However, he is very pleased with the Academy's success and says there's been tremendous interest from new students for next year. "Any program that creates opportunities for students to excel in the sport they love is worth pursuing," he says. ←

THINKING ABOUT THE STANDARDS: A Case Study

Exploring a case study can help us better understand how the Standards apply to the practice of teaching and the work and conduct of educators. We encourage you to read the scenario below and reflect on the questions. Then, read the factors that the Commissioner for Teacher Regulation would consider when deciding how to address the scenario. You can find the Standards for Educators in British Columbia on the last page of this issue of Learn.

Scenario

A school teacher purchased airplane tickets to attend an out-of-province family event in May. To get a reduced fare, she booked tickets for dates that would require her to take three days off work. The morning of her outbound flight, the teacher called the TOC line and left a message saying she was ill and would not be at work until she was well. She boarded the airplane a few hours later and was seated near a parent of one of her students, who later discovered the inconsistency and reported it to the teacher's principal.

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 would consider when evaluating this case

Boards of education and independent school authorities have a duty to report dismissals, suspensions and disciplinary action to the Commissioner for Teacher Regulation under section 16 of the *School Act* and sections 7 and 7.2 of the *Independent School Act*. If a report is made to the Commissioner for Teacher Regulation, the Commissioner then needs to review the information and decide which process, as set out in the *Teachers Act*, is appropriate to address the report. It is important to note that there is no typical result for this type of case because each situation is unique.

The Commissioner's decision about how to proceed could be based on the answers to the following questions:

- What is the district or school authority's policy on the use of sick leave and on non-paid discretionary days? Did the teacher request time off according to policy?
- After the principal met with the teacher, did the teacher reimburse the district or school authority for the sick pay she received?
- Has the teacher ever been involved in any similar incidents related to using sick leave inappropriately?

After reviewing the report, the Commissioner may do one of the following:

- take no further action and provide reasons for this decision to the teacher and her employer,
- initiate an investigation,
- make or accept a proposal for a consent resolution agreement or
- issue a citation, which could lead to a hearing.

When considering how to proceed, the certificate holder's actions will be examined through the lens of the Standards and whether any were breached. In this particular case, Standard 1 (Educators value and care for all students and act in their best interests) and Standard 2 (Educators are role models who act ethically and honestly) may be in question. Consideration may be given to whether the certificate holder acted in the interests of her students by being absent from the classroom with little notice and/or whether her behaviour was ethical or honest.

If the matter is resolved through the consent resolution process or a formal disciplinary hearing, there are several options available if the certificate holder is found to have breached the professional standards. These include placing limits or conditions on a certificate; agreeing to, or ordering, remedial professional development courses; issuing a reprimand, suspension or cancellation of a certificate; or banning the issuance of a new certificate. ←

RESOLVING CONFLICTS BETWEEN PARENTS AND SCHOOLS

By the Honourable Bruce Preston, Commissioner for Teacher Regulation

Teachers and parents in BC have a long history of working together to support the education of our province's students. In the vast majority of cases, discussions between teachers and parents concerning children in schools are amicable and productive. In some cases they are not. Although there are many causes of these breakdowns in cooperation, each represents a failure to help optimize a child's education.

Although our courts have been the traditional route for resolving disputes, they have become slow, overloaded and inaccessible. They were seldom a useful option for dealing with conflict in the education system in the first place, and they are becoming even less so.

In recent years, the focus has shifted from formalized procedures like courts, boards and tribunals to models of dispute resolution that produce the kinds of functional real-world results that our modern society requires. A body of research-based knowledge has emerged that offers the speed and problem-solving flexibility that is particularly called for in the schools. Conflict resolution techniques have been systematized into teachable bodies of knowledge that offer the prospect of significantly enhancing interactions between parents and schools.

The words we use to describe these interactions have changed: "conflicts" are more likely to be described as "issues," "decision" has been replaced by "resolution," and "winning" and "losing" are de-emphasized in favour of "cooperating." It's not just the words that have changed: more court actions are now resolved by mediation than by trial. The shift to a softer form of resolving differences is clearly here to stay.

Dealing with conflict through mediated resolutions avoids the high cost of a court process. It usually permits the parties to maintain relationships that would be severed by a costly and adversarial court trial. Compared to the court trial process, it is expeditious and it is final.

Parents with concerns that are not now being resolved could benefit from the advantages of modern conflict resolution. And, luckily for us, British Columbia is a leader in this field. The Justice Institute of BC has a centre for conflict resolution and offers foundational courses in conflict resolution techniques. The basic course offered is called "Collaborative Conflict Resolution" and is described, in part, as follows:

The Foundations of Collaborative Conflict Resolution course offers you effective and practical tools in collaborative conflict resolution. Through examination of the sources of conflict attitudes and beliefs, conflict styles, and the role of assumptions and emotions, you will gain an overview of conflict dynamics and collaboration strategies.

Many of the complaints that come in to my office result from a failed attempt to resolve a parental concern at the school level. Finding a way to imbed modern dispute resolution expertise at the school level would significantly improve the school experience for many parents and students. ←

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 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 outcomes 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.

Ensuring that concerns about the competence and conduct of certificate holders are addressed independently, fairly, expeditiously and in the public interest.

Consent Resolution Agreements (CRA)

CERTIFICATE HOLDER Scott Anthony Bojarski

AGREEMENT Professional Misconduct and Conduct Unbecoming/Standard 2

DISPOSITION Reprimand

In March 2014, a district reported that Mr. Bojarski had borrowed a school laptop to use over the summer and had signed a form restricting its use for school/district work. Mr. Bojarski understood that the laptop needed to be returned by September 2013. In September 2013, Mr. Bojarski started teaching at another school. When the principal from the previous school asked about the laptop, Mr. Bojarski indicated he had returned it, when he had not. In November 2013, Mr. Bojarski returned the laptop saying that he had meant to return it, forgotten about it and found it in a box. When the district interviewed him, Mr. Bojarski advised that he had only used the laptop for school work and that he did not use the laptop in October or November. The district found that the laptop had been fully powered and connecting to its mainframe in September, October and November 2013. Mr. Bojarski admitted that he had used the laptop to create documents and download movies. On November 18, 2015, the Commissioner executed a consent resolution agreement in which Mr. Bojarski agreed to a reprimand. ←

CERTIFICATE HOLDER Kevin James Buffel

AGREEMENT Professional Misconduct and Conduct Unbecoming/Standards 1 and 2

DISPOSITION Certificate relinquished/Former certificate holder will not apply for a teaching certificate or letter of permission

In January 2014, a district reported that Mr. Buffel had been previously warned by district officials not to touch students but, in January 2014, while Mr. Buffel's Grade 2/3 class was watching a movie in a darkened room, a school principal observed a girl sitting on Mr. Buffel's lap.

He admitted that he often allowed girls in his class to sit in his lap and that he sometimes picked them up or hugged them. The district also found that Mr. Buffel had used the school computer in a manner that breached the District-Wide Network and Internet Appropriate Use policy. Mr. Buffel resigned from the district in May 2014 and signed an undertaking not to teach in June 2014. On July 31, 2014, the Commissioner executed a consent resolution agreement in which Mr. Buffel agreed to relinquish his certificate. He also agreed that he will not apply for, nor will the Director of Certification be required to issue to him, a certificate or letter of permission at any time in the future. ←

CERTIFICATE HOLDER Lorene Kiu Chui

AGREEMENT Professional Misconduct/Standard 1

DISPOSITION Reprimand/Certificate holder will complete courses

In August 2013, a district reported that, after giving a Grade 3 student a music lesson during lunch, Ms. Chui sent the student back to his classroom unaccompanied even though she was aware he had a behavioural designation requiring him to be accompanied by an adult at all times. The student got into an altercation with two student lunch monitors, one of whom he struck. The following day, Ms. Chui spoke to a student in a manner that made him cry and, by failing to address his crying, some of his classmates became upset. She also asked a student to resume playing a drum and, when he didn't, she placed her hands on his shoulders and moved him in a way that he perceived as a shove. Students in the class also felt that Ms. Chui raised her voice, which was perceived as yelling. On July 30, 2014, the Commissioner executed a consent resolution agreement in which Ms. Chui agreed to a reprimand and to complete conflict resolution and anger management courses. ←

CERTIFICATE HOLDER Reagan William Daly

AGREEMENT Professional Misconduct/Standards 1 and 2

DISPOSITION Reprimand

In August 2012, a parent of a student made a complaint about Mr. Daly. In June 2011, Mr. Daly received an email from a parent of a student on the senior boys' basketball team asking how the recipient of the team award had been chosen. Mr. Daly responded that the recipient had been chosen by a vote of the students on the team even though this was not the case. He subsequently apologized to the student and his parents. On October 23, 2014, the Commissioner executed a consent resolution agreement in which Mr. Daly agreed to a reprimand. ←

CERTIFICATE HOLDER Tamara Gay Huser

AGREEMENT Professional Misconduct and Conduct Unbecoming/Standard 2

DISPOSITION Certificate suspended for two months

In October 2012, a district made a report about Ms. Huser. In August 2010, Ms. Huser suffered the loss of her stepson, who was a former student at the school where she taught. In September 2011, Ms. Huser altered a *Passport to Education* scholarship booklet, which included taking an empty passport booklet from the school office without authorization and replacing pages with pages from her deceased stepson's passport booklet that contained two stamps issued to him. She attended a college to redeem the altered passport booklet for a \$750 credit in tuition fees for her daughter; she was later advised by the college that the serial numbers on the stamps had been issued to her stepson. Ms. Huser reimbursed the college for \$750. On August 12, 2014, the Commissioner executed a consent resolution agreement in which Ms. Huser agreed to a two-month suspension of her certificate. ←

CERTIFICATE HOLDER Darren William James

AGREEMENT Conduct Unbecoming/Standard 2

DISPOSITION Reprimand

In January 2012, the TRB learned that in August 2010 Mr. James had been arrested and charged with sexual assault for his conduct towards a 16-year-old girl at a train station, where he made inappropriate comments, grabbed her arm and stroked a gold chain that hung down between her breasts. Mr. James entered into a peace bond and the charge was stayed. In June 2012, Mr. James undertook not to teach school-aged children, or seek employment or a volunteer position in any capacity with school-aged children that requires a Ministry of Education certificate. On November 18, 2014, the Commissioner executed a consent resolution agreement in which Mr. James agreed to a reprimand. His certificate was cancelled due to non-payment of fees on November 1, 2012, making him ineligible to practice. ←

CERTIFICATE HOLDER David Joseph Lamb

AGREEMENT Professional Misconduct/Standards 1 and 2

DISPOSITION Reprimand/Certificate holder to complete the TRB's workshop on professional identity and boundaries

In June 2011, a district reported that, in the 2010-2011 school year, Mr. Lamb spoke disrespectfully to students while teaching jazz and concert band and other music courses. In 2009, he was directed by the principal not to hold practices after 5:00 p.m. without approval but, during the 2010-2011 school year, Mr. Lamb frequently held after-hours band practices. He also failed to observe appropriate professional boundaries by going out for celebratory band performance dinners that were only attended by a few students; calling a male student at home at night and talking in excess of an hour, and visiting him twice at home and discussing personal matters; and forming an inappropriately close relationship with a female student. The male and female student had personal circumstances that made them vulnerable. On December 9, 2014, the Commissioner executed a consent resolution agreement in which Mr. Lamb agreed to a reprimand and to complete the TRB's workshop on professional identity and boundaries. ←

CERTIFICATE HOLDER Myriam Pascale Le May

AGREEMENT Professional Misconduct/Standard 2

DISPOSITION Reprimand

In May 2013, a parent of a student made a complaint about Ms. Le May. In June 2012, the student asked Ms. Le May to tutor her privately when school resumed in September. The school policy prohibits teachers from tutoring any students at the school for remuneration to avoid possible conflicts of interest. Ms. Le May agreed to tutor the student and told her that the arrangement had to be confidential because she knew tutoring breached the school policy. In October 2012, Ms. Le May attended a tutoring session at the student's home, and fell and injured herself. Ms. Le May filed a Notice of Civil Claim in BC Supreme Court claiming damages from the student, her mother, her mother's partner and the mother's cleaning lady. After her fall, Ms. Le May remained off work until January 2013, but she continued to tutor as her health permitted. She resumed tutoring sessions with the student in November 2012. Some weeks later, Ms. Le May discontinued the tutoring sessions and text messaged the student telling her she thought it best not to tutor her anymore as her mother was not cooperating with Ms. Le May, who was pursuing a claim against the parent's insurer. On December 9, 2014, the Commissioner executed a consent resolution agreement in which Ms. Le May agreed to a reprimand. ←

CERTIFICATE HOLDER Chung Yuk (Joan) Ma

AGREEMENT Professional Misconduct/Standard 1

DISPOSITION Certificate suspended

In November 2011, a district reported that Ms. Ma was seen at an assembly bouncing two Grade 4 students on her lap for approximately one minute. Ms. Ma did not teach either of the students. She had been previously disciplined for inappropriate behaviour with students, which included hitting students on the bottom and the back of the head, and counselling students on sensitive matters, sharing personal information with them, and using inappropriate language. In December 2010, Ms. Ma went on medical leave. She does not have the capacity to carry out the professional responsibilities and duties of a teacher because of a disability. On December 1, 2014, the Commissioner executed a consent resolution agreement in which Ms. Ma agreed to a suspension of her certificate until she satisfies the Director of Certification that she is able to carry out the professional duties and responsibilities of a teacher. ←

CERTIFICATE HOLDER David John MacDonald

AGREEMENT Professional Misconduct/Standards 1 and 2

DISPOSITION Reprimand

In September 2013, a district reported that while coaching a Grade 7 boys' basketball team, Mr. MacDonald spoke to students in a demeaning way and used derogatory language. He also kicked basketballs and threw his whistle to the floor in a manner that students perceived was in anger or frustration at their failure to perform to his expectations. On July 3, 2014, the Commissioner executed a consent resolution agreement in which Mr. MacDonald agreed to a reprimand. ←

CERTIFICATE HOLDER John Charles MacKinnon**AGREEMENT** Professional Misconduct and Conduct Unbecoming/Standards 1 and 2**DISPOSITION** Certificate cancelled/Former certificate holder will not apply for a teaching certificate or letter of permission

In September 2012, a district reported that Mr. MacKinnon used his cellphone to take photos and videos of unsuspecting females at Walmart. Some of the photos/videos were taken up their skirts. The RCMP arrested him, and videos of two adult females and a 10-year-old student taken at his school were recovered from his phone. Mr. MacKinnon was charged with one count of secretly observing or recording for a sexual purpose. On December 10, 2012, Mr. MacKinnon provided the TRB with an undertaking not to teach. On July 16, 2013, he pleaded guilty to the charge and was given an 18-month conditional discharge. Mr. MacKinnon resigned from the district. On July 22, 2014, the Commissioner executed a consent resolution agreement in which Mr. MacKinnon agreed to the cancellation of his certificate. He also agreed that he will not apply for, nor will the Director of Certification be required to issue to him, a certificate or letter of permission at any time in the future. ←

CERTIFICATE HOLDER Theo Sean Mallinson**AGREEMENT** Professional Misconduct/Standard 1**DISPOSITION** Certificate suspended for three months

In February 2014, a district reported on events involving Mr. Mallinson that included losing his temper with a student and lifting the back of her chair, causing the student to fall, as well as showing his Swiss Army knife to a six-year-old student, who later took the knife when Mr. Mallinson was not looking and used it to cut an apple and to cut toilet paper in the bathroom. When Mr. Mallinson was confronted by the principal, he responded profanely and disrespectfully. Over a number of years, Mr. Mallinson also engaged in inappropriate interactions with intermediate students, including play fighting and wrestling. Mr. Mallinson resigned from the district. On July 3, 2014, the Commissioner executed a consent resolution agreement in which Mr. Mallinson agreed to a three-month suspension of his certificate. ←

CERTIFICATE HOLDER Joanne Marie Norquay**AGREEMENT** Professional Misconduct/Standard 1**DISPOSITION** Reprimand/Certificate holder will complete courses

In December 2013, a district reported that Ms. Norquay had been warned on a number of occasions to refrain from physical contact with students, which included striking a student on the arm and pointing her finger in the student's face while directing the student to stop talking, and striking a student on his hand with his pencil when he failed to follow her instructions to stop drawing. On November 7, 2014, the Commissioner executed a consent resolution agreement in which Ms. Norquay agreed to a reprimand and to complete conflict resolution and anger management courses. ←

CERTIFICATE HOLDER Daniel Mark Ogloff**AGREEMENT** Professional Misconduct/Standards 1 and 2**DISPOSITION** Certificate suspended for two weeks

In November 2013, a district reported that Mr. Ogloff spoke inappropriately and disrespectfully to a female Grade 12 student when she asked him why she was failing. On another occasion, Mr. Ogloff acted unprofessionally, disrespectfully and without regard for students' physical and emotional safety when, during class, he placed on the back of a male Grade 11 student a piece of masking tape with the words "I'm gay" written on it. The student left the class with the tape on his back. Mr. Ogloff was previously warned with respect to inappropriate comments he made to Grade 7 students. On September 10, 2014, the Commissioner executed a consent resolution agreement in which Mr. Ogloff agreed to a two-week suspension. ←

CERTIFICATE HOLDER Timothy Joseph Ouellette

AGREEMENT Professional Misconduct and Conduct Unbecoming/Standards 1 and 2

DISPOSITION Certificate relinquished/Former certificate holder will not apply for a teaching certificate or letter of permission

On November 9, 2012, Mr. Ouellette was charged with one count of distribution of child pornography and one count of possession of child pornography. On March 14, 2013, Mr. Ouellette was convicted of the charge of possession and was sentenced to a four-month jail sentence followed by probation with conditions. Mr. Ouellette relinquished his certificate on March 20, 2013. On July 10, 2014, the Commissioner executed a consent resolution agreement in which Mr. Ouellette agreed that he will not apply for, nor will the Director of Certification be required to issue to him, a certificate or letter of permission at any time in the future. ←

CERTIFICATE HOLDER Deborah Marion Ralph

AGREEMENT Professional Misconduct

DISPOSITION Certificate cancelled/Former certificate holder will not apply for a teaching certificate or letter of permission

On December 1, 2011, Ms. Ralph was charged with one count of sexual interference and one count of sexual assault with respect to her conduct involving a student. On February 7, 2014, Ms. Ralph pleaded guilty to one count of sexual assault of a person under the age of 14, and she was sentenced to a conditional sentence of two years less a day. On May 5, 2014, a determination of risk was made under the *Criminal Records Review Act*, and on May 14, 2014, the Director of Certification advised Ms. Ralph of the cancellation of her certificate. On July 10, 2014, the Commissioner executed a consent resolution agreement in which Ms. Ralph agreed that she will not apply for, nor will the Director of Certification be required to issue to her, a certificate or letter of permission at any time in the future. ←

CERTIFICATE HOLDER Judith Evelyn Smyth

AGREEMENT Professional Misconduct/Standard 1

DISPOSITION Certificate suspended for one month

In May 2014, a district reported that Ms. Smyth used unnecessary physical force with a Grade 1 student with special needs in March 2013. The student exited his classroom and, when he saw his mother, started to walk toward her. Ms. Smyth grabbed the student who started to shout "let me go," and she restrained him and carried him back to the classroom while he continued to shout and struggle. Once in the classroom, Ms. Smyth closed the door. The mother sought assistance from the principal. Ms. Smyth was not aware that the student's mother was right by her when she restrained the student. Prior to this incident, the district had issued letters of expectation and a letter of reprimand. Ms. Smyth resigned from her position on March 31, 2014. On July 22, 2014, the Commissioner executed a consent resolution agreement in which Ms. Smyth agreed to a one-month suspension of her certificate. ←

Hearing Decisions

CERTIFICATE HOLDER George William Kiteley

FINDING Professional Misconduct/Standards 1 and 5

DECISION Reprimand/Director of Certification not to issue a certificate for three months

In February 2014, the hearing panel considered allegations set out in the citation that, on or about September 6 to October 18, 2011, Mr. Kiteley engaged in inappropriate behaviour directed towards students. On June 9, 2014, the hearing panel issued its findings and determined that Mr. Kiteley breached Standards 1 and 5 and that his conduct constituted professional misconduct. His misconduct included making pejorative remarks about sexual orientation, race and disability, and for intimidating his students by poking those he was admonishing for misbehaving, and by miming the loading and firing of a shotgun at a student in the classroom. On December 1, 2014, the panel issued Mr. Kiteley a reprimand and directed that the Director of Certification not issue a certificate to him for three months. Mr. Kiteley relinquished his certificate and resigned from his employment in June 2012. ←

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.