

## **Alice Kedves**

### **Vancouver Island Zone**



#### **Academic Background and Education**

B.Ed., 1991 University of Victoria, English/Social Studies  
M.Ed., 1995 University of Victoria, Literacy  
Certificate in Adult Education, 2002, University of Victoria  
Diploma in Teacher Librarianship, 2012, University of British Columbia  
1985 Graduated from Spectrum, Victoria

#### **Employment History**

Present: Stelly's Secondary School – Librarian/English, Saanich SD #63  
Previous: SD #79 Cowichan – Frances Kelsey Secondary, Chemainus  
Secondary, Chemainus Elementary, Mt. Prevost and Quamichan middle  
schools – Learning Assistance, Math, English, Socials, Library

#### **Professional Service**

\*Staff Rep \*Peer Helping Teacher BCTF  
\*District Literacy Committee \*District Librarians' Assoc. (Advocacy & Social)  
\*Marked provincial exams \*Developed IRPs (1996)  
\*Author of the Language Arts textbook series, Sightlines 8-9 (Pearson, 2000)  
\*Sessional lecturer for both UVIC and VIU Faculty of Education, and evaluated student teachers on their behalf (1998-2004)

#### **Community Volunteerism**

\*Greater Victoria Football Association - Secretary 2016-2017  
\*Ladysmith Family & Friends Children's Society – President 2001-2007  
\*Fuller Lake Skating Club – Board member 2004 – present

I have two children: Luke at Mount Douglas Secondary and Sarah at South Island Distance Education School

#### **Election Statement**

Last election only 20% of Vancouver Island educators voted. Why are educators disengaged with the Teacher Regulation Branch, Council and its processes? Council decisions affect us daily and impact how our future colleagues will be trained.

As educators, we need transparency and accountability, but the council must advocate against the 'Blame and Shame' strategy taken by the current commissioner. As a professional group, we need to establish a just and fair way to hold educators to standards of behaviour without the pettiness of some of the decisions which we now see.

As a result of escalating disciplinary hearings, the Council has directed the faculties of Education to increase classroom management skills in their programs, but this does not address the root cause of the problem. The "public interest" is in determining the root cause of the increased classroom management issues that are leading to complaints against educators. Frankly, how do increasing discipline concerns relate to the myriad of social and psychological concerns that students and families are addressing these days? How can the TRB council advocate for more supports for our students?

As a parent and long-standing community volunteer, I am able to represent "public interests"; as an experienced educator, from kindergarten to university. I believe that I will represent best interests of certificate holders. More importantly, I am not afraid to have an opinion and represent certificate holders well. With only five elected positions, we need to choose wisely, become engaged and stay informed. What does the Teachers' Council do for you? Anything they want, unless we use our elected positions to voice our concerns and advocate for the needs of certificate holders as essential to the public good.