OKANAGAN EDUCATOR CONNECTS STUDENTS TO THEIR LANGUAGE & CULTURE
THE 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 provide quality education to students in a safe and nurturing environment 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](http://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.

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**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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FEATURES
4 UPDATE ON THE GRAD YEARS CURRICULUM
Greater flexibility allows for more focus on doing and understanding

6 GET TO KNOW BC’S EDUCATION PARTNERS
Profiles of the British Columbia School Superintendents Association and British Columbia School Trustees Association

12 OKANAGAN EDUCATOR CONNECTS STUDENTS TO THEIR LANGUAGE AND CULTURE
In Profile: Arnold Baptiste creates powerful, experiential learning environments

EXPLORE
10 TEACHING AND LEARNING IN RURAL AND REMOTE AREAS
The challenges and opportunities of working in BC’s small, rural and remote schools

IN EVERY ISSUE
14 TRB NEWS

IN THE PUBLIC INTEREST
15 A CASE STUDY ON THE STANDARDS
16 DISCIPLINE CASE SUMMARIES

ON THE COVER
Teacher Arnold Baptiste with some of his students from the Outma Sqilx’w Cultural School, Penticton
Photographer: Trevor Cooper
“Our current curriculum focuses predominantly on knowing, while the redesigned grad years curriculum flips that to a focus on doing and understanding,” says Jan Unwin, Superintendent of Graduation and Student Transitions. Many years in the making, the new Grade 10-12 curriculum will be finalized by September 2018. And when it is, teachers and students will benefit from the greater choice and flexibility that comes with the new concept-based and competency-driven curriculum.

As with the revised K-9 curriculum that was introduced in September 2016, the Grade 10-12 curriculum is being developed through a collaborative process that brings together teams of educators, curriculum consultants and Ministry of Education staff. Draft curricula have been written, shared with colleagues, trialled in classrooms, posted for comments and will be revised and improved based on feedback.
Paul Britton, curriculum co-ordinator in the Vernon School District and a former biology teacher, was on a team of educators revising the K-9 curriculum. He’s been seconded from his current position to participate in a similar process for the science courses in the grad years curriculum.

The existing program of study is very content-based and limits the opportunity for deep exploration, Britton says. The team’s goal in redesigning the curriculum has been “to write it at a conceptual level so that rather than being directive and prescriptive, it offers educators more flexibility in the learning that goes on in the classroom.”

Britton provides an example from his own area of expertise in biology. Instead of adopting the more traditional survey approach typical of the existing curriculum, teachers have the flexibility to explore topics in new ways and in greater depth. They could, for example, focus on the evolution of neural or environmental feedback systems across species, which would encompass a diverse array of subjects from taxonomy and evolution to animal biology. “When we look at the research, giving students opportunities to go in depth creates better retention and understanding than when they are skimming over everything,” he says.

With more open space within the curriculum, learning can be customized to make it locally relevant and reflective of the students’ interests and lived experience. Educators can slow down and spend more time on areas they and their students are passionate about.

Britton notes that the “process of science” component that often looked like a standalone unit in many integrated resource packages has been rethought. The curricular competencies of science – the doing and understanding elements – are now embedded throughout the redesigned curriculum.

Britton believes in making content the vehicle through which students develop their competencies, rather than an end goal in itself. This, Britton suggests, offers “the biggest space for educational gains and meaningful impacts for students.”

New courses have also been added, says Nancy Walt, executive director in the Ministry of Education’s Learning Division. Walt mentions new provincial course offerings in the history of math, genocide studies, francophone history, spoken language, environmental science and science for citizens as some examples of courses that will be of great interest to teachers and students.

While it remains up to individual teachers to make decisions about assessment and pedagogy, there will be shifts to province-wide assessment practices. “When you move away from a prescriptive, content-based model of curriculum, the knowledge-based exams of the past don’t readily apply,” says Walt.

Students will be required to complete a numeracy and literacy assessment for graduation; however, these assessments will not be tied to any particular courses, and learning standards will be drawn from various curricula. The numeracy assessment will be introduced in the 2017/2018 school year and the literacy assessment in 2018/2019.

The existing career-planning courses – Planning 10 and Grad Transitions – will be replaced with two Career Education courses, with the second including a capstone project that allows students to demonstrate their learning in an area they are passionate about. Graduation requirements won’t change, and students will still be required to attain 80 credits.

Unwin is jointly appointed to the Ministry of Education and Ministry of Advanced Education, and in this role she’s been connecting with post-secondary institutions to keep them updated on the transformation that’s occurring. “There’s a lot of excitement around the philosophy and big concepts, and keen interest in where we’re headed” she says. “People understand that with the changes in our world we need to reimagine our schooling, curriculum and assessment practices.”
GET TO KNOW BC’S EDUCATION PARTNERS

BC’s education system is strengthened by the significant contributions of our many education partner groups. In this ongoing feature, we profile BC’s education partners to learn about the work they do to enhance education throughout the province.

In this issue, we spoke with Tom Longridge, president of the British Columbia School Superintendents Association, and Gordon Swan, president of the British Columbia School Trustees Association.

British Columbia School Superintendents Association

Founded  The British Columbia School Superintendents Association (BCSSA) is a non-profit organization founded in 1919.

Members  More than 300 superintendents, assistant superintendents, directors of instruction and other senior education executives of the 60 school districts in BC, the Yukon and the Northwest Territories are members of the BCSSA.

Mission  The BCSSA enables its members to be visionary leaders of public education by supporting their individual professional development and by representing their collective wisdom and interests.

Website  bcssa.org

Phone  604-687-0590

Learn spoke with Tom Longridge, president of BCSSA and superintendent of the Campbell River School District.

What does the BCSSA do?

We inspire, develop and support leadership in public education in British Columbia by:

• providing a compelling leadership vision and a strategic and principled voice on issues affecting public education,

• advocating strongly for high-quality public education that supports the children and families we serve,

• working strategically with others to strengthen public education and leadership, and

• creating dynamic learning opportunities for leadership development.

We achieve these goals through our programs and services. Our members meet regionally to pursue professional development opportunities and we run three annual provincial conferences. These include a spring forum, a Summer Leadership Academy for members and our fall conference. We bring in recognized thought leaders in education – past attendees have included Yong Zhao, Stuart Shanker, Valerie Hannon, Pasi Sahlberg, Michael Fullan, Andy Hargreaves and Andreas Schleicher – and we share examples of educational transformation here in BC and beyond.

We also offer opportunities for peer-to-peer mentoring for people who are taking on new positions in district leadership. We ran a successful pilot project last year, and are now offering the Aspiring Aboriginal Leaders program across the province to mentor Aboriginal principals who are considering pursuing senior district leadership positions.
Tell us about some of your successes as an organization.

The fact that we are approaching our 100-year anniversary in 2019 is a significant milestone. I would also say that the collaborative work we do to support educational transformation is a mark of our success. Senior district staff implement the decisions of both the Ministry of Education and their locally elected district boards. The members of our organization therefore play a pivotal role in the educational transformation that is occurring.

In essence, we translate vision into action. We are responsible for making the transformation happen – from developing and allocating resources, to making sure that the single focus on personalized student learning is uppermost in people’s minds.

How does your organization work with other education partner groups?

Collaboration is central. We collaborate with the Ministry of Education and a range of education partner groups. Much of the work that we do is background research and committee work – and although it might not get a lot of attention, it is essential in giving weight to important issues and outcomes in education.

Why is it important that the BCSSA be involved as a partner in the education system?

Our members are both educational leaders and CEOs, and they bring a unique perspective to the discussion based on their wealth of classroom and leadership experience. Their perspective and wisdom contributes to students’ successful educational outcomes.

What are the most significant challenges facing our students?

The biggest challenge is change – change itself is the only constant. Our students need to be prepared for success in a world we cannot imagine. As senior leaders, we support our students by bringing a critical eye to current practice, anticipating what’s important and making decisions based on data.

Our schools are also required to address so much more than just our students’ educational needs. Students’ emotional well-being and mental health is something we take very seriously and that we are focused on supporting. We also need to make sure that the diversity of our students and communities is honoured and respected.

Anything else you’d like to add?

Although many may see our members as having a solely managerial role, our members are learners and educators first and foremost. They are aware of the tremendous trust and responsibility they hold and are driven by the desire to make sure each student’s needs are met and that students and families in our school communities are well educated, cared for and supported.

British Columbia School Trustees Association

Founded  The British Columbia School Trustees Association (BCSTA) is Canada’s first school trustee association and traces its history back to 1905 when 20 school trustees came together to talk about shared concerns. The current Association was formed in 1956 through an act of provincial legislation.

Members  59 of BC’s 60 locally elected boards of education.

Mission  The BCSTA supports and advocates for effective public boards of education in British Columbia.

Website  bcsta.org

Phone  604-734-2721
Learn spoke with Gordon Swan, president of BCSTA and school trustee with the Nicola-Similkameen School District.

What does the BCSTA do?
The BCSTA serves and supports its member BC’s boards of education in their foundational work of improving student achievement. BCSTA provides professional learning, legal counsel, communication support and facilitation services to member boards, individual trustees and senior district staff. Provincially, we advocate to government, other education partners and the public on matters affecting public education.

Our members are locally elected boards of education and their individual trustees. Trustees are accountable to the public as they are entrusted to make the decisions that serve the needs of local students.

Our association is also the government’s direct conduit for consulting with boards of trustees on policy and programs. It would be very difficult for the government to consult with all boards individually, so we provide a unified voice on policy and resourcing issues.

Tell us about some of your successes as an organization.
As the provincial voice for locally elected boards, we are in a unique position to advocate for changes that can improve student achievement. We have long advocated for the need for improved education funding and I believe we had success with the recent provincial budget that allocated 40 per cent of all new funding to K-12 education.

Other achievements resulting from our work include changes to policies and programs relating to Aboriginal education, poverty-reduction initiatives, rural education and refugee students, as well as capital and seismic projects.

How does your organization work with other education partner groups?
Over the past year, we were part of more than 50 government and education partner group committees or working groups. Our executive meets quarterly with the Ministry of Education as well as with the executives of many education partners. We also collaborate with other provincial and national organizations, with a recent example being our discussions with the Pan-Canadian Joint Consortium for School Health on strategies to support student mental health and wellness.

Why is it important that the BCSTA be involved as a partner in the education system?
We believe the interests of students are best met through local decision-making, supported by BCSTA. Government sets funding, the provincial mandate and targets, and boards have the authority to make allocation decisions at the local level. “One size fits all” decisions from Victoria won’t fit equally well across the province, and districts need the flexibility to allocate resources and make decisions that meet their local needs.

What are the most significant challenges facing our students?
Challenges are unique to individual students so there isn’t a single complete answer to this question. There are, however, some important broad considerations for us all. Although progress has been made, our Aboriginal students still lag non-Aboriginal students in school completion rates. Student mental health and social/emotional issues are a concern province-wide. Many students are in less than ideal buildings. Finding ways to address the issue of schools that are seismically unsafe or that need to be replaced remains part of our work with the ministries of education and finance.

The BCSTA advocates for positive change – whether that’s embedding First Nations culture into the curriculum, exploring strategies to promote school health, or working to maximize capital funding for our schools.

Anything else you’d like to add?
As an organization, on behalf of our member boards, we see ourselves as the voice of K-12 public education. This ties back to our foundational work: supporting and improving student achievement. We believe this can best happen through local decision-making by elected boards of education. What works in Merritt may not work in Prince George or Surrey. Locally elected school boards are best placed to make decisions about how to meet community needs. When we come together as an organization, we are bigger than the sum of our parts and able to make a difference for our students.
BC Principals Recognized for Outstanding Work

The following four BC principals were recognized earlier this year by the Learning Partnership as some of Canada’s outstanding principals for 2017:

- Jacqueline Taylor, Ellison Elementary School in Vernon, Vernon School District
- Angelo Morelli, École K.B. Woodward Elementary School in Surrey, Surrey School District
- Alida Privett, Mar Jok Elementary School in West Kelowna, Central Okanagan School District
- Michael Franklin, GROW Centre in Williams Lake, Cariboo-Chilcotin School District

These administrators received the award along with 36 other educators across Canada. The Learning Partnership is a national not-for-profit organization that champions public education.

Changes to TRB Online Login Pages

The Teacher Regulation Branch will be making changes to the Certificate Holders’ Area and the Applicants’ Area found on the TRB website. The two areas will be merged into one account area with a single login page and an improved login system using a government BCeID account. The integration of the two areas will make it easier for certificate holders and applicants to access and view their information in a single place. Using a BCeID account will better align with government login requirements and provide increased security for your personal information. Over the coming months, the TRB will provide further information on the BCeID account integration activity on the TRB website.
TEACHING AND LEARNING IN RURAL AND REMOTE AREAS

For many, the words “multi-grade classroom” will call to mind a Grade 3/4 split or similar class. But for educators working in rural or remote schools, a multi-grade class can be something quite different. For those teaching and learning outside BC’s major cities and towns, a classroom of five or six grades learning together is not uncommon – and brings with it both challenges and benefits.

This was the experience of Amanda Patterson in her first teaching position after she graduated from the University of Victoria’s East Kootenay Teacher Education Program at the College of the Rockies in Cranbrook. Patterson says she always wanted to be a teacher, and when she learned that she could complete her education degree near her hometown of Kimberley, she was elated. It meant continuing to live at home within easy driving distance of campus, staying in a region she loves and remaining connected to friends and family.

Patterson was one of just 15 teacher education students in her class, and she completed her three practicums in Kimberley. “I did one practicum in a Grade 4 class, and my sponsor teacher had actually been my Grade 4 teacher,” she says. “She was one of the reasons I wanted to be a teacher, so to go back and have her mentor me was awesome.”
When Patterson graduated, there were few full-time jobs available. She worked as a waitress for a year, and then took a job running an aftercare program at the Aqamnik School in A’qam on the Ktunaxa First Nation. Within months she was offered a position as a part-time teacher and the following year was hired full time.

In her first part-time teaching position at the school, Patterson taught a multi-grade classroom that spanned five grades. There were 10 students in the Grade 3-7 class and Patterson says they were working at everything from a Kindergarten to Grade 9 level.

“There were certainly challenges, but I really preferred the smaller and more intimate class size compared to what I’d experienced in my practicums. It was more conducive to teaching to the needs of every student, and I felt I could really focus on each one of them.”

She used small group instruction and worked with the school’s education director to source materials and resources to provide students with targeted interventions and support.

Understanding the experience of educators like Patterson is an essential first step in supporting teachers and students in smaller schools throughout the province. Collecting this type of information was part of an engagement and consultation process launched by the Ministry of Education in the fall of 2016 that will culminate in a Rural Education Strategy to be released this summer.

The Ministry asked British Columbians to share ideas online and offer input on a draft discussion paper, and hosted nine community sessions throughout the province to gather insights. Stakeholder groups sent formal submissions and district leaders were asked to complete surveys on technical issues related to funding, facilities and programs.

Eric Grahn, a funding policy analyst at the Ministry of Education, says that many common themes emerged from the discussion. Course availability at the higher grade levels was a central concern. With typically small classes and a limited pool of educators qualified to teach certain subjects, remote and rural schools are often unable to offer a full suite of courses each year. This can make it difficult for students to gain the credits they need for post-secondary programs. And while long-distance learning can be an option, Internet connections in some communities are not always robust or reliable enough to make this a viable alternative.

Students may also face long commutes by bus or ferry, which makes it hard to fully participate in extracurricular activities. And for some, their community or island may not have a high school, requiring them to travel long distances or move away to complete their secondary education.

In addition, recruiting and retaining staff is a significant issue. “It can be challenging to attract teachers and specialist educators to some areas,” says Grahn. “And it’s not just teachers – districts also struggle to attract district administrators and technical staff.”

The Rural Education Strategy will provide high-level recommendations to support rural and remote districts, building on the strategies suggested by the stakeholder consultation process to ensure equity of opportunity for students across the province. The wide variety of rural and remote schools means that creative approaches that reflect a community’s individual needs and contexts are essential.

“People in rural areas are quick to tell you that their communities offer advantages you can’t find anywhere else,” says Grahn. “Schools are often the heart of a community, and with their tight-knit connections to residents and organizations, they take pride in being able to quickly develop programs or launch projects for their students that draw on the local area’s resources and strengths.”

Patterson now teaches a Grade 1/2 class at Kimberley Independent School, home to about 90 students from pre-Kindergarten to Grade 6. She agrees that there are unique opportunities available in small schools and in regions outside of bustling urban centres.

“People know that this is an incredible and beautiful place to live, with great schools and so many activities to get involved in. Our school is truly part of the community and there’s a real sense of everyone working together to create something special.”

LEARN MORE
Visit engage.gov.bc.ca/ruraleducation to review the draft discussion paper that forms the foundation of the Rural Education Strategy, which will be released in the summer of 2017.
In the late 1970s, Arnold Baptiste dropped out of high school, tired of being told that “you Indians learn this way and the rest learn that way.” Twenty years later, seeing members of his extended family going through similar struggles, he “rolled up his sleeves” and went back to school.

Baptiste received his teaching degree in 1997 and has spent the last 20 years sharing “an understanding and appreciation of what it means to be an Okanagan” with his students.

His primary role is as a language and culture teacher at Outma Sqilx’w Cultural School in Penticton. Students from grades four through eight attend his class each day to learn the Okanagan language, songs, culture and history.
It’s a dynamic classroom environment that draws on SMART Boards, laptops and iPads as well as the learning that comes from the land and community members. Classes happen indoors and out, and throughout the year full days are spent tanning hides, drying salmon, and hanging and butchering moose.

The class recently spent a day gathering wild root vegetables, including potatoes, carrots and celery root. “We bring our digging implements and storage bags. We are out there to be part of a gathering of good thoughts, good food and good energy.”

These gatherings are open to community members and often include parents, grandparents, aunts and uncles. “They learn what we are doing – they learn from the land – and through this come to understand their role and how important it is,” he says. “This can only happen when you create an environment focused on learning rather than teaching. Too often, educators want to teach in a linear fashion – going from this point to that point – but when you do that, you don’t allow others to make their own observations, develop their own insights and learn about themselves.”

This emphasis on creating environments designed for learning, rather than teaching, is central to Baptiste’s worldview. He notes that students who come to class expecting to be taught have a very different attitude than those who come to class excited that they will learn.

“A learning environment is one where we incorporate an appreciation for each child as a whole and as an individual,” he says. “We create a space for them where they can be mesmerized and engulfed in learning.”

It’s a space that allows his students to learn who they are within the context of their culture and community. Students come to a growing awareness of themselves, their culture and the uniqueness of their history, as well as the “qualities, responsibilities and duties of being an Okanagan.”

Baptiste has shared his knowledge and skills in areas that include archaeology, anthropology and curriculum development, and he has taken on many leadership roles within the Syilx First Nation. But he says the fulfilment he finds in teaching is second to none.

“Teaching wakes me up in the morning and propels me through the day. There is nothing like spending a day helping learning to happen. If you’re going to go into teaching, it should not be about just paying your bills or achieving a certain status. You go into teaching because you want to contribute and see life unfold and grow.”
CRIMINAL RECORD CHECK REQUIREMENT

The Criminal Records Review Act requires all individuals working with children and vulnerable adults, including certificate holders, to undergo a criminal record check (CRC) every five years. The Teacher Regulation Branch (TRB) facilitates this requirement by collecting your authorization and submitting it to the Criminal Records Review Program of the Ministry of Justice, which conducts the check. Certificate holders who last authorized the processing of their CRC through the TRB before 2013 will need to authorize a new CRC this year.

If you are required to complete the criminal record check authorization this year, the TRB has already notified you. 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 don’t know when your next authorization is due, you can confirm the date by logging in to the Certificate Holders’ Area on the TRB website. A message on the welcome page will provide you with this important information.

2017-2018 ANNUAL PRACTICE FEE PAYMENT REMINDER

For certificate holders to retain valid BC Ministry of Education certification, the annual practice fee of $80 must be paid by May 31, 2017. 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. This means that 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 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. The first option is to ask your employer to enter your name into the Online Registry on the TRB website by clicking on the Certificate Services tab and choosing Find a Teacher in the menu or by clicking on Check a Teacher’s Status on the Online Registry on the home page. 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 they 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

If the Teacher Regulation Branch does not have your up-to-date contact information, you may not receive notices and news that could affect you as a BC educator, such as changes to standards or regulations. You can easily update your contact information online. 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.
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 and the Standards.

Scenario
A teacher noticed that her students weren’t very engaged in their Science 8 class, and she wanted to try an inquiry-based approach in her teaching to see if it would help. She had never used this approach so, in addition to her own research, she reached out to colleagues in the district and collaborated with teachers at her school who had successfully used inquiry-based learning in their teaching. She then introduced this approach to her Science 8 classroom.

Over a couple of years, she found the new approach to be highly successful, especially in terms of increased student engagement. Colleagues who hadn’t yet used the approach expressed interest in learning about her experience, and her principal asked her to present her experience during a professional development day by implementing an inquiry-based lesson with the staff.

The teacher presented the inquiry lesson with her colleagues and discussed the strengths and challenges of this approach to teaching. Through dialogue, teachers from various subject areas generated new ideas together. Her colleagues noted the strategies she had used to adapt her own lessons to incorporate inquiry-based learning and found new ways to adapt lessons of their own.

Consider the following questions
- What may have inspired the teacher to experiment with this new approach?
- What aspects of her teaching would she need to consider before creating new lesson plans?
- What research would she have had to conduct?
- What resources could she rely on?
- Which standards do you think are engaged?

In this case, the scenario reflects a teacher’s shift to a new instructional method. The teacher sought help from her colleagues and then shared what she had learned with her co-workers to inspire them to try new approaches in their own practice. Her encouragement and contributions then helped to support the ongoing professional learning of others. The Standards highlighted in this scenario are Standard 5 and Standard 8.

Standard 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.

Standard 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 www.bcteacherregulation.ca/Standards/StandardsOverview.aspx.
FROM THE OFFICE OF THE COMMISSIONER FOR TEACHER REGULATION: DISCIPLINE 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 and nurturing 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 appear in full on the TRB website. These summaries do not contain all the details of the published outcomes, which may include discipline imposed by the employer. The Standards for educators in British Columbia can be found on the TRB website and on the last page of this issue of Learn.

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Consent Resolution Agreements (CRA)

**CERTIFICATE HOLDER** A Teacher (T-AK-2016)
**AGREEMENT** Professional Misconduct/Standards 1 and 2
**DISPOSITION** Certificate cancelled

This summary is published under section 54(3)(a) of the Teachers Act to protect the identity of students who were harmed, abused or exploited by the teacher. In 2013, a district made a report about a teacher to the Commissioner under section 16 of the School Act. In 2012, the teacher used a school-issued laptop on two separate occasions to access sexually explicit material in breach of district policies. The websites were accessed using the district’s network during school hours on days that the teacher was working. In 2013, the teacher and his family hosted a 15-year-old girl from Europe as a homestay student. She was also a student at the school. One month after she began living with the teacher and his family, she invited two friends over to go swimming. While the three students were changing in the student’s room, the teacher filmed them undressing without their knowledge. The teacher was charged with voyeurism and sentenced to an 18-month conditional discharge. The criminal proceedings are subject to a court-ordered publication ban. On November 24, 2016, the teacher entered into a consent resolution agreement with the Commissioner. The teacher agreed to a cancellation of his certificate of qualification.

**CERTIFICATE HOLDER** A Teacher (T-AA-2017)
**AGREEMENT** Professional Misconduct/Standard 1
**DISPOSITION** Former certificate holder will not apply for a teaching certificate or letter of permission

This summary is published under section 54(3)(a) of the Teachers Act to protect the identity of students who were harmed, abused or exploited by the teacher. In 2015, the Commissioner received a report from a school principal about a teacher. The Commissioner subsequently asked the teacher to provide an undertaking not to teach in any role that required a certificate of qualification, independent school teaching certificate or letter of permission. The teacher provided the undertaking. The teacher was charged and convicted on two counts of sexual exploitation (touching for a sexual purpose), two counts of sexual exploitation (inviting to touch for a sexual purpose) and one
count of luring a person under the age of 18 for the purpose of facilitating the commission of an offence. The teacher was sentenced to a term of imprisonment followed by probation. The criminal proceedings are subject to a court-ordered publication ban. The teacher entered into a consent resolution agreement with the Commissioner in which he agreed that he would never apply for, and the Director of Certification will never issue to him, a certificate of qualification, an independent school teaching certificate or a letter of permission. The teacher’s certificate of qualification was cancelled in 2016 for non-payment of fees.

CERTIFICATE HOLDER Barret Mitchell Bain
AGREEMENT Conduct Unbecoming/Standard 2
DISPOSITION Former certificate holder will not apply for a teaching certificate or letter of permission

On June 30, 2016, Barret Mitchell Bain relinquished his BC certificate of qualification. On August 18, 2016, the Alberta Minister of Education cancelled Mr. Bain’s permanent professional certificate, issued by the Alberta Department of Education, because of unprofessional conduct. On September 9, 2016, the Commissioner initiated an investigation into Mr. Bain’s conduct under section 47(1)(b) of the Teachers Act. On November 25, 2015, Mr. Bain pleaded guilty in Albert Provincial Court to one count of sexual interference involving a person under the age of 14, and he was sentenced to six months in prison and ordered to comply with the Sex Offender Information Registration Act for 10 years. On March 1, 2017, the Commissioner executed a consent resolution agreement in which Mr. Bain agreed that he will never apply for, and the Director of Certification will be required never to issue to him, a certificate of qualification, an independent school teaching certificate or a letter of permission.

CERTIFICATE HOLDER Margaret Kathleen Rayanne Charlie
AGREEMENT Professional Misconduct/Standard 1
DISPOSITION Certificate suspended for one day

In October 2016, a district made a report under section 16 of the School Act about Margaret Kathleen Rayanne Charlie. The following events occurred on June 21, 2016. Ms. Charlie organized a game of tag on the last day of classes for her Grade 8 drama class. The “Game of Rainbows” involved two “seekers” trying to catch or “kill” the rest of the students who were hiding. If the “hiders” were caught before they could run back to kick the can, they were “punished.” Students were told that they did not get to play if they did not play the game in full, and they could not opt out of the punishment. The punishment was to line up the students who had lost and spray them with water from a hose in front of their classmates. There were two rounds in each game. If a student lost a single round, he or she was sprayed once. If he or she lost both rounds, he or she would be sprayed twice. One student asked to opt out of the game after losing the first round, but Ms. Charlie told her that she had to continue. The student had a math review class scheduled after Ms. Charlie’s drama class. She had to miss the review because she was soaking wet and had to go home to change into dry clothes. Some students reported that playing the game was stressful and made them feel anxious. Two other students sustained injuries playing the game: one required six stitches and the other sprained his ankle. In 2015, Ms. Charlie played a similar version of the game in which the “losers” had a mixture of flour, water and vinegar poured onto their heads as they lay down in the school courtyard. Ms. Charlie assured the district that this game would not be played again. On February 2, 2017, the Commissioner executed a consent resolution agreement in which Ms. Charlie agreed to a one-day suspension of her certificate.

CERTIFICATE HOLDER John Keith Gilbert
AGREEMENT Professional Misconduct/Standard 1
DISPOSITION Reprimand

In July 2015, a district made a report under section 16(2) of the School Act about John Keith Gilbert. On December 1, 2014, Mr. Gilbert showed a documentary film called “Sluts, the Documentary” to his English 8 class, and to two of his Social Studies 8 classes. The film, about girls who are or were labelled “sluts” in high school, was not on the curriculum and its content was inappropriate for the age and grade of the students. Students reported finding the film awkward and embarrassing. In December 2014, when Mr. Gilbert was interviewed by the district about the high failure rate of students in his classes, he indicated that he had communicated with the parents of all students who had received an “F” in the first term, which was untrue. On December 29, 2016, the Commissioner executed a consent resolution agreement in which Mr. Gilbert agreed to a reprimand.
CERTIFICATE HOLDER Blair Christopher Haddrell
AGREEMENT Professional Misconduct/Standard 1
DISPOSITION Reprimand

In March 2015, a district made a report under section 16(3) of the School Act about Blair Christopher Haddrell, who was employed as a high school teacher when the following events occurred in the 2014-2015 school year. Mr. Haddrell, who coached the Grade 9 girls’ basketball team, made inappropriate comments to the students on the team. To one student, he said “you are a good looking Grade 9” and “you can date anyone you want.” To two students who were going to a dance, he said “you are good looking, guys will want to dance with you.” On November 15, 2016, the Commissioner executed a consent resolution agreement in which Mr. Haddrell agreed to a reprimand.

CERTIFICATE HOLDER Glen Allen Hamlen
AGREEMENT Professional Misconduct/Standard 1
DISPOSITION Reprimand/Certificate holder to complete a course

In May 2016, a district made a report under section 16(3) of the School Act about Glen Allen Hamlen, who was employed as a high school teacher when the following events occurred in October 2015. When three students in his Grade 8 math class forgot their textbooks, Mr. Hamlen told them that they would have to perform “I’m a Little Teapot” in front of the class. He led them through a rehearsal, turned to the rest of the class, and said “cameras ready and…action!” at which point the students had to perform the song. Mr. Hamlen was aware that some students were recording this incident on their phones. Videos of the three students performing “I’m a Little Teapot” were shared by some of their classmates on social media, to the embarrassment of the students involved. On November 15, 2016, the Commissioner executed a consent resolution agreement in which Mr. Hamlen agreed to a reprimand and to complete a course on creating a positive learning environment.

CERTIFICATE HOLDER Dana Mond Lum
AGREEMENT Professional Misconduct/Standard 1
DISPOSITION Reprimand/Certificate holder to complete a course

In January 2015, a district made a report under section 16 of the School Act about Dana Mond Lum. Between October 2014 and January 2015 when Mr. Lum was teaching Grade 8, he frequently yelled at his class, which made some students feel uncomfortable. He would also periodically touch the shoulders and necks of students, and would occasionally rub the base of their necks and hug them. Some students reported that this physical contact made them uncomfortable. Two of the female students touched in this manner were Student A and Student B. On January 22, 2015, in an effort to comfort Student A during a conversation in which she was emotional, Mr. Lum told her that he loved her and placed his hand on her shoulder. She reported to the principal that Mr. Lum had made her feel uncomfortable. When Student B came to Mr. Lum’s class, he would periodically lift her off the ground, holding her by her bent elbows, and give her candy. Mr. Lum also told Student B “I love you so much.” Student B reported that this made her feel like she was one of Mr. Lum’s really good friends. On another occasion, after two female students made a request of Mr. Lum that was denied, he said “you know I love you guys – no hard feelings.” One of the students described this as “weird.” On December 8, 2016, the Commissioner executed a consent resolution agreement in which Mr. Lum agreed to a reprimand and to complete a course on boundaries.

CERTIFICATE HOLDER Marla Elaine McLellan
AGREEMENT Professional Misconduct/Standard 2
DISPOSITION Reprimand

In October 2016, a district made a report under section 16 of the School Act about Marla Elaine McLellan. Ms. McLellan was employed as a counsellor when the following events occurred. In 2014, Ms. McLellan began working part-time as a sales representative for a company. Between October 2014 and September 2016, Ms. McLellan called in sick to the district on eight separate days to attend company conferences or training. One of the days was October 23, 2014. October 24, 2014, was a professional development day and, instead of attending the professional development activities, she attended a company conference. On March 1, 2017, the Commissioner executed a consent resolution agreement in which Ms. McLellan agreed to a reprimand.
CERTIFICATE HOLDER Sally Lynne Piccinato  
AGREEMENT Professional Misconduct/Standards 1 and 2  
DISPOSITION Reprimand

In February 2016, a principal of an independent school made a report under section 7 of the Independent School Act about Sally Lynne Piccinato. Ms. Piccinato was a Grade 7 teacher when the following events occurred. On February 16, 2016, Ms. Piccinato attended two meetings with the Assistant Head of School about an allegation that she facilitated cheating with the Grade 7 students on the numeracy sections of the Foundation Skills Assessment (FSA). Ms. Piccinato admitted to giving the answers to her students and made excuses for her behaviour. On February 18, 2016, in an agreement with the school, Ms. Piccinato resigned effective April 30, 2016, and agreed not to return to employment with the school. On January 18, 2017, the Commissioner executed a consent resolution agreement in which Ms. Piccinato agreed to a reprimand.

CERTIFICATE HOLDER Mark Walter Zatylny  
AGREEMENT Professional Misconduct/Standard 1  
DISPOSITION Reprimand

In January 2015, a district made a report under section 16 of the School Act about Mark Walter Zatylny. On January 6, 2015, Mr. Zatylny was teaching a Grade 9 English class when he failed to maintain control over his class, lost his temper, yelled, uttered profanities and had physical contact with at least four students, including pushing a table into a female student, grabbing two other students by the shoulder or arm, and spinning a fourth student around by the shoulders and pushing him. Mr. Zatylny then engaged in an angry confrontation with a fifth student (Student A), during which he was physically aggressive and raised his voice. Mr. Zatylny and the student proceeded to the principal's office where Mr. Zatylny continued to argue and use profanity. Students in Mr. Zatylny’s class reported feeling frightened as a result of this incident. On March 16, 2016, the district made another report under section 16 of the School Act. On February 23, 2016, Mr. Zatylny repeatedly kicked the back of a Grade 8 student’s chair to get the student to stop talking and laughing while the class was watching a video. As a result, the student reported feeling uncomfortable. On February 24, 2016, Student A and a schoolmate stood at Mr. Zatylny’s desk to see their marks. Mr. Zatylny tapped Student A’s chest three or four times using the back of his hand and then pointed at Student A’s friends saying words to the effect of “they are laughing at you because of your mark.” Mr. Zatylny then became visibly angry, loudly ordering Student A to tell him how many zeros he had on his report card. On December 8, 2016, the Commissioner executed a consent resolution agreement in which Mr. Zatylny agreed to a reprimand.

CERTIFICATE HOLDER Xishuang Zhang  
AGREEMENT Professional Misconduct/Standard 1  
DISPOSITION Reprimand

In August 2016, a program director at a private language school made a complaint to the Commissioner under section 39 of the Teachers Act about Xishuang Zhang. On August 6, 2016, Mr. Zhang told a nine-year-old student, who was being disruptive, that he was not popular in the classroom and warned him to behave. When the student did not follow the direction, Mr. Zhang grabbed the student by the arm, dragged him out of the classroom against his will, and pushed him out the door. Doing so caused the student to fall and hit his head. Mr. Zhang then threw the student’s bag and shoe outside the classroom. This incident upset the student, who then went to another teacher’s room in tears. On January 5, 2017, the Commissioner executed a consent resolution agreement in which Mr. Zhang 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, aesthetic, 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 on the TRB website.